

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

Horace Mann and Our Association	1
How to Strengthen the Schools	3
The Journal's Annual Roll Call	5
Pittsburgh's Cathedral of Learning	7
The Speech Reading Movement	10
Visiting Teachers: What are They Teaching?	11
The Teaching Procession	13
When Clara Taught	14
A Dream and a Guide-Book	15
Post-War Reforms and Education: India	16
This Generation	17
Library Service in Oregon Rural Schools	19
At Walter Reed	21
Editorial	22
An Appeal to Prejudice and Ignorance	23
What is the Teacher Worth?	24
Music Education at Washington	25
Science Instruction at Washington	26
The Pupils' Point of View	27
Another Phase of the Salary Question	27
Growth of Local Organizations	28
Our Debt to Benjamin Franklin	29
Food for Professional Growth	30
A Pioneer Message	31
Famous American Women	33
In Other Journals	34
Guide to Books	35
Training Classes Use The Journal	37
Problems for Teachers' Meetings	38
North Dakota's Triumph	39
Notes and Announcements	40
Department of Superintendence	41
Directory of Advertisers	A-18

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OLIVE M. JONES in N. E. A. Journal, October.

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The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

VOLUME XIV

JANUARY-DECEMBER, 1925

(For index see page 303)

IN April, 1913, the National Education Association began publishing a leaflet known as the *N. E. A. Bulletin*. That bulletin developed into the present JOURNAL. The last issue of the *N. E. A. Bulletin* is Volume 9, Number 4, December, 1920. The first issue of the present JOURNAL is Volume 10, Number 1, January, 1921. It should not be confused with an earlier journal—a preprint from the Proceedings—that was published from September, 1916, to May, 1919.

A check-list of the Association's publications from 1857 to date is found in its Proceedings for 1924, pages 1041-60. Additional lists are published each year in the Proceedings.

Persons binding their copies of the JOURNAL into an annual volume will use this sheet for a title page. The 1925 volume includes *nine* issues, one for each month except July, August, and September.

THE NATIONAL EDUCATION ASSOCIATION OF
1201 SIXTEENTH STREET NORTH
WASHINGTON, D. C.

v.14

A CALL TO SERVICE

THE call to the teachers of the United States to meet in Philadelphia to form the National Teachers' Association (as our Association was known in its earlier days) was issued May 15, 1857. It was signed by the presidents of ten State teachers' associations, all of which are now integral parts of the National Education Association, sending delegates to its representative assemblies. This call to service, which marked the beginning of our Association, is of unusual interest in view of the meeting of the Association in Philadelphia in 1926, when it will observe the sixty-ninth anniversary of its birth and the 150th anniversary of our National declaration of independence.

President Mary McSkimmon, herself a citizen of one of the historic centers of our country, has issued a call for the meeting of the National Education Association at Philadelphia, June 27 to July 2, 1926, no less significant to the teachers of the Nation than the call of 1857. Miss McSkimmon already has well under way plans for a program of exceptional significance built around the central theme, "America's Challenge to Her Teachers." No teacher who can possibly be in Philadelphia in July, 1926, can afford not to participate in this historic convention. The call issued in 1857 follows:

TO the Teachers of the United States—The eminent success which has attended the establishment and operations of the several State teachers' associations in this country is the source of mutual congratulations among all friends of popular education. To the direct agency and the diffused influence of these associations, more, perhaps, than to any other cause, are due the manifest improvement of schools in all their relations, the rapid intellectual and social elevation of teachers as a class, and the vast development of public interest in all that concerns the education of the young.

That the State associations have already accomplished great good and that they are destined to exert a still broader and more beneficent influence, no wise observer will deny.

Believing that what has been done for the States by State associations may be done for the whole country by a National association, we, the undersigned, invite our fellow-teachers throughout the United States to assemble in Philadelphia, on the 26th day of August next, for the purpose of organizing a National Teachers' Association.

We cordially extend this invitation to all *practical teachers* in the North, the South, the East, and the West, who are willing to unite in a general effort to promote the educational welfare of our country, by concentrating the wisdom and power of numerous minds, and by distributing among all the accumulated experiences of all, who are ready to devote their energies and contribute of their means to advance the

dignity, respectability, and usefulness of their calling; and who, in fine, believe that the time has come when the teachers of the Nation should gather into one great educational brotherhood.

As the permanent success of any association depends very much upon the auspices attending its establishment and the character of the organic laws it adopts, it is hoped that all parts of the Union will be largely represented at the inauguration of the proposed enterprise.

T. W. Valentine, President, New York State Teachers' Association

Daniel B. Hagar, President, Massachusetts Teachers' Association

W. T. Lucky, President, Missouri Teachers' Association

J. Tenney, President, New Hampshire Teachers' Association

J. G. May, President, Indiana Teachers' Association

W. Roberts, President, Pennsylvania Teachers' Association

C. Pease, President, Vermont Teachers' Association

D. Franklin Wells, President, Iowa Teachers' Association

A. C. Spicer, President, Wisconsin Teachers' Association

S. Wright, President, Illinois Teachers' Association

May 15, 1857.

Horace Mann and Our Association

MILLIONS OF CHILDREN now have a better chance in life because of the work of Horace Mann. Our democracy is surer, our ideals of living and of serving are higher because of his leadership. Our great American public school system owes to him a debt larger than to any other single man.

Horace Mann could have written half the planks in the platform of the National Education Association. They are the things he stood for, fought for, forged in his mind during sleepless nights, labored for during days twice as long as the average worker now gives to his task. Some of the things he struggled for now seem commonplace, but in his day they fell strangely upon the ears of the people. They were challenged as they could not be challenged now. They are established as a part of our democratic ideals largely because of his untiring efforts.

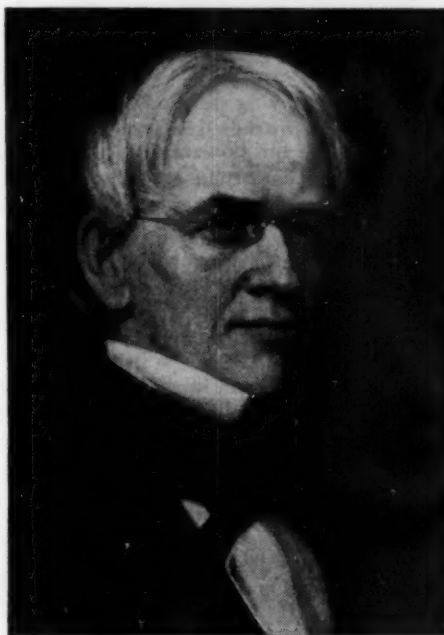
Horace Mann's most significant public school service was rendered during the years of his secretaryship of the Massachusetts State Board of Education, 1837-1848. When our Association was organized in Philadelphia in 1857, he was serving as the first president of Antioch College, Yellow Springs, Ohio, working out ideals of higher education for which Antioch still stands and which might well be more widely copied.

At the first anniversary meeting of the Association, held in Cincinnati, August, 1858, Horace Mann gave an address which he had delivered at over thirty conventions of teachers in seven different States on the subject, *The Teacher's Motives*. That address fills twenty-eight pages of the Association's Proceedings and is an admirable analysis of the motives that should inspire the exalted office of teacher, of which he said:

All the high hopes which I do avowedly entertain of a more glorious future for the human race, are built upon the elevation of the teacher's profession and the enlargement of the teacher's usefulness. Whatever ground of confidence there may be for the perpetuation of our civil and religious liberties; whatever prospect of the elevation of our posterity; whatever faith in the general

Christianization of the world—these aspirations and this faith depend upon teachers, more than upon any, more than upon all other human instrumentalities united.

In 1896, the centennial of his birth, the National Education Association devoted a session to commemorative services, with addresses by the men who were then carrying on the tasks that



HORACE MANN, pioneer champion of the rights of children and teachers. To read his reports and lectures is to draw new inspiration for the task of improving education to meet the enlarging opportunities of the new day.

the pioneer leader had laid down. On this occasion William T. Harris, United States commissioner of education, reviewed the conditions under which Horace Mann worked and his contributions to education. He characterized his services as that of a missionary:

Mr. Mann was a character inspired with missionary zeal to reform society by means of the school system. It was this missionary zeal that led him to advocate in the Massachusetts legislature the first insane asylum, and secure its establishment; to favor the establishment of asylums for deaf and dumb and blind; to secure normal schools, humane school discipline, methods of instruction that appeal to the child's interest and arouse him

to self-activity, and finally to devote the evening of his life to the Antioch College experiment.

It is this missionary zeal for the school that works so widely and in so many followers today. What enthusiastic teacher is not proud to be called a disciple of Horace Mann?

Nathan C. Schaeffer, State superintendent of public instruction in Pennsylvania, made this eulogy:

His heart was greater than his head. He translated thought into action and life. His position in history is based not upon what he knew, but upon what he did; not upon what he owned, but what he gave; not upon what he held, but upon the influence he exerted upon his age and nation. His life was more perfect than his creed. He was not satisfied with any mere statement of the truth. By translating thought into life and action he became a source of inspiration to his followers, an exponent of progress among the statesmen and schoolmen of America. His heart beat high for the slave, for the child, for humanity.

Henry Sabin, State superintendent of public instruction in Iowa, whose inspiring messages fill many pages in the Association's great shelf of proceedings, bore this testimony:

With the tenderest hopes for humanity in its lowliest guise, with fullest sympathy for the oppressed and ignorant, with unfailing faith in the wisdom, the justice, and the love of God, Horace Mann consecrated himself, mind, soul, and body, to his chosen work. No labors wearied him, no dangers appalled him; he counted no details as too tiresome. Nothing stood between him and life in the humblest cabin in the State. No pride of place, or wealth, or power, separated him from his race. The universal fatherhood of God and the universal brotherhood of man were linked inseparably in his mind. It is in vain the nation builds a monument to such a man. The brass corrodes, the marble crumbles, the canvas fades. But he who, like Horace Mann, builds his life into the lives of the people, shall be like the cedars upon Lebanon which abide forever, "stately and tempest-worn, to show how nature triumphs over time."

F. Louis Soldan, superintendent of schools, St. Louis, Missouri, said of Horace Mann on this memorable occasion:

He lent a new meaning to the profession of teaching. He redeemed it from the curse of a temporary occupation, which cannot en-

list the life devotion of man or woman. It was he who, through the idea of a normal education, laid the foundations of the profession of teaching.

Said Aaron Gove, superintendent of schools, Denver, Colorado:

It is an honor to be here—an honor that is unprecedented. For the first time in the history of this association, in the educational history of the country, people are aroused to commemorate the life of an eminent schoolmaster. Let us trust that this is the beginning of a movement toward an intelligent respect for the teacher, and that it will continue until no walk in life shall receive the attention of the American people to a greater extent than that of teaching.

James M. Greenwood, superintendent of schools, Kansas City, Missouri, described the character of Mann as "one of the noblest and boldest in history," saying:

A more resourceful mind, rich in the deepest instincts of humanity, keenly alive to every species of oppression and ignorance, nerved with an unfaltering belief in the endless progression of the race, moved by massive energies working along those lines of fixed and eternal purposes of right, was never enlisted in a nobler cause.

The educational ideals of Horace Mann are the foundation of our system of education. First and foremost, he held that education should be universal and free—for girls as well as boys, for poor as well as rich. He insisted that the chief aim of universal education should be moral character and social efficiency, not abstract culture, mere erudition, or showy accomplishments.

He declared that school buildings should be well constructed and sanitary. So important did he believe this to be that he wrote a special report on buildings during his first year in office, discussing carefully the plans for rooms, ventilation, seating, lighting, and other conditions.

He believed that instruction should be based upon scientific principles and demonstrated the folly of relying upon authority and tradition. He urged the use of the topic method as a substitute for slavery to textbooks.

He demanded competent teachers trained in special schools, men as well as women, who would continue their training by gathering in associations and institutes for mutual improvement.

He believed that the teacher could do her greatest work only in a spirit of mildness and kindness and through an understanding of child nature. This was high ground in a day when corporal punishment was the rule and child study had not yet become a science.

That study should be adapted to practical needs was another of his convictions. He could not see why algebra, which would be little used, should be taught more widely than bookkeeping, which every man needed.

Because of his clear analysis and earnest championship of these ideals, Horace Mann came to be known the world around as the great American educator. His twelve reports as secretary of the Massachusetts Board of Education were everywhere read. Eighteen thousand copies of one report were distributed free by act of the New York legislature. To read these reports now is like a pilgrimage to an historic shrine.

Education Pays

The youth trying to find himself.
The young worker seeking to increase his powers.

The professional man ambitious to serve better.

The statesman wishing to improve democratic government.

The farmer eager to make the most of the land.

The manufacturer needing reliable workmen.

The merchant searching for intelligent buyers.

The person of leisure pursuing the enduring satisfactions.

The religionist who wants right conduct from high motives.

Any one who cherishes the full, richer life of continued growth and improvement.

Horace Mann's reputation as a great educator grew especially from the controversy that raged around his seventh annual report, in which he gave an account of his visit to foreign schools. This was taken by the Boston schoolmasters as a criticism of their schools and they straightway joined issue in a battle that continued for some time.

Horace Mann ranks high also as the founder and editor of *The Common School Journal*, which along with his reports and addresses before many educational gatherings served to stamp upon the school system of the expanding Republic the principles for which he gave his life. He died on August 2, 1859. When the National Education Association met a few days later in the National Capital, it adopted the following resolutions as a tribute to his memory:

Whereas intelligence has been received of the death of the Hon. Horace Mann, late

President of Antioch College, and a member of this body: therefore,

Resolved, 1. That by this affliction the cause of education generally, and the world at large, have lost a friend whose distinguished efforts in the cause of human improvement entitle him to the lasting remembrance of every lover of his race.

2. That by his persistent and untiring labors for the advancement of education in this country, his zeal and enthusiasm in the great work of imparting instruction, his readiness to cooperate in enterprises of reform and philanthropy, not less than by his brilliant talents, great learning, and high moral qualities, the name of Horace Mann, is sacredly embalmed in the memory of all those who were associated with him, and all who love the great cause in which his life was so devotedly spent.

3. That as members of this Association, we shall ever cherish a lively recollection of the interest which our departed friend took in the welfare and prosperity of this body; and that as the highest respect we can show for his memory, we will endeavor to follow his example and imitate his many virtues.

4. That we tender our warmest sympathies to the family of the deceased, to the students and officers of the institution over which he presided, and to the circle of personal friends upon whom this sudden blow must fall with crushing weight, and trust that the consolations of Heaven will be afforded them in this hour of trial and bereavement.

5. That a copy of these resolutions be made out and duly signed by the President and Secretary, and forwarded to the family of the deceased.

It is not surprising that educational leaders since Horace Mann's day have found inspiration in his ideals and new courage from a study of his struggles. He was a pioneer in a pioneer country, demanding democracy in education when democracy had not yet been achieved even in government. "Born like Abraham Lincoln, of the common people, and like him cradled in poverty, and nursed by toil, Horace Mann made the adverse circumstances of his youth stepping-stones by means of which he reached at length 'God's plan and measure of a stalwart man.'" It is this privilege that educational workers demand for every American boy and girl—it is the promise of democracy.—J. E. M.

I DO not hesitate to say that there are many things abroad which we, at home, should do well to imitate; things, some of which are here, as yet, mere matters of speculation and theory, but which, there, have long been in operation, and are now producing a harvest of rich and abundant blessings."—Horace Mann in *Seventh Annual Report*.

How to Strengthen the Schools¹

THE AMERICAN SCHOOL is founded upon democratic principles. Its objectives are sound. It has accomplished great results as the wealth increasing and prestige of the Nation reveal. But there are weak spots that the Nation cannot afford to ignore. The figures given below, taken from Government reports, are conclusive evidence of the failure to provide adequate schools in thousands of communities in the United States.

4,931,905 confessed illiterates with "no schooling whatever."

3,084,733 native-born illiterates.

1,242,572 native-white illiterates.

1,340,625 men, a little more than one in every five rejected in the draft as physically unfit for military service.

1,437,783 children between the ages of 7 and 13 not attending "any kind of educational institution."

\$825,000,000 annual economic loss due to illiteracy.

\$3,000,045,000 annual economic loss from preventable disease and death.

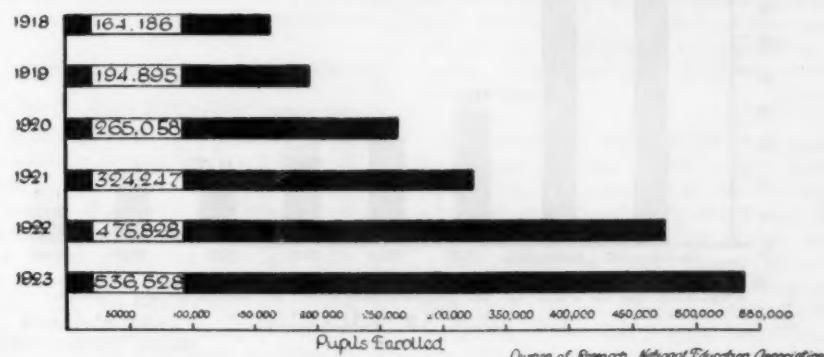
What must be done to strengthen the American public school system?

Better teachers must be provided—When the handicaps under which teachers have worked are considered, it is remarkable that the school has done so well. Devotion and self-sacrifice in the past has to a large extent been substituted

for training and experience. This substitution will be increasingly difficult as our life grows more complex. Training and experience as well as devotion

trained. Considerably more than half of our teachers have less training than the equivalent of high school graduation and two years of professional training in normal school. It is doubtful that even half are *bona fide* high school graduates; and the training of thousands is limited

ENROLMENT IN SMITH-HUGHES VOCATIONAL CLASSES



are more and more essential to successful teaching.

Teachers themselves have already clearly recognized this fact. They are flocking to summer sessions by hundreds of thousands, and are securing, often at a sacrifice of their physical and financial welfare, the training that they lack. Teachers already in the profession may be willing to do this. It will be increasingly difficult to obtain an adequate supply of new recruits willing to obtain their training at such cost.

The typical American teacher is un-

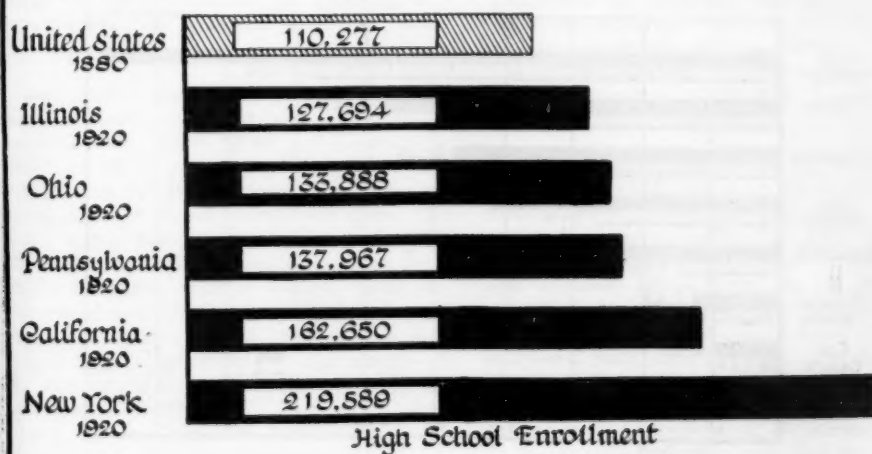
trained. Considerably more than half of our teachers have less training than the equivalent of high school graduation and two years of professional training in normal school. It is doubtful that even half are *bona fide* high school graduates; and the training of thousands is limited

to that given in the common school, plus a period of a few weeks' coaching, followed by a "teacher's examination." This examination is oftentimes a farce. The typical American teacher is inexperienced. In many cases he is teaching his first school. There is about an even chance that he had but two or three years' experience. Teachers, even with sound professional training, preceding actual teaching, seldom reach a high degree of proficiency in the classroom until they have had three or four years of experience—and that at least six or seven years of teaching experience are essential to the development of the highest skill.

Teachers must be chosen from a proper background—The racial and family background of many teachers is such that they are not prepared to transmit the best American political and cultural ideals to the children under their care. In some States a high percentage of normal school students comes from homes which, although in America, are entirely foreign in language, customs, and ideals.

The children must be the first consideration—It is the children who are concerned in this whole matter. If children are to be well taught, first-class teachers are essential. If the Nation's teachers in their background do not represent the best in American life, the Nation's children and the Nation itself suffer. Any steps toward improving the quality of the personnel of the teaching profession should be based upon these considerations.

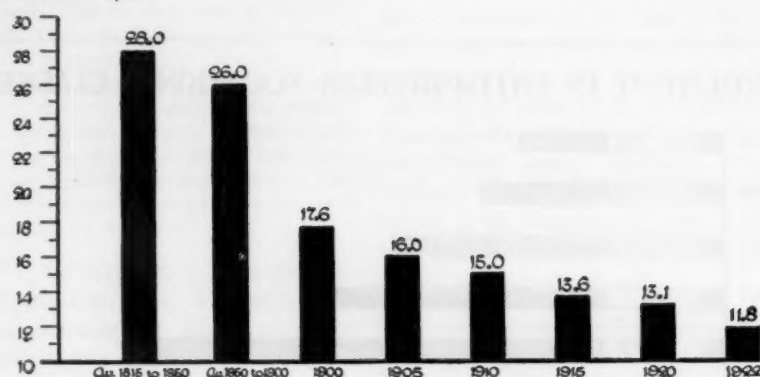
FIVE STATES IN 1920 HAD MORE PUPILS ENROLLED IN PUBLIC HIGH SCHOOLS THAN THE WHOLE NATION HAD IN 1880



¹ Based upon the *Research Bulletin of the National Education Association*, Volume 2, Number 4.

THE FOUNDATION FOR HEALTHFUL LIVING IS LAID IN THE PUBLIC SCHOOL

Yearly Death Rate
Per 1000 People



"Health as a rule is a purchasable commodity and
the price is education."

Division of Research
National Education Association.

Money must be provided for better teachers—If America is to have a better teaching profession, it must pay for it. In the long run, one gets what he pays for, whether he is buying shoes or teaching services. America can have as good teachers as it is willing to demand and to pay for.

If America's classrooms are to be filled with capable and well-trained people whose cultural background represents the best in American life, the economic return offered to the teaching profession must be such as to justify the expense of a period of professional training.

It is useless to expect young people, coming from cultured families and possessing vision and capacity, to undergo a period of expensive training in order to enter a service whose rewards are too meager to allow them the material things essential to a life of culture. Young people have too many opportunities to perform services of value to the community, at a fair return, to expect them to be willing to enter teaching for a pittance.

The salaries paid teachers are the greatest single force determining the character of the teaching profession.

The teaching profession must be made a desirable career for a life work—As soon as teaching is looked upon as the highest form of public service, when teachers are given their just due in financial and social rewards, when the teacher is recognized as one of the most constructive forces in American life, and when proficiency is the primary require-

ment, then the highest type of our young people will not hesitate to enter upon teaching as a life work, and the quality of our teaching personnel will be raised to a high level.

The public school system must have a modern curriculum—The curriculum must undergo a constant modification to keep pace with an ever-changing, ever-advancing life. New facts in science, better ways of living, new truths about life in general are every day coming to our knowledge. Only by a constant change in school curricula can these changing conditions be met. The train-

ing in our schools must look to the present and the future, and train for effective daily living.

There must be equalization of educational opportunity—This will be made possible by increasing the size of units from which school money is derived—that is, the complete acceptance of the principle that every dollar of wealth, no matter where it exists, should bear its share of the burden of educating the Nation's children no matter where they live.

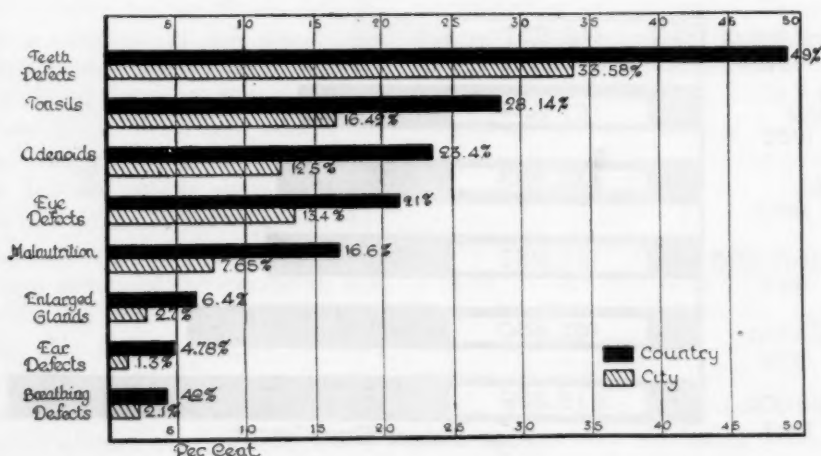
There must be equalized opportunity for education—The educational opportunity of a child is determined by the taxable wealth of the school district in which he lives. Children in some sections have first-rate schools, those in others have poor schools or none at all. The wealth of the Nation is more than adequate for a good educational opportunity for all children. However, wealth is very unevenly distributed. Some school districts may have thousands of dollars of taxable wealth behind each child, others have but a few hundred dollars.

Equality of opportunity can be obtained by removing a large share of the burden of school support from the small district, and placing it upon larger taxation units, such as the county, the State, and the Nation.

To accomplish these ends is the task of professional organization. What has already been accomplished by National, State, and local associations places upon every teacher an obligation to support them with increasing enthusiasm.

PHYSICAL DEFECTS—CITY AND COUNTRY CHILDREN

City and Country Children Compared
Percentage Averages of all Available Statistics



Division of Research
National Education Association

The Journal's Annual Roll Call

EDUCATION MOVES AHEAD. Reaction may come in places under the stress of economic depression, but for the country as a whole decided progress is revealed by THE JOURNAL's third annual roll call. Letters were sent to three people in each of the States asking for a brief statement—the State superintendent of public instruction, the secretary of the State education association, and the State director of the National Education Association. The replies are full of encouragement for the new year and rich in suggested programs for State and local associations.

Among the topics stressed are increased training for teachers in service, higher standards of certification, the improvement of rural schools, growth of professional organizations, and the wider use of tests in measuring educational results. Replies reaching the office too late for this issue will appear in February.

Alabama—Reorganization of the schools on the basis of elementary, junior high, and senior high; adaptation of the course of study to the new plan of organization; adoption of a uniform series of textbooks suited to the revised course of study.—John W. Abercrombie, State superintendent of education, Montgomery.

Professional improvement of teachers in service as shown by the fact that 7500 teachers attended the various summer schools in the State and elsewhere and engaged in educative travel.—P. W. Hodges, N. E. A. State director, secretary, division of teacher training, certification and placement, Montgomery.

The beginning of an intensive State-wide campaign of publicity with the purpose of showing citizens of the State existing school conditions as compared with the educational ideals of the present.—H. G. Dowling, secretary-treasurer, Alabama Education Association, Cullman.

Arkansas—The enactment of laws which have already increased the State school apportionment from \$2.49 per enumerated child to \$3.90 per enumerated child, and which will by 1925 increase the State apportionment to \$7 per enumerated child. The laws which have been enacted to produce this revenue seek to secure revenue from indirect sources, such as the severance tax, the cigar and cigarette tax, and gross income tax. Our plan has been to give more nearly equal educational opportunity.—A. B. Hill, State superintendent of public instruction, Little Rock.

For the first time in the history of the State, the legislature was convened in extraordinary session twice, for the consideration of educational legislation alone. As a

result, a privilege tax law was passed, which will more than double the State apportionment for school purposes next year.—H. L. Lambert, business manager, The Arkansas Educational Association, Little Rock.

California—(1) An appellate court decision sustaining our rural supervision law; (2) the requirement that all school administrators and supervisors shall be especially qualified for their work; (3) tremendous

THAT AMERICANS have an abiding faith in education is abundantly shown by the sweep of educational progress. Through education the spirit and practice of democracy may permeate and enrich every phase of our life. As we face the morning of the New Year, let us dedicate ourselves anew to the great task of education. Let us continue to deepen our faith, to improve our technique, to unify our ideals, to clarify our philosophy. Let us keep before ourselves and our children the big objectives of education and life as defined by a committee of the National Education Association—(1) worthy home membership; (2) sound health; (3) mastery of the tools of education; (4) vocational effectiveness; (5) active and intelligent citizenship; (6) the wise use of leisure; and (7) the development of ethical character.

expansion of enrolment; and (4) issuance of over sixty million dollars in bonds for building improvements.—Will C. Wood, State superintendent of public instruction, Sacramento.

Preliminary survey by committee of fifteen of the California High School Teachers Association and the publication of a report of four hundred and six pages covering conditions, tendencies, and results as a base for restatement of purposes and objectives in secondary education and as a foundation for more complete study to occupy a five-year period.—Arthur H. Chamberlain, executive secretary, California Council of Education, San Francisco.

Colorado—(1) The beginning of the reclassification of the rural school children according to capacity and achievement tests under the supervision of the State department of public instruction; (2) the curriculum revision accomplished in the Denver schools under the supervision of Superintendent Jesse H. Newlon.—Mary C. C. Bradford, State superintendent of public instruction, Denver.

The revision of public school curricula; the successful application of mental tests in the classification of pupils; and the growing professional spirit of teachers as manifested by their strong and cordial support

of teacher organizations.—H. B. Smith, secretary, Colorado Education Association, Denver.

Connecticut—A reorganization of the curricula of the four State normal schools and in connection therewith coöperative preparation of minimum courses of study for the elementary schools. These latter courses are integral with the professionalized subject matter courses of the normal schools.—S. P. Willard, corresponding secretary, Connecticut State Teachers Association, Colchester.

Delaware—In eighty-seven per cent of the school districts, active parent teachers associations were organized for the support of good schools.—H. V. Holloway, State superintendent of public instruction, Dover.

The awakened consciousness of educational needs and a general willingness to meet them.—W. K. Yerger, secretary, Delaware State Education Association, Wilmington.

District of Columbia—The passage of the Keller Salary Bill provided higher salaries for teachers and officials in the public schools of the District of Columbia. It was the first permanent salary legislation enacted for the public schools of the District since the passage of the organic act of 1906.—Frank W. Ballou, superintendent of schools, Washington; Adelaide Davis, secretary, District of Columbia Education Association, Washington.

Florida—The enactment of a new certification law providing for: (1) The preparation of examination questions and the grading of papers under the direct supervision of the State department of public instruction; (2) the supervision of examinations by the county superintendents; (3) a plan whereby one certificate may be built upon another through exemptions from examinations on the subjects covered by the certificate already held; (4) a change in the basis of certification on credentials to the end that a much larger number may be certified than formerly, without lowering standards.—W. S. Cawthon, State superintendent of public instruction, Tallahassee.

Georgia—The adoption of State certification, raising the standards of teachers' qualifications and teacher training in service.—N. H. Ballard, State superintendent of schools, Atlanta.

Idaho—Increased attendance in the high schools, although the system and general enrolment has decreased. Increased attendance of the high school students to the State institutions of higher learning.—Elizabeth Russum, State superintendent of public instruction, Boise.

Illinois—The liberal provision by the Illinois State Teachers' Association for a statistical and research department; the equipment of an office suitable for efficient work in this department; the employment of a

trained and experienced man to take charge of it, working under the general direction of the executive secretary; and the collection and publication already of many results having a direct bearing upon the most important recommendations in our educational and school revenue program.—R. C. Moore, State secretary, Illinois State Teachers' Association, Carlinville.

Indiana—Began a two-year demonstration in two counties, each having a control county, in August, 1923, to demonstrate the value of supervised instruction in the rural schools and the value of cooperative buying of school supplies. The demonstration is in charge of the State department of public instruction and is being carried out by Doctor H. L. Smith, dean of the School of Education, Indiana University, and four rural school supervisors.—Benjamin J. Burris, State superintendent of public instruction, Indianapolis.

Iowa—Splendid new buildings going up where needed, patrons take more and more interest in their schools, as indicated by the large number who attend observance of special days as well as the ordinary program of exercises. We are glad to boast also that Iowa schools furnish their quota of the hundreds of thousands of pupils who are taking increased interest in the study of Latin.—May E. Francis, State superintendent of public instruction, Des Moines.

The beginning of the construction of a five million dollar medical unit attached to the University of Iowa.—Charles F. Pye, secretary, Iowa State Teachers' Association, Des Moines.

Kansas—The passage of an eight months' minimum term for all elementary schools and the passage of a compulsory educational law requiring every child between the ages of seven and sixteen to be in school every day that schools are in session until he graduates from the eighth grade.—Jess W. Miley, State superintendent of public instruction, Topeka.

The increase in membership in the Kansas State Teachers Association from 14,127 in 1923 to 14,812 in 1924.—F. L. Pinet, secretary, Kansas State Teachers Association, Topeka.

Louisiana—Sixty-five per cent of the public school teachers are graduates of four-year colleges or two-year normal schools. This gives some idea of the universal demand in our State for competent teaching service.—T. H. Harris, State superintendent of education, Baton Rouge.

Maine—Unusually large building program, including both city and village, high school and rural consolidations; extensive building program in connection with teacher training institutions; the development of good spirit both on the part of the teachers and the general public; no disposition toward reaction but courage to go ahead, the taking effect of the pension contributory retirement law.—Augustus O. Thomas, State commissioner of education, Augusta.

The development of consolidation under standard conditions of transporting pupils, new building construction for their accommodation, and proper care throughout the

school day has been making very notable progress during the past year. The attitude of school patrons on this difficult question is decidedly more favorable in view of the improved conditions.—Josiah W. Taylor, N. E. A. State director, Augusta.

Maryland—Considerably more than normal growth in silent reading and arithmetic reasoning in graded and rural schools resulting from October and May State-wide tests and supervisory follow-up work with more than 65,000 elementary school children; standard results in both subjects

THE ROAD that man has traveled from the days when might made right, and when children had no claims which the State or parents were bound to respect, to a time when the child is regarded as of first importance, and adults represented in the State declare by law that the child shall be protected and shall have abundant educational advantages, is a long road and at times a very crooked one. Its ups and downs and forward movements have been those of the progress of the race, and in consequence, a history of educational progress must be in part a history of the progress of civilization itself. Human civilization, though, represents a more or less orderly evolution, and the education of man stands as one of the highest expressions of a belief in the improvability of the race of which mankind is capable.—Ellwood P. Cubberley in *THE HISTORY OF EDUCATION*.

achieved in graded schools; standard results in arithmetic achieved in rural schools.—Albert S. Cook, State superintendent of schools, Baltimore.

Massachusetts—The teachers of Massachusetts have gained a great victory for tenure in a decision handed down from the Supreme Court, where the case was carried by the Massachusetts Teachers Federation: "School committees cannot dismiss or demote an efficient teacher because of political resentment or other sinister influence.

"School committees cannot 'cover unlawful acts with a virtuous name' by voting something not essential when they mean an entirely different thing.

"That by inference, a school committee cannot dismiss or demote a teacher except as provided by statute."—Mary McSkimmon, N. E. A. State director and principal of Pierce School, Brookline.

Michigan—The introduction in the legislature of a measure which received wide support and passed one house, to assist poor districts by distributing public funds in proportion to the ability to pay as well as to the direct school burden.—Thomas E. Johnson, State superintendent of public instruction, Lansing.

The consolidation of the Upper Peninsula Education Association with the Michigan State Teachers' Association; the purchase of *Moderator-Topics*, founded by the late

Henry R. Pattengill, and its incorporation in the *Michigan Education Journal*; a fine increase in membership during the past year.—E. T. Cameron, executive secretary, Michigan State Teachers' Association, Lansing.

Minnesota—Better teaching and supervision than we have had since the war, with an intelligent and effective use of the new courses of study, including physical education, represent our most significant educational achievement.—J. M. McConnell, State commissioner of education, St. Paul; C. G. Schulz, secretary, Minnesota Education Association, St. Paul.

Mississippi—Greatly increased enrollment in the colleges and public schools. Notable work on the part of the executive secretary of the Mississippi Teachers' Association resulting in increased enrolment of teachers and much interest in every phase of this organization. A steady increase in the number of consolidated schools and teachers' homes.—J. N. Powers, N. E. A. State director, Jackson.

Large increased attendance, substantial increases in number of consolidated schools and teachers' homes, and a more equitable disbursement of the State equalizing school fund.—W. N. Taylor, secretary, Mississippi Education Association, Jackson.

The passing of the one thousand mark in the number of consolidated schools.—W. F. Bond, State superintendent of education, Jackson.

Missouri—The starting of the *Junior-Senior High School Courses of Study*, to be published in bulletin form, and the *Missouri School Survey*. Both of these are cooperative enterprises of the State Teachers' Association, the State educational institutions, and the State department of education.—Charles A. Lee, State superintendent of public schools, Jefferson City.

The promotion of a State school survey, the building of courses of study with all educational concerns of the State cooperating; the establishment of a State physical education program; and the best enrolment in the State Teachers' Association we have ever had.—E. M. Carter, secretary, Missouri State Teachers' Association, Columbia.

Montana—The employment of a full-time secretary and establishment of *Montana Education*, a journal of the Montana Education Association.—May Trumper, State superintendent of public instruction, Helena.

The reelection of State superintendent May Trumper for a third term. Miss Trumper has stood for equal educational opportunities for all children. She has prepared a rural and a city course of study that stand preëminent in the United States. She has greatly improved instruction in rural schools through her plan of supervision.—R. J. Cunningham, secretary, Montana Education Association, Helena.

Nebraska—(1) Introduction of new elementary courses of study emphasizing the alternation of grades and combination of classes in rural schools; (2) introduction of a testing program designed to measure subject matter, achievement, and mental ability

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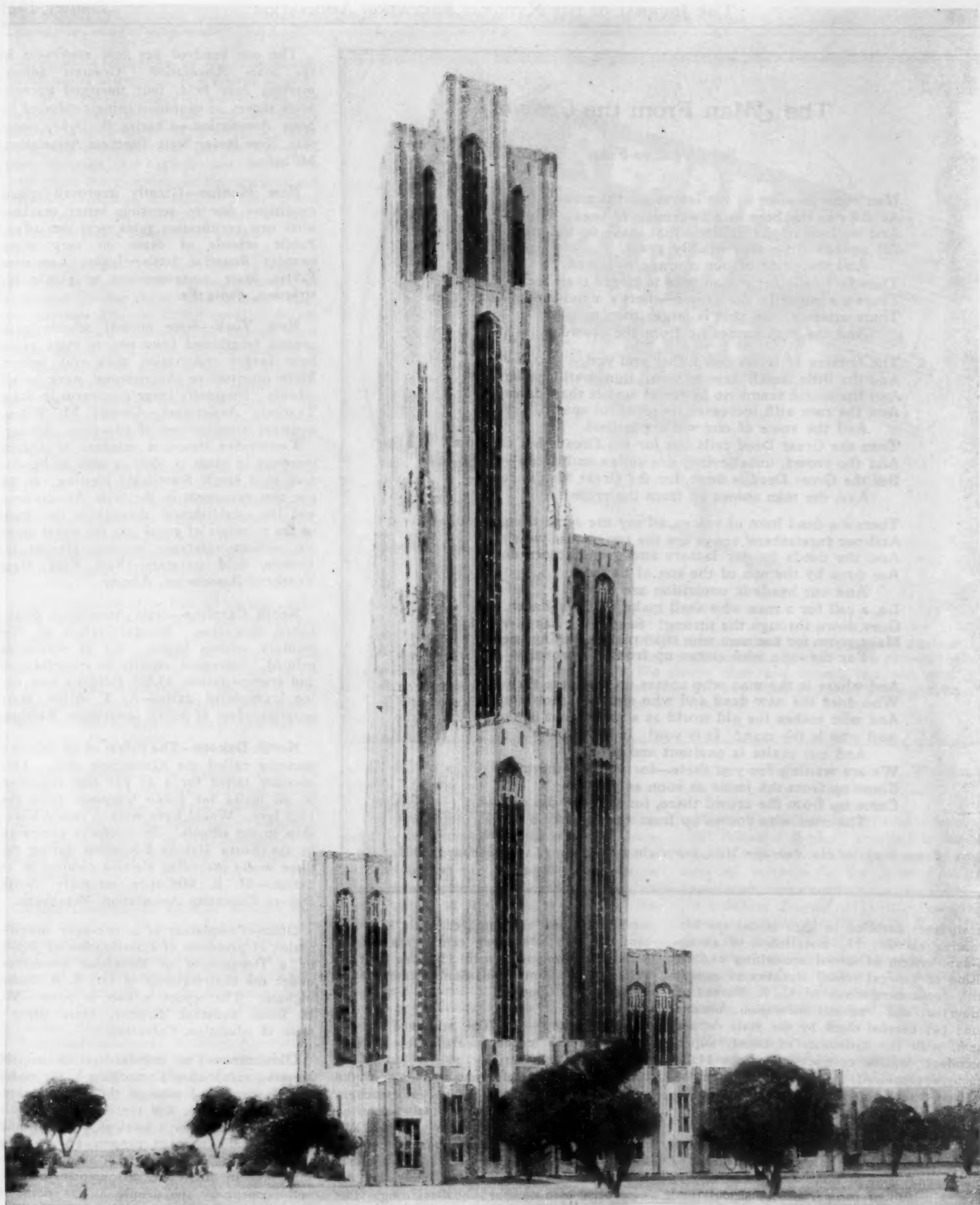
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PITTSBURGH'S CATHEDRAL OF LEARNING—Among the hills of western Pennsylvania, where the Allegheny and Monongahela rivers join to form the Ohio, in the heart of the "Ruhr of America," lies one of the world's greatest industrial cities, drawing its vast wealth not only from the resources embedded in the surrounding hills, but equally from the skilled minds and hands of men who direct and plan its mighty activities. Education is recognized as the solid foundation upon which Pittsburgh must build and grow in the skyscraper that has been planned to house its university—to provide classrooms, libraries, shops, and laboratories for all the schools except medicine and dentistry. This inspiring Gothic structure will rise fifty-two stories—680 feet—on a base 360 by 260 feet. The lower floors of the building will be devoted to undergraduate schools; the upper floors to professional schools, graduate research, libraries, laboratories, and social centers.

The Man From the Crowd

Sam Walter Foss

Men seem as alike as the leaves on the trees,
As alike as the bees in a swarming of bees;
And we look at the millions that make up the state,
All equally little and equally great,
And the pride of our courage is cowed.
Then fate calls for a man who is larger than men—
There's a surge in the crowd—there's a movement—and then
There arises a man that is larger than men—
And the man comes up from the crowd.

The chasers of trifles run hither and yon,
And the little, small days of small things still go on,
And the world seems no better at sunset than dawn,
And the race still increases its plentiful spawn,
And the voice of our wailing is loud.
Then the Great Deed calls out for the Great Man to come,
And the crowd, unbelieving, sits sullen and dumb—
But the Great Deed is done, for the Great Man is come—
Aye, the man comes up from the crowd.

There's a dead hum of voices, all say the same thing,
And our forefathers' songs are the songs that we sing,
And the deeds by our fathers and grandfathers done
Are done by the son of the son of the son,
And our heads in contrition are bowed.
Lo, a call for a man who shall make all things new
Goes down through the throng! See! He rises in view!
Make room for the man who shall make all things new!
For the man who comes up from the crowd.

And where is the man who comes up from the throng,
Who does the new deed and who sings the new song,
And who makes the old world as a world that is new?
And who is the man? It is you! It is you!
And our praise is exultant and proud.
We are waiting for you there—for you are the man!
Come up from the jostle as soon as you can;
Come up from the crowd there, for you are the man—
The man who comes up from the crowd.

From *Songs of the Average Man*, copyright by Lothrop, Lee & Shepard, 1907.

of students enrolled in high school teacher-training classes; (3) installation of an up-to-date system of school accounting and revision of general school statistics to comply with recommendations of U. S. Bureau of Education and National Education Association; (4) careful check by the State department, with the assistance of county superintendents, of the certification of the 14,000 teachers employed in the State.—John M. Matzen, State superintendent of public instruction, Lincoln.

Nevada—Amendment three on ballots November 4 proposed to use moneys collected under penal code of State as legislature may direct, instead of for permanent school fund as has been the case since Nevada became a State. Teachers made active campaign against amendment. It was defeated almost two to one over entire State.—Maude Frazier, N. E. A. State director, Las Vegas.

New Hampshire gained in the number of trained teachers. In 1924, sixty-three per cent were thoroughly trained as compared with 31.9 per cent in 1919; only 6.2 per cent

were untrained as compared with 34.4 per cent in 1919; 30.8 per cent were partly trained as compared with 33.7 per cent in 1919.—E. W. Butterfield, State commissioner of education, Concord.

New Jersey—(1) The standard of requirements for teachers' certificates in New Jersey was substantially raised by substituting for the examinations training in the summer normal schools. Now all teachers entering the New Jersey schools must be graduates of approved high schools and must, before getting their final elementary certificate, attend six sessions of the summer normal schools, which we consider the equivalent of a normal school training. The examinations for certificates have been abandoned. (2) An increase in the average salary paid to teachers was made. The average salary was increased from \$1699.50 to \$1757.40, an increase of \$57.90. (3) There has been a complete recognition by the State of its responsibility to help financially the poorer school districts of the State.—John Enright, State commissioner of education, Trenton.

The one hundred per cent enrolment in the State Association. Greatest annual meeting ever held, four thousand present. State survey of education being conducted by State Association.—Charles B. Dyke, secretary, New Jersey State Teachers Association, Milburn.

New Mexico—Greatly improved school conditions due to securing better teachers after new certification rules went into effect. Public schools of State on very much sounder financial basis.—Isabel Lancaster Eckles, State superintendent of public instruction, Santa Fe.

New York—State normal schools with courses lengthened from two to three years have larger registration than ever before. More constructive experimental work in all schools. Unusually large enrolment in State Teachers Association.—George M. Wiley, assistant commissioner of education, Albany.

Twenty-five thousand teachers at district meetings in place of 5000 or 6000 as heretofore in a single State-wide meeting; an 85 per cent enrolment in the State Association; and the establishment throughout the State of the principle of equal pay for equal service without reference to sex.—Harlan H. Horner, field secretary, New York State Teachers' Association, Albany.

North Carolina—State Association established magazine. Standardization of elementary schools begun. Set of standards printed. Increased activity in consolidation and transportation, 65,000 children now being transported daily.—A. T. Allen, State superintendent of public instruction, Raleigh.

North Dakota—The defeat of an initiated measure called the Gunderson Bill. This measure called for a 25 per cent reduction in all levies for public purposes from the 1923 levy. Would have worked untold hardship on the schools. An intensive campaign by the North Dakota Education during the three weeks preceding election resulted in its defeat.—M. E. McCurdy, secretary, North Dakota Education Association, Washburn.

Ohio—Completion of a two-year investigation of problems of classification of pupils by a Department of Education committee under the chairmanship of Dr. B. R. Buckingham. The report is now in press.—W. B. Bliss, assistant director, State department of education, Columbus.

Oklahoma—The standardization of six hundred rural schools according to the model school score card plan of the State department of education, and the initiation of this program leading to a total of one thousand rural schools now in process of reaching this standard; eighty per cent of total teaching force in attendance at summer schools; endorsement by the people at the polls of the idea that the State should be in part the unit of support for the public schools.—M. A. Nash, State superintendent of public instruction, Oklahoma City.

Hundreds of the rural schools improved their conditions so much that they were rated as model rural schools by the State department of education.—C. M. Howell, secretary, Oklahoma Education Association, Oklahoma City.

Oregon—Preparation by the superintendent of public instruction of a course of study for the week-day religious school, and the awakened interest on the part of school officials and patrons in putting a large moral and spiritual value into the course of study through the organization, under the State plan, for carrying on the work of the week-day religious schools in many towns and cities.—J. A. Churchill, State superintendent of public instruction, Salem.

Pennsylvania—The sustained interest of teachers in continuous self-improvement as evidenced by the 28,000 who attended summer sessions and the 20,000 enrolled in extension courses. Increase in annual State appropriation to \$21,000,000, the largest in the history of the State, as against \$15,000,000 the previous year, with a larger allotment to the poorer school districts of the State.—James N. Rule, deputy superintendent, department of public instruction, Harrisburg.

An index of the growth of the professional spirit of our teachers is the enrolment of 98.5 per cent of the 49,873 certificated public school teachers of the Commonwealth in the State Association.—James H. Kelley, executive secretary, Pennsylvania State Education Association, Harrisburg.

Rhode Island—One half of all the public school teachers in the State are taking one or more classes at the College of Education. Continued services of teachers and other officials in spite of the failure to receive salaries when due. Adding of 128 rooms at a cost of \$2,124,561.—William G. Vinal, secretary, Rhode Island Institute of Instruction, Providence.

South Carolina—The passage of a law by the 1924 Legislature granting every school in the State a seven months' term. Purpose: equality of opportunity; equality in taxation; equality in distribution.—J. H. Hope, State superintendent of education, Columbia.

South Dakota—In spite of adverse conditions, enrolment in public high schools has increased about twelve and one-half per cent. State Education Association has been put upon a permanent basis with a full-time secretary in charge for the first time.—Fred L. Shaw, State superintendent of public instruction, Pierre.

Increased enrolment in State Association. Full-time secretary for the first time.—A. H. Seymour, president, South Dakota Education Association, Aberdeen.

Texas—Texas educational survey completed by Dr. George A. Works, of Cornell University, and his staff. Also the work done by the full-time publicity director employed by the Texas State Teachers Association.—R. T. Ellis, secretary, Texas State Teachers Association, Fort Worth.

Utah—The one hundred per cent enrolment in the Utah Educational Association, the one hundred per cent increase in dues of the members of the Association, the employment of a full-time secretary, and the taking over by the Association of the *Utah Educational Review*.—W. Karl Hopkins,



IS IT not about time that THE JOURNAL made a formal protest against such cartoons as the inclosed," writes an interested reader. "I remember seeing a similar one last year. No doubt they are funny, but one such picture counts for more with a nine-year-old boy than pages of photographs of children really enjoying themselves in school."

N. E. A. State director, superintendent of schools, Ogden.

The launching of a movement looking toward the removal of the office of State superintendent of public instruction from partisan politics and making it an appointive office, the incumbent to be appointed by a State board of education elected by the people.—T. D. Martin, executive secretary, Utah Education Association, Salt Lake City.

Vermont—Significant progress has been made in the standardization of rural schools. Over one hundred schools have been standardized or made superior, and hundreds of others have been greatly improved.

In teacher training, marked progress has been made. The number of normal and teacher-training students at present is entirely composed of high school graduates, 430 in number, the largest number in the history of the State. This number will be nearly, if not quite, sufficient to meet the demand for trained teachers in all schools.—Clarence H. Dempsey, State commissioner of education, Montpelier.

Bringing up to standard, or superior to, of so many of our rural schools.—Margery Adsit, secretary, Vermont State Teachers' Association, 338 Pearl Street, Burlington.

Washington—Defeat by three to two vote of Initiative No. 50, whose proposed tax limit of 40 mills would have reduced income of common schools by one third and of higher schools by one half.—Arthur L.

Marsh, executive secretary, Washington Education Association, Seattle.

West Virginia—(1) Between seven and eight thousand teachers enrolled in summer schools; (2) the unusual increase in enrolment of teachers in the State Education Association, and as subscribers to *West Virginia School Journal*; (3) the remarkable increase in enrolment in the N. E. A. from about 654 to 1635, and (4) great increase in high school enrolment and greatly increased percentage of elementary enrolment and attendance.—J. H. Hickman, N. E. A. State director, superintendent of schools, Hinton.

Wisconsin—We have more than doubled the number of full-time teachers of physical education teaching in the high schools of the State. We have multiplied by three the number of teachers going into rural schools with two years of training beyond high school. We have multiplied by two the number of teachers going into rural schools with one year of training beyond high school.—John Callahan, State superintendent of public instruction, Madison.

Notable increase in the erection of adequate and beautiful public school buildings; support of State Superintendent Callahan's constructive educational program is gathering momentum, and normal school standards are elevated. All entering students are on the high school graduate basis or equivalent.—John F. Sims, N. E. A. State director, Stevens Point.

The Speech Reading Movement

CLARA M. ZIEGLER

*Principal, New England School of Speech Reading
Boston, Massachusetts*

LIP READING, or to use a better term, speech reading, is something more than the ability to read speech from the lips and facial expression. It involves a training of the mental powers to overcome the limitations of the eyes.

There have been teachers of speech reading to the deaf child for about two hundred years, but it is less than fifty years that there have been teachers for the deaf adult, and in this country the first well-established schools are only just rounding out their first quarter century. When these schools started, speech reading for the adult hard-of-hearing was almost unheard of. Most people were doubtful of its value, and the hard-of-hearing themselves were most skeptical.

The growth of the schools was slow until the World War brought recognition of deafness as a definite liability. This in turn brought recognition of speech reading as the most effective means of overcoming the disability. The success of the intensive training in speech reading of the deafened ex-service man focused the attention of educators, social service workers, and of all who were interested in the problems of people so hampered. There was an awakening to the fact that this disability is much more general than was supposed, for "it is a conservative estimate that one in every four adults between the ages of 16 and 70 has diminished acuity of hearing in at least one ear."

A few years ago it was rare to find any reference to speech reading outside the pages of the *Volta Review*. Today one frequently finds articles relating to speech reading in the daily papers and the popular magazines. Then there was almost no recognition of the benefits of speech reading by aurists or doctors. Today almost every otologist of repute recommends and urges his patients to take up speech reading. Then educators were indifferent to the help speech reading offers to children who were prevented by defective hearing from keeping up with their classes. Today surveys are being made in public schools, and trained teachers of speech reading are called for in one city after another. Then social workers were trying to find work to fit those handicapped by deaf-

ness. Today they are urging speech reading as an essential factor in helping applicants to keep their positions or to find better ones. In California, the State vocational board refuses to care for cases of defective hearing until they have studied speech reading.

Another development is the formation of clubs, guilds, and leagues for the hard-of-hearing, in which they may work out their own salvation. In this connection it is interesting to note that the majority of the schools and organizations for the deaf adult are founded and carried on by the deaf themselves. One of the important objects of these organizations is to foster the art of speech reading. Knowledge of it is spread broadcast, encouragement is given to the study of it, and opportunities offered for its practice. In many cases evening classes for adults have been started which were later incorporated into the public school system.

Now their members are characteristically turning their attention to the hard-of-hearing child to save him the bitter experiences they themselves have passed through, and to make him a useful member of society. Even thoughtful persons are only beginning to realize that deafness is a much more serious handicap to a child than blindness, since much more of both mental and moral development comes through the ear than through the eye.

Most deafness begins in childhood, but it frequently is not recognized as such by parents or teachers, or even by the child himself, who silently endures the stigma of "stupidity" or "laziness." Poor scholarship and defective hearing are frequently in close relationship, and it is of the utmost importance that a child deprived of good hearing should be promptly and efficiently trained in speech reading at the age when he most readily acquires it. Not only does this early acquirement of speech reading enable him to continue his studies in the usual classroom, but it helps him to conserve his own speech.

Classes for the special instruction in speech reading of the hard-of-hearing child in the public schools is practically a new idea. Lynn, Mass., and Rochester, N. Y., share the honor of being the first

cities to provide such classes, and for some years they stood alone. Special arrangements have been made for the undernourished child, for those with defective vision, for those whose speech is imperfect, and for the child who has no hearing, but the hard-of-hearing child has been overlooked. Now there is an awakening to his need, and it is beginning to be realized that he *must* have speech reading in his own school and not in that for the deaf child, who requires an entirely different method of instruction.

The first step is to discover how many children stand in need of this special instruction, and surveys are being made with startling results. Medical examinations in our public schools show that from 2 per cent to 14 per cent have defective hearing. In Washington, D. C., the offer of two teachers to give free demonstration classes was refused because only eight children were known to be deaf.

The result of this offer, however, was a survey which discovered 1400 deaf children in the elementary schools alone. In Chicago, estimates based on a survey of one school of more than 1000 children indicate that there must be 23,000 in the city. In San Francisco, 3000 hard-of-hearing children were found who were retarded in their work, and only 5 per cent of these had been reported by their teachers. In Brooklyn, N. Y., there are about 23,000 and only one school provided in the whole city. The hearing of every child in every public school should be promptly and expertly tested.

Now the awakening is so general and so sudden that it has created an embarrassing situation. Cities all over the country are calling for teachers of speech reading for these children, and few properly qualified teachers are available. The danger is that, in this desperate need, teachers will be accepted who have insufficient training and who do not understand the peculiar need of the hard-of-hearing child. The next few years are critical ones and there will be rapid developments.

It would not be surprising if within a few years speech reading would be taught to every child. Dr. Clarence J. Blake prophesied that speech reading would be included in the curriculum of every school. Leland Stanford Medical School has such a class in connection with its otologic clinic.

Professor Reighard says, "I firmly believe that not only the elementary school,

but the universities, colleges, and normal schools should teach speech reading, and I as firmly believe that it will not be long before they do."

And why not? With the possibility of more or less defective hearing facing any one of us, speech reading is not only

an efficient tool to be used in case of need, but, as mental training, it can hardly be surpassed. As Mr. Deland says, there is "no better proof that your mentality is alert, and on the job; is wide-awake and quickly responsive, than the ability to read the lips."

Visiting Teachers: What are They Teaching?

GRACE A. DAY

*Supervisor of Elementary Schools and Kindergartens
Meriden, Connecticut*

THE GREAT educational waste caused by lack of unity and co-operation between the home and school life of children has been an omnipresent problem of thoughtful teachers or educators. About eighteen years ago a new agent, known as the visiting teacher, attacked this problem simultaneously in New York, Boston, and Hartford, Connecticut. Now there are between twenty and thirty communities of varying sizes and types scattered from Birmingham, Alabama, to Kalamazoo, Michigan, and from Burlington, Vermont, to Tulsa, Oklahoma, where the Commonwealth Fund, as a part of its program for the prevention of delinquency; has established visiting teacher demonstrations. "Our aim is not only to extend the work to the communities selected for our program, but to make available to other communities that may be interested in undertaking the work on their own behalf, our experience in establishing it under as great a variety of social conditions as possible." In addition to these demonstrations conducted by the Commonwealth Fund, about twenty other cities or counties employ visiting teachers, making last year a total altogether of about one hundred forty visiting teachers in twenty-six States.

In his article in the Hospital Social Service, Howard W. Nudd, chairman of the National Committee on Visiting Teachers, and director of the Public Education Association of the City of New York, says:

"The educative influences in the home and neighborhood which operate during 88 per cent of the life of the child, must, as far as possible, be intelligently coördinated with those of the school, which operate during only 12 per cent of the time. Particularly is this true of those problem children, the non-conformists, whom the school can no longer eliminate (because of compulsory education laws) even if it desired to do so. To

understand such children and give them their full chance in life, it is essential that the school should not only be aware of what their life is like when not under its control, but also coördinate that life with its own constructive purposes.

"The work of the visiting teacher has grown out of a recognition of this need. With the two-fold training of a teacher and a social worker, the visiting teacher is a member of the school staff who seeks, on the one hand, to interpret to the school the outside life and interests of the child, and on the other hand, to inform the parents of the aims and demands of the school and the reaction of their children to them, in order that they may be able to coöperate with the teacher in giving their children the consistent and wholesome twenty-four-hour-a-day education essential to their full development. In practice, her special charges are those children who present problems of scholarship or conduct of a troublesome, erratic, or suspicious nature, or who show signs of apparent neglect or other difficulties with which the regular staff of the school finds itself unable to cope unaided. Such children include those whose conduct is below standard and who more or less show tendencies to delinquency; the over-age who are restive in the classroom, counting the days until they may go to work; those who, finding it necessary to go to work, need advice, the adolescent, the indescribable, who are always in need of counsel; the precocious and gifted children who do not find full scope for their interests and abilities; and those whose home conditions are so adverse that they need special supervision or guidance. All such children, if early adjustment is lacking, not only miss the full advantages which the school affords, but if permitted to drift from bad to worse, arrive only too frequently at the children's court or other corrective agencies.

"I shall not attempt to describe the technique which the visiting teacher employs in handling such problems even if it were within the province of my paper to do so. The chairman of the meeting (National Association of Visiting Teachers and Home and School Visitors, May 22, 1923) and the speakers who follow me are far better qualified for this task than I. Suffice it to say that she (the visiting teacher) seeks to enlist the coöperation of every agency and device

within and without the school that can supplement and reinforce her own efforts to enable the school to provide that individual attention and treatment which its growing conception of the pupil as a child requires.

"It is evident that work of such a character is not(?) the province of the school nurse, for the child's health may or may not be a factor in the child's difficulty. Nor does it fall within the province of the attendance officer(?), despite the great importance of that officer's work, for a child may have a perfect attendance record and yet present problems of behavior and scholarship for which the special help and advice of a specially equipped teacher is needed. It certainly should not(?) be expected of the class teacher, for she is already fully occupied, if not indeed, overburdened, with her regular classroom duties, and even though she may have time (as she should) for social calls, she cannot, without great injustice to the majority of her pupils, spare the time for the follow-up work out of school that is needed for the proper treatment of the type of problematical children referred to the visiting teacher. Furthermore, such work involves not only visits to the homes during the regular school hours, but also emergency calls to various social agencies. It also requires a degree of experience in social case work that the regular teacher cannot be expected to acquire while performing with full efficiency her regular duties. It is essential, of course, that the visiting teacher should coöperate closely with all school departments and that she should frequently secure results through them, but her work is not a substitute for theirs, nor can they take her place. Her services are supplementary to theirs and help to make them more effective in the light of a broader understanding of the social and educational needs of the children in question."

The above quotation raises several important questions. Before discussing them, it should be said that the eighteen years of visiting teacher work in New York City, Boston, Hartford, Connecticut, Rochester, and Mt. Vernon, New York, Chicago, and elsewhere have heaped high convincing evidence that work of this nature between homes and schools is a fundamental part of the educative process if public education fulfills its trust and results in the production of good citizens. This is one important lesson which the visiting teachers are helping to teach.

The work, not of bridging the gap between home and school, but of removing the gap and constantly preventing it from occurring is of such vital importance that the first question raised might be—Can or should this function be delegated to a single agent—namely, the visiting teacher? When this work has been so delegated, is it the final solution of the problem, or do we need further, careful experimentation with other possible solutions, such as reducing the pupil-load and subject-load of the

regular classroom teacher and giving her adequate social training of a scientific nature which would give her the time, ability, and disposition to do this work upon which the success of her classroom teaching depends? Now that the departmental or platoon system is more and more showing the need of a "home-room teacher" who serves each pupil especially in coordinating and unifying his whole school life, it might prove profitable to arrange this teacher's preparation, time, and program so that she would become the visiting teacher or home visitor for these pupils. Such an experiment might be the next step in the visiting-teacher movement. To dismiss such a possible solution with the statements that this work should not be expected of the class teacher, because she is already fully occupied or overburdened seems to define the function of the class teacher as something narrow and static, determined merely by tradition. It is reasonable to expect that the burdens of the teacher could be greatly reduced by making it possible for her to come into direct contact with the home life of her pupils and to coordinate it, herself, with the work of the classroom cooperating directly with parents and social welfare agencies.

Another lesson which visiting teachers are teaching us is that all teachers need much more of the kind of education and training which is given to scientifically trained social workers. Teachers who go to summer schools year after year and sometimes mark time by repeating courses in general or special methods of teaching, should, at least, be offered, in normal schools and universities, the opportunity to take courses in sociology, social psychiatry, community and family problems, and practice courses in home visiting and social case work. With the third and four years of professional preparation for teaching required by law in more and more States, normal schools and teachers colleges may include this sociological training in the program of each of their graduates. It is also becoming more and more evident that principals, supervisors, and superintendents need more scientific preparation for the sociological aspects of their work. When this happens the parent-teachers associations will achieve some of the results which many a visiting teacher at present is struggling ineffectually to attain, single-handed.

Another question raised by the above quotation is—Should the work of the school nurse and the attendance officer

be allowed to simmer down to a bit of isolated routine work or should they too be interpreters and coordinators of home, school, and community? Should they, too, have more of the preparation necessary to the efficient visiting teacher or home visitor? Where children have suffered, in the past, from the isolation of school subjects from each other and from life, are we now in danger of adding another type of isolation in the multiplication of isolated agents ministering to the child in fragments?

Where can the class teacher safely stop short in her interest, understanding, and

Opportunity

Blynn Edwin Davis

The teacher has the noblest task
The hungering heart of man could ask:
To point the way, to educate,
To vivify, to recreate,
To banish strife, bring surest hope,
To light the way for those who grope,
To ope new worlds, throw steady-light,
Remove the doubt, confirm the right,
With living fact in diligence
To motivate intelligence,
With patient seeking find the soul
And nurture it to perfect whole,
With noblest art make those who plod
Look up and swing in step with God.

work with the whole life of each pupil? Is she an effective class teacher unless she is a successful home visitor, not merely for "social calls" but for technical work such as is accomplished by the skilful visiting teacher? Should not her program be arranged to include home visiting without adding to her present burdens? *Should not every teacher be a visiting teacher?* Even if the class teacher's program is so arranged that home visits of the visiting-teacher type become a regular part of every teacher's work, there will remain in many communities some special cases for an expert social worker, visiting nurse, and attendance officer. Would it be possible to achieve more team work between class teacher and these other agents? Is it not one of the functions of the school principal and superintendent to establish team work between them?

Perhaps, finding more intelligent methods of recruiting the finest and

keenest young men and women of the community for the teaching profession is indirectly an important factor in solving the problems of coordinating home, school, and community in the elimination of delinquency and in the achievement of the highest possible educational ideal for every boy and girl in America.

Another question—Can the needed changes in the curriculum of every school be made to meet the individual needs of every child until every teacher studies in the home of each pupil the conditions which influence him there?

Just what agents, under what conditions can best unify the whole life of the child for twenty-four hours in the day, the year round in order to get the best results in character and citizenship, is a question which must be settled upon the basis of a sound and searching philosophy of education experimentally tested. It would be dangerous to permit it to be settled by the mere multiplication of visiting teachers. As sociological and psychological research in education advance, proof seems to multiply showing that it is almost futile to attempt to educate children for effective living when the educative process is conducted in mere classrooms, through subject-matter and by teachers having little direct contact and purposeful interaction with the specific homes of the specific children being educated.

WE SHALL learn from geography the importance of environment, and from history the annoying but useful truth that all acts have consequences, and that those consequences cannot be escaped. Also that society is forever moving on, evolving out of something into something else; that there is nothing final or absolute; no goal, but a succession of goals; that everything is always in a state of flux or change, and that this is the very essence and meaning of life! Such knowledge will be reinforced by some study of science in its main principles. Through combining geography and history with some science, and in no other way, shall we become possessed of the supreme idea of evolution fortified by the full, conscious conviction that natural laws cannot be circumvented. Without a realization of this supreme conception, and without this guiding conviction, complete living can be naught but a sentimental dream, for the reason that the material is lacking for sound judgment of aims, conduct, and life-values.—Arnold Bennett in *How to Make the Best of Life*.

The California law applies throughout the State to districts with 8 or more teachers; the Maryland law applies to all Maryland except Baltimore; the Massachusetts law, to all Massachusetts except Boston.

When Clara Taught

BERTHA THOELECKE

Omaha, Nebraska

IN THE EMPIRE STATE, when children were good or bad little boys and girls, not cute little kids; when young people were friends or sweet-hearts, not wonderful pals; when a wife was a helpmeet, and a husband a good provider rather than a good mixer or a good scout, Clara merged from childhood into maidenhood, and after "standing with reluctant feet," according to the custom of those days, she became what was quaintly termed a young woman—not a chicken, a flapper, a peach, a skirt, a frail, or a vamp.

With her parents, brothers, and sisters, she sat at the table after supper, and played authors, lotto, parchesi, or dominos; or on summer evenings, romped in a blackman game; or at parties, spun the platter, and shyly called the name of her favorite swain.

Life was not so complex then as now. Children were not considered a project; nor their discipline a problem to be solved with the advice of women's clubs and the assistance of the juvenile court. Every well-regulated home had its woodshed, and the sounds that occasionally emanated therefrom were not always caused by the impact of an ax upon wood, or the screeching of a saw through a pine knot. Girls had not discovered the pernicious effect of dishwater upon the hands. Children used the now obsolete formula, "Mother, please may I?" and mothers not infrequently responded with a direct, unequivocal "No."

Hair was not ratted, but braided tightly when one wished to camouflage for a photo or a wedding. It was not bobbed, but shingled when expedience dictated. Eyebrows were not plucked in a high line to secure that look of mild astonishment. Vanity was considered one of Satan's most effective weapons; therefore, "Handsome is as handsome does," and "Beauty is only skin deep," were duly impressed.

There was no rouging of cheeks, or spending hours in torture to secure a permanent wave; and only an occasional forerunner of the 1924 vamp ventured so far as to bite her lips or pinch her cheeks or use a burnt match on her eyebrows when going to a party or expecting a suitor. The coiffures and dances of the Congo and the South Sea islands

had not then been adopted. Costume designs were selected from Godey's, not from the National Geographic Magazine or the Book of Revelations. The simple-minded creatures of Clara's girlhood heard harmony in the "Beautiful Blue Danube," and saw poetry of motion in the waltz, and fun and wholesome exercise in the quadrille, lancers, and Virginia reel; the intricate one step, the graceful fox trot, the refined bunny hug, had not been introduced.

The average young woman of today, dominated by a vague unrest, always seeking a new thrill, would deplore Clara's young womanhood as drab existence. However, as her social status was not vitally affected by the height of her heels, the texture of her hose, or the distance from ground to skirt hem; as she was not distracted by such weighty questions as whether high or low waist line, Mohawk or Harding blue, satin or kid pumps would be the vogue, Clara devoted herself to her school work. Having a high I. Q. she made such progress that father and mother decided she should be a teacher. So she was enrolled in a State normal school.

Many of us are familiar with the details of her preparation there. She solved with avidity and ease the once-loved problems of the hen and a half who laid an egg and a half in a day and a half; the optimistic frog down in a well, who believed he'd ultimately get out though he slipped back three feet each time he hopped up two; the hare whose five leaps equalled the hound's three; the two friends who jointly bought a grindstone and divided it exactly, even unto the hole; the non-profiteering merchant who mixed various brands of tea to secure a mixture he could sell so as neither to gain or lose.

Clara doubtless memorized the contents of Steele's *Sixteen Weeks in Physics and Physiology*, and could ably defend her contention that there are two hundred ten bones in the human skeleton by naming and locating them. In grammar she memorized Harvey's *Thirty Five Rules* so as to say them backwards or forwards, and could distinguish a transitive verb in the passive voice by the sense of touch. Those were the good old days before our intimate friend, the direct object, had begun to mas-

querade as an adjunct accusative, and before the nomenclature changed as often as political platforms.

She developed her love for literature by writing the traditional Friday compositions on obedience, industry, habits of ants, etc., and by diagramming *Evangeline* in Reed and Kellogg's best, inimitable style. She learned to bound the States, name and locate their capitals and largest cities, and to trace the rivers and their tributaries. And she got at least five head marks a week for her proficiency in spelling phthisis, Popocatepetl, etc. Otherwise how could she have become a successful teacher?

When her preparation was completed, women were not yet clamoring for their rights and incidentally most of the men's, and nearly fifty per cent of all teachers were men. Clara was one of the advance guard to reduce this percentage. Furthermore, with initiative and enterprise unusual in one so young, she blazed a trail to the land of opportunity—out where the west begins—and became an integral part of the Nebraska school system.

One of Clara's favorite stories is of two horses, who, day in and day out, year in and year out, trod the monotonous course of a grist mill; the one, sullen and disgruntled, the other happy in his work, believing that some day he would get out of the routine and arrive where he wanted to be. In course of time, their master, in recognition of their faithful services, resolved that they had earned their freedom and release from toil, and turned them out into a pleasant meadow with a running brook. And how did they view their retirement? The first spent his time in self-pity, regrets, and rebellion at his fate; the second made friends with the other animals and gave pleasant rides to the boys and girls and rejoiced in having achieved what he had always believed he would.

And was their work really ended? No; for the grist that they had ground had entered into the bone and sinew of the Nation. And so with Clara retired. Her influence never has been, and never will be, a negative one. She has left her impress on all with whom she has toiled, and can truly say, "I have given of myself to all that I have met."

And now what? Endowed with rich inner resources, with a keen capacity for good fellowship and for all that appeals to a cultured, refined gentlewoman; with the vital spark still burning high, she goes forth to enjoy her richly-merited leisure, to rest and invite her soul.

A Dream and a Guide-Book

ROSE ARNOLD POWELL

IN THE COOL of a summer evening, a Woman stole away to a rustic seat under the old apple tree in her garden.

"Dear old tree," she said, "I am weary tonight and discouraged. Your drooping branches shut me in, away from all the world." And she rested her head against its sturdy trunk and closed her eyes.

The twilight shadows deepened and enfolded her; soft, caressing breezes lulled her to rest. And she fell asleep and dreamed a dream.

She found herself climbing a steep and high mountain. A narrow, difficult path led upward, winding its tortuous way to the summit where a great light shone.

And she saw people toiling on ahead.

"I can climb no farther," she said. "My strength is spent. I will rest on this ledge of rock."

"Let me help you," said a cheerful voice beside her.

The Woman looked up and beheld a rugged mountaineer with frank, open countenance and piercing, kindly eyes.

And he bore under his arm a Book.

"Who are you?" said the Woman, "and why am I here?"

"I am a guide on this mountain. My name is *Accuracy*."

"Oh, do not leave me," cried the Woman. "I want you always at my side. You are so strong and I am so weak."

"I will be near whenever you need me," replied the guide. "My brothers are guides also. They will help you. Their names are *Definiteness*, *Clearness*, *Exactness*, and *Precision*. We are all children of our father, *Truth*. Our work is to help our father; to make the way to the summit less difficult, and to teach travelers who come this way to avoid the dangers of slipping as they mount upward. This is the path of *Correct Expression*. It is one of the paths that lead to my father's house, where the great light shines. None can reach that dwelling without traversing it and learning to know Me. You are here because you seek me and my father. Behold the millions who are content to remain on the plain," said the guide with a sweep of his hand.

The Woman rose and turned her gaze to the valley below. And she saw a mist rising from the valley, which came

even to where they stood; and in it, men and women and children walked about as dim shadows. And she said to the Guide, "Do they not care to seek *Truth*?"

On a Dictionary

Wendell Phillips Stafford

These are the quarries whence brave thought shall build

Truth's towering temples. On this palette curl

The colors for all pictures. In this grove The songs of ages wait, like sleeping birds, The coming of the sunrise. Words are here

That will make lightnings in the eyes of men,

Escaping the right hand of some new Jove Whose left hand throttles the thunder. 'Tis the arsenal

Where rust old blades new battles will make bright;

It is the granary whose hoarded seed, Sown by some broad-armed Nile, will burst the bins

Of Egypt. Here are words that drudged for men

And shall be kings hereafter; ermined words

That shall wear rags. This is the unbent bow

Ulysses' hand must supple; 'tis the unswung sword

Whose hilt proclaims: "I wait for him who can."

The atoms of all thought are whirling here;

Out of this chaos let a world be born. Again the morning stars will sing together, And all the sons of God will shout for joy.

[From *The Washington Star*, July 1, 1924]

"They do not care."

"Whence comes all this mist," asked the Woman.

And he answered, "Out of their mouths."

"How strange! I do not understand."

"They speak *lies*," continued the Guide, "and befog the atmosphere so that no one can see clearly. *Lies* and *inaccuracies* are *mist*."

"But surely some are truthful," said the Woman.

There is none wholly accurate, no, not one. Much of the mist is the result of the careless, inadequate use of language. Words are not to be judged by the sound

they make, but by the feelings they engender and the action they set in motion. It is only as we rise above the mist that we note its awful effects."

"How true that is!" said the Woman. "I have long tried to awaken people to the importance of *Correct Expression*; but nobody cares. I am discouraged."

"Nobody?" said *Accuracy*, looking searchingly into her eyes as a light mist diffused itself about her.

"Oh, I don't mean *just* that. I mean that few people really, deeply care."

"That is better," said the Guide with a quizzical smile. "Words should be used with great care if we wish to express truth."

"You are right," said the Woman. "We all help to create the mist."

"Watch your *thought*," warned the Guide earnestly. "Accurate thinking must precede exact expression: The truth is often perverted, by a wrong use of words or a lack of words. I have a *guide-book* here, an invaluable aid in mounting this path."

"Oh, what is it?" asked the Woman eagerly. "I desire to speak truth above all things."

"Its name is familiar, like that of the great guide-book, the *Bible*. These two are in truth the world's greatest books. Do you use it?" asked the Guide, opening it wide.

"An *unabridged dictionary*!" exclaimed the Woman, her eyes kindling as she glanced at its pages. "Yes, yes! I use it much. It is indeed a light unto my path. But, few people care about it."

"They have not been taught to use it. But the mist is slowly rolling away. Go back to the valley and hold aloft the *guide-book*. All people must learn to think, speak, and write *accurately*. There is no greater need on earth today. How long shall *children* be born in this mist?"

"I will go," said the Woman; and she started down the steep, narrow path to the valley.

A gentle breeze blew her hair about. A voice, faint at first, then growing clearer, was calling her from a distance. "Mary! Mary!"

The Woman awoke. Stars were shining overhead. It was very late. Smoothing back the locks of her hair, she arose and left the garden.

Post-War Reforms and Education: India¹

THERE IS a considerable misunderstanding in this country as to the present position of education in India. Facts have been misrepresented either on purpose or through lack of adequate knowledge. It has been frequently represented to the public that since the introduction of reforms in India in 1918-19, the position of education has been much improved, that many provinces have passed compulsory education acts, that the department of education has been handed over to Indians, who can improve the situation if they want to, etc. An attempt is here made to present an accurate picture of the condition of education in that country since the introduction of post-war reforms and to demonstrate why no improvement has been possible in the matter of education under the present system of government.

Education in the hands of Indian ministers—India is divided into different provinces for the purpose of administrative convenience. The Mont-Ford Reforms of 1918 gave India a greater or less degree of Provincial autonomy. Out of the few subjects handed over to provinces for administrative purposes without any interference from the Imperial government, and known as "provincial subjects," some have been handed over to Indian ministers nominated by the executive government from the enlarged Provincial legislatures, having a limited popular representation based on a narrow franchise. These subjects, which include education, sanitation, etc., are known as "transferred subjects," while the remaining subjects, like police, Anglo-Indian education, etc., are known as "reserved subjects." All these would lead one to believe that the Reforms introduced in India may have been a substantial step towards responsible government. What has been given by one hand has been taken by the other.

The method of division of funds—It is the method of division of funds between the transferred subjects and the reserved subjects that has taken away all the benefits of the Reforms. The order in which Provincial funds are to be distributed is: *First*, a fixed contribution to the Central, or Imperial Government, for defraying its expenses; *second*, the amount needed for reserved subjects, and *third*, that need for the transferred subjects. Thus, transferred subjects, which

are constantly expanding,² are to be provided for last. Naturally, under such a system, whenever there is any deficit, it will appear to be incurred for transferred subject or subjects, and the odium of additional taxation over the already overtaxed people will have to be borne by the poor Indian ministers in charge of these subjects. Add to this the fact that Provincial legislatures have not the power to levy all types of taxes.

Autocratic budget system—As the budget is to be framed by the executive government as a whole, the Indian ministers have an opportunity to take some part in the deliberations. But owing to their minority, they can exert little or no actual influence. It is then placed before the legislatures for discussions and for taking votes upon resolutions for allotments. But neither in the case of the Provincial legislatures nor in the case of Central Government does the legislature acquire any power, under the Reforms, to vote upon and pass or reject the budget. The executive government is not bound to carry out the wishes of legislature unless they choose to do so. The discussion and meaningless voting is permitted only because it renders less obvious the actual autocratic powers of the executive government.

Patronize liquor if you want more education—Even though Indian ministers may wish to go ahead with a constructive policy of progressive reform, they cannot do so without additional taxation, which is well-nigh impossible because the imaginable sources of revenues have been already tapped. If there be some few remaining, they must be such as not to interfere with the possible Imperial sources of taxation. Add to this the position into which the benign government has placed the poor ministers by handing over to them all income from liquor to meet a major portion of the educational expenditure. Liquor trade is a government monopoly in India like that of opium. When one looks at Uncle Sam's efforts to eradicate the baneful effects of such intoxicating articles by prohibition laws and then turns to John Bull for comparison, the

famous lines from Shakespeare's Hamlet will naturally occur to him: "Look at this picture and that." "Patronize liquor if you want more funds for education" is the sum and substance of this action.

The so-called compulsory education acts—The reformed councils took up the matter of compulsory legislation on primary education, and, in some provinces, legislative acts to bring this about have even been passed. But the glaring defect in them is that the government, beyond promising to pay a certain percentage of the cost, has not bound itself to introduce the scheme, and initiative in the matter has been left entirely to the choice of local bodies and municipalities—a course of action which they usually cannot afford for want of funds. Even a highly developed and educated country like the United States of America needs a compulsory education act, a prohibition act, etc., because the average mass of people in any country in the world is unwilling, perhaps through ignorance, to get the benefits of these things unless they are forced upon them. It is already an admitted canon that it is the primary duty of any democratic government to educate its children to rule. The "intelligentia" of India has been demanding compulsory education ever since the eighties of the last century, but even the twenties of the present century has not witnessed any decent educational reforms. The old system of education was destroyed to give place to no system, with the natural result that the percentage of literates in India is at present less than it was in the seventeenth and eighteenth century. The government of the Philippines spends 84 cents per capita of the population upon education. The per capita expenditure on education in India is 5 cents, out of which half is made up from private contributions of the public, such as endowments, donations, and fees. Thus, the actual expenditure on the part of the state is a little over 2 cents per head of the population.

A further invidious racial distinction is made by the government in the contribution it makes towards the average expense of each Indian pupil (\$4.10), as compared with that of a European, or an Anglo-Indian pupil in India (\$31.30). (These figures are based on the statistical tables published in the second volume of Progress of Education in India, 1917-22, Eighth Quinquennial Review, published by the Government printing press, Calcutta, 1923.)

¹ Written for THE JOURNAL by Mr. V. V. Oak, of Clark University, Worcester, Massachusetts, who was a teacher in India for five years.

² Only six per cent of the Indian population knows how to read and write. Hence, expenditure on education will have to be increased rapidly if progress is to be made.

This Generation

E. C. CLINE

Richmond, Indiana

THIS GENERATION of boys and girls of high school age, like all generations that have made their presence felt, is the target of a fire of criticism. Since disrespect for the opinion of their elders is set forth as their prime fault, it is possible that such criticism is futile. However, the problem raised by public opinion ought to be provocative of thinking; a blanket denial of any cause for reflection is as wasteful as unreasonable criticism.

Whether or not this generation is worse or better than some other generations is a question like that favorite school debate as to the comparative merit of Washington and Lincoln: it is provocative of much illuminating discussion, but eludes any attempt at a decision. We shall be able to speak with more definiteness and shall, no doubt, pave the way for more fruitful conclusions if we start out with the obvious assumption that this generation is *different* from any other and if we are able to indicate some of the points of difference and the factors contributing thereto.

Several conditions, some of long standing, some peculiar to this generation, conspire to make this generation different from any other—different largely in the fact that it is more independent, or is made to feel more independent, of the older generation.

The automobile first. We have been wont to think of new inventions and discoveries only as adding to our material ease and comfort and not as entailing a change in social conditions which may demand a readjustment. The automobile has given us more speed, has increased our "space-binding" capacity and has made us *more independent of our environment*; the last is the social result of the first two. The older generation has accepted the new era without making a complete readjustment—especially as to its social import; the younger generation, being more plastic, has made a complete readjustment with all that it implies in potential better or worse. The sense of control over great speed and power gives them a new thrill of superiority, while the ease with which they can escape their former environment with its guidance and restraints gives a feeling of independence which, unguided, may easily pass into license.

This is a perfectly natural result: the sudden withdrawal of restraint of whatever kind or degree will be followed by misuse of the new freedom until new means of control are built up. Most parents seem to have observed this new activity of youth without reflecting on its possible consequences and, apparently, without interpreting correctly such consequences as do follow. Others have misgivings, but are helpless in devising controls and do nothing with the more or less desperate hope that things will adjust themselves. But whether things adjust themselves in accordance with social well-being, is dependent on human intervention and control.

Secondly, the problem of part-time work. Many high school principals, I presume, have been impressed in late years by the fact that such a large number of high school pupils work outside of school hours. We are inclined to call it an evidence of increased thrift and to let it go at that with some mental reservations as to the possibility of the outside work interfering with school work. It seems that beneath the surface, however, is a deeper reason than an accidental access of thriftiness. During the war the young people discovered that they could do a great many things formerly done only by their elders and that in doing these things they could secure a considerable measure of independence (of the family group, especially) both because of the demands of the position and because of the money they earned. Such independence they have decided to maintain and where family concord and loyalty are weak, to increase the independence. Unscrupulous and thoughtless employers have advantage in this, because the possibility of converting a part-time position into a full-time position with a consequent increase in money and independence is a constant temptation to leave school (perhaps, home too) in order to take the full-time position—a position that generally proves a blind-alley job.

In the third place, this generation is the product of a definite, purposed, scheme of education which aims to unshackle human energy for actual participation in the work of the world at an earlier age than ever before: instead of merely tolerating children as non-

entities to be seen and not heard until released from the school, instead of vainly trying to dam up energy only to have it burst forth surreptitiously in useless and dangerous channels outside the supervision of the school, pupils are encouraged to be conscious of the powers within them and to use them as active agents long before they leave school. And at the end of the free school career comes the modern high school—sometimes a palace in itself—which by reason of its varied interests, group enthusiasms, pageants and plays, games and clubs, happy democracy, good books and good friends, projects and attendant joys of accomplishment on a large scale—life filled to overflowing—presents a dramatic appeal to an impressionable age; its glamor beckons to those far down in the grades; even parents feel the thrill of such buoyant life; it is high adventure on which the youth embark with almost frantic energy. All this reveals the child's powers, increases his independence and his desire for more independence. Such increased availability of energy immediately presents a problem; every access of energy or intelligence on the part of the human race is a potential cause of more bad as well as of more good; sympathetic guidance imposes itself as a thing of ever greater importance. If the school is sympathetic and patient, the most unbelievable loyalty and cooperation will result; if the school is inflexible and impatient, rebellion is likely. If the parent lives in the life and world of the child, shares his enthusiasms and is a kind pal in his moments of errancy, the whole family group will be enkindled with life and purpose; if the home is passive and cold or unreasonably obstructive, there will be a break and the child will hasten to devote his loyalty to the world the school has helped him create.

We see, then, that this generation through no fault of its own has secured a new degree of independence of the social controls that operated on former generations, without being put in the way of a supply of new controls to meet the new situation. Independence in itself is a good, or our theory of democracy is an error, but independence of one level of social controls is good only so far as a higher level of controls is substituted. Economic independence of the home is not good if it brings with it a rejection of all family group relationships—if the new independence is sought not to better the status of the group and through the group the individual, but merely to free

Salary Schedule in Jersey City, N. J.—Effective September 1924.

POPULATION 297,864.

Classification	Minimum salary	Annual increment	Maximum salary
1	2	3	4
Kindergarten teachers.....	\$1,400	\$100	\$2,800
Elementary teachers.....	1,400	100	2,800
Junior high school teachers.....		100	3,200
\$400 extra compensation.....			
High school teachers.....	2,200 ¹	200	3,800
Elementary principals:			
Primary departments and primary schools.....	2,800	200	4,000
Grammar schools.....	3,500 ¹	200	5,000
Elementary vice-principals.....	2	100	3,200
Junior high school principals.....		200	6,000
\$600 extra compensation.....			
Junior high school vice-principals.....		100	3,600
\$400 extra compensation.....			
High school principals.....	5,000	500	7,000
High school vice-principals.....	3,500	200	5,000
Head of high school commercial department.....	3,500	200	5,000
Director of high school industrial work.....	3,500	200	5,200
Supervisors:			
General supervisor, primary.....	3,500	200	5,000
General supervisor, grammar.....	3,500	200	5,000
General supervisor, intermediate grades.....	3,500	200	5,000
Director of manual training and domestic science.....	3,500	200	5,000
Supervisor of drawing.....	3,500	200	5,000
Supervisor of physical training.....	3,500	200	5,000
Director of vocal music.....	3,500	200	5,000
Special:			
Ungraded classes (delinquent).....		100	3,400
\$600 extra compensation.....			
Ungraded classes (1) mentally defective, (2) blind, and (3) deaf.....		100	3,100
\$300 extra compensation upon completion of special course.....			
Vocational counselor.....	2,500	200	4,000

¹ Minimum salaries are subject to allowance for experience.² Teachers appointed vice-principals receive \$100 above their salaries as grade teachers.

NOTE: All teachers who have taught thirty years or more in the public schools of Jersey City will receive a double increment beginning September 1, 1924, and each year thereafter until their maxima are reached.

the individual from group restraint. Growing independence of the individual with growing self-control as an aim of democracy is not incompatible with happiness in school or in the family group. As a matter of fact this independence and the manifestations of it are not the causes of the present mal-adjustment: they simply bring into full relief the real problem.

A part of the difficulty began before this generation came on the scene: in the habit of training children to do things—rather not to do things—on the basis of authority instead of reason. A few things, when children are young, ought to be told and enforced categorically, but as children grow up such unreasonable, external restraint should give way to a comprehending, internal, individual control by the children themselves. The acquisition of such ability to control oneself should be the primary aim of all family and school training. If such self-control does not come, the child will feel and continue to feel that he is controlled by a kind of world of which he is not a part; he will try to flee this world, in spirit at least, create a world of his own and dwell in it. Too early marriage and crime are only extreme means of escape. Between the world that seeks to control him and his own

world a gap grows. Increase of independence under such conditions makes the gap an ever-widening one.

This specific situation is both the cause and the effect of a lack in the spirit of democracy in the home and school—of a lack of the realization of the meaning of group life in which the happiness of the individual and of the group depends on the sympathy, mutual understanding, and coöperation of all the individuals in all family and school affairs. The trouble arises when there are two groups, parents and children, teachers and pupils, each group having its own aims and organization which the other is not allowed to share, does not share, and does not care to share. More family life as such, more personal confidences, family councils, family social life, greater community of interests, more reasons for being at home than those of eating, sleeping, and “changing clothes to go somewhere else,” are crying needs. In the schools, more socialization of method, elimination of irritating “don’ts,” increased devotion to the spirit of extra-curricular activities, allowing pupils a share in control, granting their right to know the reasons for whatever regulations there are for the control of the school community, sympathetic guidance as a regular and not an incidental

part of school, are now all actual necessities and not merely desirable accessories.

Such is the main part of the difficulty. The rest lies in not recognizing the social meanings of the three new factors that I have mentioned and their tendency to increase the gap by enabling the youth more readily to escape from the real world and to live more completely and successfully in their own.

In this situation the school and the parents have equal blame for the existence of the trouble and equal responsibility in meeting it. The solution depends on two things, not mutually exclusive:

1. An intelligent conception of the world as it is and especially of the social meanings of the changing conditions of life to the end that the youth will be educated (in school and in the home) in and into the real world.

2. An increased devotion (in school and in the family) to the spirit of democracy in which the group seeks to better itself by an interest in the free and rational development of the individuals and in which the individual feels that his own best interests lie in working for the best interests of the social group to which he belongs and, especially, a reconsideration of the method of training children to be members of democratic society so that due emphasis will be put on training children to control themselves, rather than on placing the sole reliance on arbitrary rules and group control. Self-expression is good only to the extent that self-discipline keeps pace.

This generation has the capacity and the temptation to be worse than preceding ones, but it also has the capacity and the opportunity for finer loyalty, greater leadership, and more cheerful, unselfish service than youth has ever had before. This generation cannot be driven dumbly, but it will work in coöperation amazingly, while, in their independence, these young people would rather fail than admit it is a fact that they are really hungry for mature sympathy of the red-blooded, wholehearted kind because they realize, even more keenly than we, that they possess a new power and opportunity that often bewilders them and because, too, they have an acute sympathy with the world's problems and all the impatient eagerness of youth to understand and solve them. Never has there been so much of mutual pleasure and profit in the association of two generations as now. Alert and dynamic sympathy is needed.

Library Service in Oregon Rural Schools

RUTH M. PAXSON

Head of School Department, Library Association of Portland, Oregon

MUCH has been written of late about equal educational opportunities for the rural and city school children, and it has at the same time occurred to many librarians to preach the doctrine of equal library opportunities for the country child.

The children in the rural schools of Multnomah County are served by the county library which is in Portland and which is supported jointly by the city and county. The school department of the library is organized to supply all the schools of the county with an adequate number of books for both reading and study. If a child finishes the elementary school without becoming a lover of books, it is not because he has not been exposed to plenty of good books and been encouraged by his teacher and the school librarian to read them.

Early in September, as soon as the school department receives the names of the teachers and organization of the schools from the county superintendent's office, libraries for the children's pleasure reading are sent out to the schools. According to an arrangement made some years ago, the library bears the expense of sending the books, and each school district is responsible for their return.

In order that there may be no duplication in the books sent from year to year, lists have been prepared and num-

room school, consisting of fifty books for children of all ages. The primary lists include books for the first three grades; the intermediate lists for the fourth, fifth, and sixth grades, and the advanced lists for the seventh and eighth grades. If a school has more than three rooms, the lists are not followed but a library made up especially for each room.

The school librarian attends the first teachers' meeting of the year, and invites the teachers to visit the library to



BEING examined for reading certificate at the end of the term.

bered. A record is kept for each school, showing which libraries the schools have had. There are nine lists for the one-

select books for their own reference use. The reference collection in the school department contains books for story telling, history, geography, nature study—in fact, all the subjects in the course of study. It has been found from experience that it is much more satisfactory for the teachers to select these books for themselves rather than have the librarians do so. In addition to these reference libraries, which may be kept the entire year, teachers also have the privilege of borrowing books from any department in the library for the period of one month. They may also take any number of pictures from the picture collection for four weeks. As all teachers are required to attend teachers' meeting in Portland once a month, the teachers in even the most remote schools have the opportunity of visiting the library at least on that day.

By the middle of September, the school librarian, equipped with lunch basket and road map, sets out in the library Ford to visit the country schools. Sometimes four or five schools can be



CANDIDATES for reading certificates in a school near Portland.

visited in one day, but, when the schools are far away or the roads impassable, only two or three can be reached.

It usually takes until the end of October before the fifty-four schools are visited. The size of the schools vary from the one-room school, away up in the mountains, which boasts this year of seven pupils, to the nine-room school in one of the suburbs. The buildings vary, too, from the one over on the island, which looks as if a gentle wind might carry it away, to the modern brick building equipped with auditorium, gymnasium, and library room. But in all the schools, big and little, the librarian is always welcomed and is urged to come again soon.

The librarian has several objects in visiting these schools: first to make sure that each teacher is supplied with the right libraries for her grades; to explain to new teachers the method of keeping circulation, and to be sure that others are keeping it, in permanent form; to advertise the teacher's privilege at the library and to mention any special book which may be of personal interest to the teacher, and lastly to talk to the children.

In the lower grades, the librarian talks about the care and handling of books and tells a story. In the upper grades, beginning with the fifth, the talk centers about the reading certificates and the books to read for the certificate. This reading certificate is given to any child who reads five books on the reading certificate list during the school year, and who can, when the librarian visits the school in the spring, tell about the book. The librarian does not require a perfect review of the books, but simply by questions satisfies herself that the child has read the book and understood the main points.

More and more interest has been shown by the children in these reading certificates, and the number winning them has grown until, last May, 542 were distributed. The children are very happy over these certificates with their gay colored ribbons and gold seals, and more than one child with pride has told the librarian, "Father has made a frame for my certificate, and it's hanging in the parlor"!

During the summer when the schools are closed, the children within a twenty-mile radius of Portland are still able to continue their reading for the book wagon comes to them once a week.

Members of the school department staff are in charge of the book wagon

two days a week, so that even in the summer the school librarian remains in touch with some of the rural school children. She guides their reading, hears their spontaneous comments on the books, and prides herself on her growing friendship with these children.

ADJUNCTS to successful teaching—Success as a teacher depends as much on the observation of pupils as upon the teacher's knowledge of the subject and his ability to present the subject in a clear and comprehensive manner.

When a teacher gives a demonstration or presents a lecture he is certain of success if he can be positive that his points are understood by the pupil. The chief senses that enable the student to acquire information are the two to which a teacher should pay a great deal of attention—namely, the seeing and hearing senses. Practically 90 per cent of our knowledge is obtained through the sense of sight excepting, of course, in special schools such as those for the blind. In schools for the deaf and dumb it can easily be seen that sight is of still greater importance.

A pupil after reaching a certain age hates to show his ignorance by asking questions to which he should know the answer, and if he is at all sensitive, he will not raise the question. When a pupil does not grasp a subject as readily as his fellows, he should not be classed as under the average mentally, but his attitude in the classroom and study hall should be carefully analyzed. If he is inclined to strain forward, or resting his elbow, place his hand behind his ear, or if he is inclined to turn one ear toward the teacher, he undoubtedly has subnormal hearing faculties and a test should be made of his auditory senses. In making these tests, every chance of his reading the tester's lips should be avoided.

One of the most common causes of backwardness in school is the inability of the pupil to see clearly and easily. Here again a teacher may by the simple recourse to observation suspect eye trouble. A pupil who is far-sighted and who is in his early years may be able to pass the standard visual acuity as now given, but objective examination will reveal the true condition. By exerting an unusual amount of energy a far-sighted person can overcome his condition for a certain period of time, but his effort will tire him tremendously and he will unconsciously let his eyes look at distant objects or become drowsy. Often a pupil

is unable to concentrate for any length of time because his eyes are not normal. A near-sighted pupil is readily detected because of his inability to see the board and his subnormal vision will show in the standard visual tests as given.

Because a pupil holds his book close to him in reading does not indicate that he is near-sighted, but on the contrary he may have such a high degree of hyperopia, far-sightedness, that he obtains monocular vision by bringing his book so close to his face that his nose prevents binocular and troublesome vision.

Lack of concentration is more apt to be due to eyestrain than lack of interest in a subject. *Squinting* is resorted to by a pupil in an effort to overcome defective vision. *Tilting the head* is a natural tendency in overcoming muscular imbalances and certain astigmatic errors. *Inflamed lids and styas* are also indicative of visual defects.

Realizing the importance of vision to education, it seems little short of deplorable that the inadequate visual tests should exist in place of a thorough eye examination of every pupil in the public schools. These objective visual examinations can actually be given in less time than it takes to make the Standard Visual Acuity tests now prevailing, and they will give more accurate data than any test possibly can, because the pupil's perceptive powers are not called upon at all.

An essential element in vision is illumination, and the illumination existing in the majority of schools is absolutely inadequate for efficient teaching. One of the saddest things connected with this is the lack of interest shown in this matter when educational boards are made acquainted with the true conditions. Due to not being acquainted with the true condition of things many fathers are allowing their children to study under circumstances that they would not tolerate for a minute in their own places of business. Parents seem universally ready, individually, to do everything possible for their children's benefit except to approach the board of education on a subject of this kind.

Wherever artificial illumination is used the incandescent element should be so placed that it would be impossible for it to come within the field of vision of either pupil or teacher. This condition is found in only the latest or improved schools.—*Claude M. Hall, Glens Falls, N. Y.*

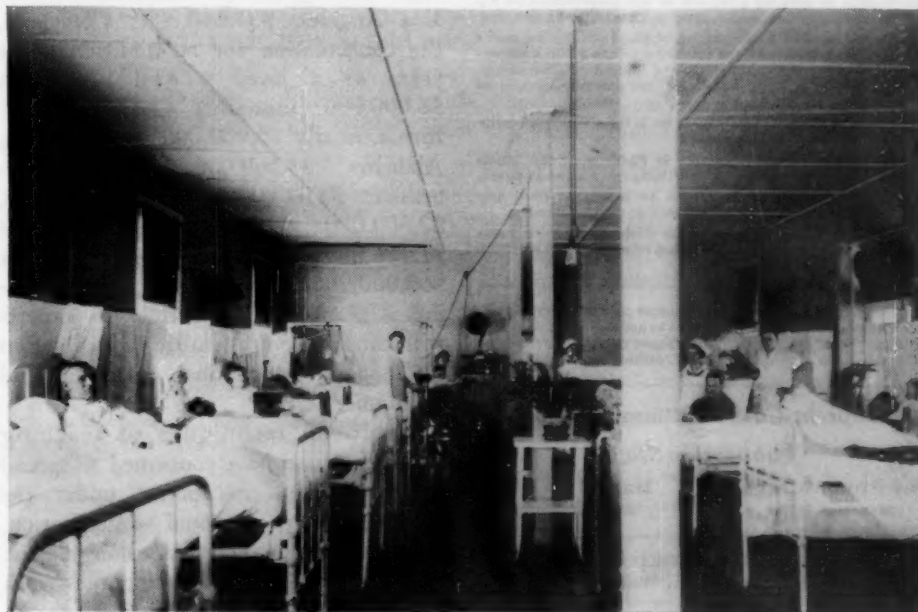
At Walter Reed

ONE OF THE MOST interesting of the patriotic pilgrimages undertaken by the members of the National Education Association in July, 1924, was made to the Walter Reed Memorial Hospital, a United States army hospital named as a memorial to the late Major Walter Reed, of the army medical corps. On this patriotic pilgrimage, the chairman of the occasion was the Honorable Hubert Work, Secretary of the Interior, Washington, D. C., and an address was given by Joseph M. Gwinn, superintendent of schools, San Francisco, California.

The hospital is located at Sixteenth street and Georgia avenue, Washington, D. C., and the grounds extend as far as Alaska avenue. It has 108 acres of wards, commodious sleeping rooms, mess halls, kitchens, lavatories, commissary department, recreation rooms, and work rooms for vocational instruction. Besides the main building of the hospital, there are ample residences for the families of the medical officers, and dormitories for the nurses. The hospital is intended to be the principal general hospital of the army, where any member of that branch of the service may at all times get expert medical and surgical attention. Here many sick and wounded soldiers have been successfully rehabilitated physically and vocationally, and restored to useful places in society. The hospital also serves as a training ground for doctors who enter the medical service of the army.

More specifically, its purposes are for

the treatment of cases requiring highly specialized care; for the training of enlisted men in nursing and the duties of military sanitation and hygiene; for the treatment of officers prior to examina-



tion; for instruction in military surgery, hospital administration, hospital corps drill, and establishment of field hospitals.

Walter Reed Memorial Hospital was founded in 1892, promoted by Dr. George Miller Sternberg, for the purposes of the army medical school. The first permanent building was erected in 1898. Dr. Walter Reed, then major, was the first officer detailed to medical service in the hospital.

Major Reed was born in Virginia in 1851. He was educated for the medical profession in the University of Virginia and in Bellevue Hospital Medical College, attaining first rank in his profession. His work in discovering the cause of yellow fever and in evolving methods for its control is one of the

outstanding achievements of modern times. Major Reed's untiring devotion to his profession seriously impaired his health, and in 1902, while serving on the staff of the hospital which now bears his name, he succumbed to appendicitis, following an operation.

His life and achievements stand as a monument to American ideals of service; still further reflected in the work which is here being carried on in his name.

Of equal importance with the medical care given in the Walter Reed Hospital are the vocational training and the restoration of morale which is made available to the wounded military man. Instructors are employed who give lessons in many varieties of manual work, such as weaving, designing, typewriting, hand tooling of wood and leather, knitting, etc. And apparatus is supplied for the amusement and entertainment of the patients, such as games, reading matter, pianos, phonographs, and radio.

It was at Walter Reed Memorial Hospital that Samuel Rothafel, known to the radio public as Roxie, received his inspiration to install radio sets at the bedside of every hospitalized soldier in America. The movement is now well under way, and Roxie's project bids fair to be soon realized.



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Editor-in-Chief, William C. Bagley

Publication Staff

Joy Elmer Morgan
Managing Editor

Harold A. Allan
Business Manager

EXECUTIVE AND EDITORIAL OFFICES:
1201 Sixteenth Street N. W., Washington, D. C.

Education During 1924

MUCH OF HOPE is found in a survey of educational achievements and trends during 1924. Among the more significant are the following:

The reaction which threatened to cripple educational programs appears to have passed its peak. The people believe in their schools and will stand by them in a crisis. Although in certain areas suffering acutely from economic depression, budgets were reduced, teachers' salaries generally are not only holding their own but are being advanced in many places. National, State, and local education associations have demonstrated their effectiveness as agencies for the improvement of educational conditions. The battles to be fought during the year ahead may be approached with renewed confidence in informed public opinion.

The three principles of the Education Bill—a Federal Department of Education with a Secretary in the President's Cabinet as a research agency, a National Council of Education as an advisory agency, and Federal aid to encourage the States in educational efforts vital alike to good citizenship in State and Nation—have gained wider acceptance. The election has shown the

strength of Congressmen who stand for these principles. President Coolidge has come out for a Department of Education and Relief, which may be regarded as a considerable step toward the creation of a unifunctional department of education.

Large-scale building programs are still in progress throughout the country. Among notable authorizations are Los Angeles, \$34,640,000; Cleveland, the continuation for an additional five years of a levy yielding about \$6,000,000 annually; Oakland, California, nearly \$5,000,000; Birmingham, Alabama, \$3,500,000; Lincoln, Nebraska, \$3,000,000; Akron, Ohio, \$2,500,000; Denver, Colorado, over \$1,186,000; State of California, over \$60,000,000. The modern school building is planned by a battery of experts who consider every feature in its relation to modern educational purposes and technique.

Improved techniques of teaching and supervision have continued to spread among workers in service under the stimulus of professional organization, summer schools, and extension classes. Scientific precision is replacing guesswork in educational diagnosis and in the guidance of teachers and pupils. The utility of experimental and demonstration schools is more widely recognized.

Recognition of the unifying function of education in the life of the community is drawing educational workers into activities outside the schoolroom where they take the part of intelligent citizens in shaping public policies. Teachers are thus equipped to relate daily lessons in school to life outside of school.

Curriculum revision by democratic methods guided by sound educational objectives has made giant strides during the year, notably in Los Angeles and Denver, and in the work of the yearbook committee of the Department of Superintendence—one of the largest coöperative educational enterprises ever undertaken. California is making a State-wide survey of elementary school courses of study. Curriculum revision, as now conducted by committees representing all teachers, is a powerful force in improving teaching.

Textbooks and other aids to teaching continue to improve and to adapt themselves to educational needs as shown by notable exhibits held in connection with the meetings of the National Education Association.

National publicity for education has never been better in spite of certain handicaps associated with a presidential

campaign year. Newspapers have given generous space. American Education Week was widely and effectively observed. Magazines of large national influence have had notable articles interpreting educational ideals, practices, and results. Recognition of the economic importance of education is increasingly apparent.

A child labor amendment to the Constitution received the necessary two-thirds vote by both houses of Congress and is now before the States for ratification. The fight promises to be bitter. The opponents have started a vigorous campaign based on appeals to prejudice and ignorance. They have early victories to their credit. Can they win permanently?

Radio as a factor in popular education has developed rapidly. It is estimated that \$500,000,000 was spent for radio equipment during 1924. What will schools do to prepare children to use radio intelligently for their continued improvement? How will radio be used in school instruction? The answer is not yet.

Adult education in many forms is being extended. Libraries are improving their services. The American Library Association has enlarged its work and is undertaking a thorough study of adult education. Extension courses continue popular. Indications point to a time when almost everyone will be engaged in some form of study directed by school or library.

State and local education associations have continued to increase in membership, to improve their meetings, to develop their journals, and to maintain an all-year service. Among the States to employ full-time secretaries for the first time are Utah, Montana, and South Dakota. The North Carolina Association has started the *North Carolina Teacher*. The *Utah Educational Journal* is transferred from the Extension Division of the University of Utah to the Association.

The National Education Association has maintained its vigorous campaign for better educational conditions. It has improved its budget and revised its departmental organization and committee work. It held in Washington in July a meeting characterized by large attendance; a notable program, great patriotic inspiration, and deep educational significance. The Association's important mission as the unifying, integrating force in American education receives increasing recognition.

An Appeal to Prejudice and Ignorance

THEODORE ROOSEVELT, in 1907, recognizing the character of the campaign against the child labor legislation then pending, issued this warning:

States' rights should be preserved when they mean the people's rights, but not when they are invoked to prevent the abolition of child labor—not when they stand for wrong or oppression of any kind or for National weakness or impotence at home or abroad. The States have shown that they have not the ability to curb the power of syndicated wealth and therefore in the interests of the people it must be done by National action.

What Mr. Roosevelt recognized then is even more true today. Special interests are renewing their appeal to ignorance and prejudice with a vigor heretofore unknown. Funds are being subscribed, organizations are being formed, the aid of school people and of the ministry is being solicited to fight against the ratification of the Amendment in every State. The enemies of this constructive measure recognize the influence of the National Education Association, the American Federation of Labor, the League of Women Voters, the General Federation of Women's Clubs, and other disinterested civic organizations of national scope, but these enemies plan to employ clever writers, shrewd artists, and eloquent speakers, counting on the preponderance of their wealth to overbalance the soundness of the case in favor of the Amendment.

Massachusetts legislature favors the amendment—The following resolutions were adopted by the Massachusetts Senate, February 12, 1924, and its House of Representatives, February 18, 1924, and may be found on page 3939 of *The Congressional Record* for March 11, 1924.

Resolutions in favor of the amendment to the Constitution of the United States authorizing Congress to enact a uniform child labor law.

Resolved, That because of the injustice and hardship to children in industry, and the harm to industry itself resulting from lack of uniformity in State legislation regulating child labor, the General Court of Massachusetts respectfully petitions Congress to propose an amendment to the Constitution of the United States authorizing Congress to enact uniform legislation as to child labor throughout the United States; and be it further

Resolved, That copies of these resolutions be sent by the Secretary of the Commonwealth to the presiding officers of both

branches of Congress and to each of the Senators and Representatives in Congress from Massachusetts.

Why Massachusetts reversed itself—After taking this admirable stand in February, the State of Massachusetts in a referendum vote gave a majority against the ratification of the Amendment in November. Persons in touch with the situation in the State report that next to the definite instructions of Cardinal William H. O'Connell to the

ACTING under its constitutional 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.

clergy of his diocese, the States-rights scare raised by Drs. Pritchett and Butler and promoted by manufacturing and shop interests had most to do in lining up the ignorant vote of the State against the Amendment. These influences were set in motion to counteract in part the work of the American Federation of Labor for the Amendment. According to the 1920 census, Massachusetts has 146,607 illiterates and 1,088,548 foreign-born out of a total population of 3,852,356. With the exception of Rhode Island, Massachusetts has a larger percentage of children in employment than any State outside the South and consequently a large group of ignorant parents financially interested in the employment of children.

Perhaps the Massachusetts Legislature considering the problem calmly last February reached a wiser decision than these masses of ignorant and foreign-born citizens driven to the polls by an appeal to ignorance and prejudice. Certainly one may doubt the Americanism of the efforts to discredit those whom the people choose to represent them in their State legislatures and in Congress.

The fight over this movement is on. It will be one of the most bitterly fought battles in American Constitutional history. In the white light of the struggle our opinions will be measured by the eternal principles of truth, justice, equality, and human liberty. The methods of the opposition are appeals to prejudices and misrepresentation—the very things against which education should stand like the Rock of Gibraltar. Let everyone who is trying honestly to make up his mind on this great problem ask the following questions of those who urge him to oppose the Child Labor Amendment:

1. Who are the friends of the measure? What are their motives?
2. Who are the enemies of the measure? Were they not also the enemies of compulsory school attendance? What are their motives?
3. Where did you get your facts?
4. Just what do you mean by "States' rights"? Would you put "States' rights" above human rights?
5. Is it good American citizenship to try to create a lack of faith in the Federal Government? Has it been less efficient and high-minded than the State governments?
6. Would you exempt from military service to the Nation in time of war the men who as children the Nation denied an opportunity for a fair start in life?
7. Do you think it is possible under present conditions to confine to the State of its origin the bent and broken human life that the exploitation of children leaves in its wake?
8. Do you believe that mature men and women should be required to compete with the commercially exploited labor of children?
9. Have you read the proposed Amendment itself? It does not prohibit child labor, but merely gives Congress power to deal with the problem. Has any honorable citizen anything to fear by granting to Congress authority to deal with a recognized National evil?
10. Were it adopted, have we reason to believe that Congress would go further than the standards of the two child labor laws that have been enacted and acknowledged to be good, although declared unconstitutional?—J. E. M.

What is the Teacher Worth?

WE USUALLY GET what we pay for, whether we buy teaching services or potatoes. For either article, even when there is a large supply, a fair price has to be paid for superior goods.

We want teachers of superior innate ability, trained, cultured, traveled, full of initiative and self-respect, with a broad outlook and understanding of life so that they may interpret life correctly for our boys and girls. We can have such teachers when we are willing to pay for them. We will pay the necessary price only when we understand the value of the teacher's service to individual and community life—when we appreciate the worth of the teacher. *When we buy teaching services, to a large extent, we buy our children's outlook on life.* The teacher who is trained in civic affairs gives more to her pupils than is contained in the civics textbook. The teacher who has traveled brings first-hand knowledge to the interpretation of history and geography and a larger understanding of human beings because of her contacts with people. The teacher who reads the best professional books and magazines brings to her classroom invaluable teaching helps so that her pupils learn more in less time. The teacher who has a standard of living which permits her to live in comfortable quarters (where evenings are not always spent making over last year's clothes, doing this week's laundry, nursing ills that could be cured if expert medical attention were available, or eking out a meager salary by tutoring) brings to her classroom vigor, enthusiasm, self-respect, and initiative. To succeed, the teacher must have the respect of the community; and it is a part of human nature not to respect that which is purchased too cheaply. For example: What parent calls in for his child a doctor whose yearly earnings are only \$1200?

Professional training, travel, books, and magazines, a standard of living conducive to physical and mental efficiency require money. Teachers possess these only when they are paid adequate salaries. Teachers, when dissatisfied, can shift to other lines of work, but the law compels children to stay in school. The welfare of boys and girls should be the motive for increasing teachers' salaries. The important point is this: *Our chil-*

dren and society are the losers when teachers are poorly prepared for their work.

For twenty years the National Education Association has led in the campaign for better salaries for teachers. The salary question cannot be thoroughly understood or intelligently discussed except upon the basis of comprehensive salary data from cities both large and small. Furthermore, the actual salaries paid cannot be fully interpreted until studied in the light of the schedules determining the salary rates and the rules governing the increase of salaries according to service, or grade, or merit, as the case may be. These comprehensive data the National Education Association has furnished as a part of its service to the profession and to the advancement of education.

The Division of Research is completing a comprehensive survey of the salary situation for 1924-25. The following significant findings for some of our large cities have been gleaned from the data tabulated as this issue of *THE JOURNAL* goes to press. They indicate the answer of school boards in our largest cities to the question: *What is the teacher worth?* for the school year 1924-25.

All cities over 100,000 in population, from which salary data have been obtained report that their school boards have adopted definite salary schedules. Of 132 cities between 30,000 and 100,000 in population, all but nine have definite salary schedules, and 44 cities over 30,000 in population have adopted single salary schedules.

In answer to the question: Has your school board adopted a definite plan whereby teachers receive direct reward ("bonus," salary increase, etc.) upon the completion of some designated amount of additional professional training in a college or university?, 13 out of 32 cities over 100,000 in population answered "Yes"; 67 out of 131 cities of population 30,000 to 100,000 also answered in the affirmative.

Twenty-two out of 33 cities over 100,000 in population report that their school boards have adopted definite plans whereby teachers may be granted leave of absence for study and professional improvement.

Men and women of equal training and experience, and performing similar serv-

ices, receive the same salaries in 29 out of 33 cities of over 100,000 in population. One of the four cities, where a discrimination is made, reports that the matter of equal pay for equal service is already under consideration.

Salaries of \$10,000 to \$15,000 are reported for superintendents of schools in 13 out of 32 cities over 100,000 in population.

Among the highest maximum salaries paid high school principals are these: Jersey City, N. J., \$7000; New York City, \$6500; Newark, N. J., \$5800; Chicago, Ill., \$5700; Philadelphia, Pa., \$5500; Montclair, N. J., \$5500; St. Louis, Mo., \$5000; Seattle, Wash., \$4580; and Cincinnati, Ohio, \$4500.

These are among the highest salaries paid junior high school principals: Jersey City, N. J., \$6000; New York City, \$5450; Philadelphia, Pa., \$5000; Montclair, N. J., \$5000; and St. Louis, Mo., \$4500.

Senior high school teachers' salaries have reached these maxima: Newark, N. J. (head of departments), \$4400; Jersey City, N. J., \$3800; Chicago, Ill., \$3800; New York City, \$3700; Montclair, N. J., \$3600 for men, \$3000 for women; Philadelphia, Pa., \$3200; and St. Louis, Mo., \$3200.

These are among the high points in elementary teachers' salaries: New York City, grades 7A-8B, \$3250; New York City, kindergarten and grades 1A-6B, \$2875; Newark, N. J. (first or head assistants), \$2700; Chicago, Ill., \$2500; and St. Louis, Mo., \$2100.

In Newark, N. J., New York City, and Chicago, Ill., the minimum salary for elementary teachers is \$1500.

These are the high water marks in teachers' salaries for 1924-25. The January Research Bulletin of the National Education Association will summarize salary data for approximately 1400 representative cities. Salaries of all school employees from the superintendent to the janitor will be included. Additional data, in so far as available, will show prevailing wages in other professions and in certain skilled trades.

Special tabulations to meet the needs of individual cities will be available at the cost of preparation. These comparative data will show how 1400 school boards answer the question: What is the teacher worth?—*Margaret M. Alltucker.*

Music Education at Washington

WE CAN MAKE children musical and influence them to prefer good music, not by decrying the evils of poor music, but by conscientiously giving them every opportunity to form an acquaintance with the best in the great scope of music literature. This was the thought underlying the program and discussions of the Department of Music Education which held two sessions in Washington during the annual convention of the Association last summer.

The officers of the Department, Mrs. Elizabeth Carmichael, supervisor of music in the public schools, Fort Dodge, Iowa, president, and Miss Laura Bryant, supervisor of music in the public schools, Ithaca, New York, secretary, presented an unusual program. An enthusiastic audience that taxed the capacity of the music room at Central High School greeted the Teachers' Choral Club of Washington, D. C., at the opening session on Tuesday afternoon, July 1. Under the direction of George H. Gartlan, director of music in the New York City schools, the club gave two selections, *A Midsummer Night* by Bliss, and *The Landing of the Pilgrims* by Coereene. This was followed by an address on Public School Music by Thomas E. Finegan, formerly State superintendent of public instruction of Pennsylvania, who offered his heartiest congratulations to the supervisors and teachers of music of the public schools for their contributions to progressive programs in education throughout the country. Dr. Finegan said in part:

Within the last decade music has been given a recognition that was not even anticipated a few years ago. You have made a gallant fight against great odds and the victory has nearly been reached. If you remain steadfast the fight will be won. When the history of the development of education in America for the past twenty-five years is written, those who have worked and urged and fought to give music its rightful place in the public school curriculum will be regarded as pioneers of a great movement for the enrichment and liberalization of courses of studies for the great mass of the children of the Nation.

The Organization and Conduct of a School Orchestra was discussed by James F. Price, associate director of music in the public schools, Hartford, Connecticut, and an interesting demonstration of the Kinscella Method in Piano Class Lessons was given by a

group of small children. Louis L. Mohler, of Teachers College, Columbia University, New York City, spoke on The Teaching of Music Appreciation As a Phase of Modern Education. After tracing the various phases through which public school music has passed, namely, sight-reading and the development of technique, he declared that it is of greater importance to stress the making of intelligent, creative, appreciative listeners than to attempt to make performers. We quote as follows:

Children have a natural tendency to like a thing that is beautiful; they want to possess it. This may be an object, a story, or a selection of music. But a picture or a musical selection is beautiful because of some certain quality or qualities that it possesses. It is through these qualities that the successful teachers make their appeal, that interest is enlisted and that enjoyment is created. Through a continuous repeated similar procedure with the best creations of the artist and the composer, the teacher may hope to establish habits of preferring the best and most worth while.

Music should not be analyzed before it is enjoyed. Like religion, it comes to us as an experience.

At the conclusion of the program an informal reception was held under the auspices of the local music committee, Clara Burroughs, Mrs. Carrie L. Byram, and Edith B. Athey.

On Thursday afternoon, July 3, talks were given by George H. Gartlan and Mrs. Francis Clark, head of the Education Department of the Victor Talking Machine Company, Camden, N. J., who used as her subject, School Music in 1836, 1886, 1911, and 1936. Mrs. Clark gave a comprehensive survey of the development of music from the earliest times down to the present day, paying high tribute to the pioneer work of Lowell Mason who in 1836, without salary, began his music work in the public schools of Boston. So excellently did his plans work that he succeeded in having his plans adopted by the school committee, and public school music started on its career. Continuing Mrs. Clark said:

Fifty years swept by, and the Civil War period passed into history with school music almost exactly the same as when it first began. Then came the epoch-making period of 1886, when Luther Whiting Mason published the first of the long graded courses of special material for the schools. In order to prepare teachers to become supervisors and to use the new material intelligently, summer schools were established at Boston

and Detroit, in 1886 and 1887. Swiftly now the whole subject forged ahead with astonishing speed. Four or five different courses of study were published, supervisors began to enlarge their borders, reaching out to choral performance on public occasions and concerts of notable pretension. At the World's Fair in Chicago in 1893 through the teaching of William Tomlins the great possibilities in the child voice were brought out.

By 1910, it was seen that a miracle had been wrought in the possibility of taking the great music of the world into the school-room by means of talking machine records. Not only the folk music of all lands, art songs, choruses, arias, etc., beyond the pupil's capacity to produce, but practically the entire repertoire of instrumental music was thus brought within the reach of children everywhere. In 1911, the first organized work was begun to sift and sort the riches of this storehouse and adapt to school conditions and to the stages of development of the child mind, such music as seemed helpful and desirable, and to add special recordings to round out and complete a real course in the art of listening to music itself.

We may confidently expect, by 1936, a great expansion in choral contests and band and orchestra contests. The memory contest will have become a test of the year's work in music appreciation, instead of a short spasmodic effort, participated in by all the children.

A prophet may see school music in 1936, 'a thing of beauty and a joy forever.' Six States now have State supervisors, and by 1936 there will be many more.

A demonstration of the Teaching of Music Appreciation by twenty children of the Washington schools, under the direction of Louis L. Mohler, concluded the program.

This meeting marked the Department's fortieth anniversary for it was at the famous Madison gathering of the Association in 1884 that a resolution was introduced by Dr. E. E. White, of Ohio, requesting that a new department, to be known as Music Education, be created. The resolution was favorably acted upon and Daniel Hagar, of Salem, Massachusetts, was elected president. The first meeting of the newly-organized department was held at Saratoga Springs in 1885. This recognition of music by the National Education Association as an essential part of the child's education did much to break down some of the old traditions concerning the curriculum and led to the general acceptance of music at the present time as a vital factor in the life of the Nation.

The officers for the year 1924-25 are to be appointed by a committee chosen for that purpose.—*Agnes Winn.*

Science Instruction at Washington

SCIENCE has not become popular with the masses because of the lack of competent and zealous interpreters of scientific thought, is the opinion of Dr. Edwin W. Slosson, director of Science Service, Washington, D. C., speaking before the Department of Science Instruction at its opening session during the Washington meeting on Tuesday afternoon, July 1. Dr. Slosson made an earnest appeal for the learning of science through voluntary and individual initiative rather than by compulsory and uniform drill. He said:

It is this side of science that I want to talk about—its human interest, its cultural value, its amusement possibilities. Three hundred years ago, Bacon urged upon an incredulous world the novel idea that science might have a practical value, that it might lead to useful inventions and contribute to the comforts of life. Naturally the suggestion shocked the philosophers of that day, who cultivated science for its cultural value alone. It seemed to them like harnessing Pegasus to a plow. But now Bacon's strange notion has come into such complete possession of the mind of modern men that they can hardly see any side of science except the utilitarian.

It is a curious quality of the human mind to be interested in other things than our business, and it is to this irrational impulse, this divine deviation, that the arts and sciences owe their origin. They pay in the long run, but they were cultivated long before they paid. The radio and the trolley car are the recent fruits of a tree that has been longer growing than the giant redwoods of California. The sciences, like the arts, need appreciators as well as practitioners. It may be said that the commonly professed admiration of fine arts, music, literature, is a fashionable affectation. That is largely true, but the mere existence of hypocritical interest proves that there are a certain number of respectable people who have a non-professional interest in such pursuits, and get a genuine benefit from them. That there is no similar social pressure imposing an affectation of admiration for science proves that there is no considerable body of laymen who take that sort of interest in science.

If our educational system is in any degree responsible for this deficiency in our modern life, it is because it does not lay enough stress on training in the art of popular presentation. It is not, of course, to be expected that people will follow with interest every step in research, the steady, tedious march of the advance guard of science, ever onward into the unknown. But people are naturally interested in the speculative and practical sides, as well as the theories and applications of scientific work. In the recent progress of the physical and biological sciences, both these features have been present. The newspapers and magazines offer unprecedented opportunities for reaching the public.

Mr. Hollard R. Sperry, of Lincoln School, Teachers College, New York City, discussed Science in the Elementary Schools based on his own experiences and observations in his work in the classroom. He expressed the belief that education in science should do certain definite things for the individual.

It should develop in him a scientific attitude, one that is receptive to changes. It should give him a greater appreciation of his environment—a liking for it—an active positive attitude to do something about it and a realization of what science and a scientific attitude have meant to modern progressive life. It is difficult for the classroom teacher to keep in mind and to try to achieve all the special aims or objectives claimed for science. It would be far better to teach science in such a way that we would satisfy the general education aims. Better still, we should provide science activities which, when properly carried out, would, in their very nature, lead to the accomplishment of our objectives. When the opportunity presents itself to develop any of these aims, stress it, and make the most of it, whether it is in the first grade or sixth—whether we are studying the weather or magnets.

Among the science activities described by Mr. Sperry were: summer collections, the study of science in other school subjects, field trips to the out-of-doors, reporting interesting articles, science bulletin board, inspecting industries and exhibits, science assemblies, the handling and study of electrical and mechanical equipment found in home or in the child's environment; use of exhibit cases, science question box, use of demonstration material, use of lantern slides and moving pictures, science clubs, and special group work.

Devices and methods in junior high school science were discussed by J. T. Shriner, head of the Science Department of Latimer Junior High School, Pittsburgh, Pa.

On Wednesday noon a science luncheon in charge of William A. Hedrick, of Central High School, Washington, D. C., was held at the New Ebbitt Hotel with the late Henry C. Wallace, secretary of the Department of Agriculture, as the principal speaker. This was followed by an excursion to the National Bureau of Standards.

The program on Thursday afternoon was as follows: The Science Teacher in Relation to the Conservation and Use of Our Fuel Resources, Samuel S. Wyer, associate in Mineral Technology for the Smithsonian Institution, Washington, D. C.; Investigation of Demonstration

vs. Laboratory as a Method of Teaching, Fred G. Anibal, Department of Chemistry, Central High School, Kansas City, Mo.; and Science Teaching in Some European Schools, Elliot R. Downing, associate professor of Natural Science, University of Chicago, Chicago, Ill.

During the year 1922-23 Dr. Downing visited the primary schools, secondary schools, universities, agricultural colleges, and teacher-training institutions in many European cities, as well as some of the technical and professional schools, for the purpose of observing the science instruction. In drawing a comparison between the European schools and the American schools, Dr. Downing said:

Many universities in France are poorly housed, often in old monasteries or palaces that are adapted with difficulty to university use. Laboratories are, therefore, likely to be poorly lighted and inconvenient. In Switzerland and England, the university buildings are, as a rule, built for the purpose and are more commodious and convenient. The Oxford campus and buildings are incomparably beautiful, though little space is devoted to science. Cambridge and London give considerable attention to science. Laboratory equipment is, as a rule, adequate without extravagance, and is not under lock and key. The display of historically interesting apparatus used in famous investigations by the great scientists furnishes an element in the apparatus cases largely lacking in our own; it compensates in a measure for the occasional lack of modern appliances. The university professor is usually an efficient, charming man of broad culture, always hospitable both at home and in his classroom or laboratory, welcoming the opportunity to show the visitor about, and alert to learn all he can of American schools and customs.

The following officers were elected at the business meeting: Otis Caldwell, Lincoln School, Teachers College, New York City, *president*; George W. Hunter, Knox College, Galesburg, Illinois, *vice-president*; and Emma M. Griebel, head of General Science Department, Lincoln High School, Portland, Oregon, *secretary*.

At the annual meeting of the National Education Association in Denver, in 1895, the Department of Natural Science Teachers of the Colorado State Teachers Association organized two round table conferences for the discussion of science. The enthusiasm and interest displayed by those in attendance from all parts of the country led to the acceptance of the group as a regular department of the Association.—*Agnes Winn.*

The Pupils' Point of View

HIGH-SCHOOL PUPILS Judge Education—Professor C. O. Davis, in his capacity as secretary of the Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools, made an elaborate study during the academic year 1923-24 of the views of high-school pupils in the territory of the association on various matters. Among the findings of his investigation are the following statements:

The American high school is composed of a body of perfectly normal boys and girls, with the same interests, abilities, and natures that characterize any fairly large group of adult citizens.

The overwhelming proportion of the pupils are Americans, born of Americans.

To secure a college preparation or a well-paying position in business is the dominant motive that leads the pupils to the high school.

Approximately 80 per cent of the pupils have pretty definite purposes on entering high school and change their general plans but rarely.

The highest ambition of most of the pupils is to develop into all-round, good, sincere, and capable individuals.

The best liked features of the school are the educational advantages given, the social life, and athletics.

Relatively few dislike the school, and these few distribute their dislikes over a wide range of alleged grievances.

The pupils are generally proud of the school spirit and to a lesser extent of the athletic achievements.

Where the pupils deplore anything in the school, it is usually the lack of a good spirit.

Knowledge of one's subject and possession of character are the two most prized qualities in teachers; failure to explain clearly and lack of discipline are the most condemned weaknesses of teachers.

The cause of poor marks is usually lack of study.

The hardest subject in the curriculum is mathematics; the easiest, English; the most valuable subject is English, while the least valuable is mathematics.

The best marks are secured in the easiest subjects.

As a rule, the pupils devote only about forty-five minutes to the preparation of a given lesson assignment and spend but an hour in study at home each night.

The pupils want more class discussions and more attention to making ideas clear.

The pupils like to be given responsibility and through it to develop "personality."

The pupils feel that a spirit of snobishness is altogether too common in the school.

The three leading things that make a boy popular are athletic ability, scholarship, and good appearance; the three things that make a girl popular are good appearance, good sportsmanship, and scholarship.

The first quality demanded of a leader is scholarship.

Extra-curricula activities are regarded as of great value.

The pupils want the school to provide a greater variety of recreational aids.

The three things for which the pupils honor the school most are the education given, the character developed, and the friendships made.

Another Phase of the Salary Question

REPLYING to the article written by Isabel Simpson in the June, 1924, number of your magazine entitled, "A Phase of the Salary Question," wherein the writer lamented the difference in salaries paid high school teachers and grade teachers, I wish to state that that question is ably taken care of under the Single Salary Schedule system which is in operation in many of the first-class city school systems of America. It is a just attempt at paying teachers both in accordance with their experience and training.

Under this plan the teacher can teach in any school, whether it be kindergarten, elementary, junior high school or senior high school, and receive the same pay providing her training or certification is the same. In other words, all teachers of the same training and schooling receive exactly the same salary regardless of where they teach. The system is just and is found to be satisfactory in all cities where it is in operation. By it the grade teachers have realized there is no discrimination being made against them.

The trouble with many teachers is that they think their education was

completed when they graduated years and years ago. They cannot remember when they attended a summer session. These teachers are today using the same out-of-date methods or deadening materials they used when they first began to teach.

The single salary has surely done a great deal toward getting rid of teachers of the above type, for progressive teachers soon saw the maximum salary was within their reach if they worked for it. By so doing they not only help themselves out financially but the entire teaching personnel of the system is brought to a higher standard and we have better teachers, better teaching, better scholars, better schools, and a better Nation as a result.

It would be a good idea if every teacher could be required to spend six weeks of each school year brushing up by going to school, learning new methods, and getting a broader vision of life. The doctors keep up to date. You wouldn't want to trust the life of one dear to you into the hands of a doctor who was out of date in his methods. The lawyers are constantly specializing along their line. Look at the business world, ever on the alert for new devices for efficiency.

In conclusion, let me sum up my statements:

(1) There should be a difference in salaries paid teachers.

(2) The difference should be based on two things—namely, training and experience.

(3) The single salary schedule should operate, enabling teachers with M. A. degrees who prefer to teach in the grades to do so, and for such service to receive the same salary as a teacher with equivalent training who prefers to teach in the high school.

(4) Every teacher should be required to have at least a two-year normal certificate.

(5) The salary should vary from the minimum to the maximum according to (a) whether the teacher is teaching under elementary certification, (b) whether the teacher is teaching under junior high certification, or (c) whether the teacher is teaching under senior high certification.

(6) Every teacher should be required by law to attend summer school each summer excepting every third summer.

(7) Every third summer should be taken off for extensive travel and for which equal credit should be given.—
Julia Jackson.

Growth of Local Organizations

GROWING interest in organization work is revealed in many requests for assistance in building and strengthening local associations. To meet this need the Division of Classroom Service presents to the readers of THE JOURNAL the following information, which has been compiled through a survey of local organizations. Among the points on which information is often sought are: Who is eligible for membership? Is the present tendency toward all-inclusive organizations or group organizations? What are the different kinds of associations? What are some of the professional activities carried on? What social and recreational activities are planned for members?

Kinds of organizations—In some places the organizations are all-inclusive and operate as one group, all teachers and administrators in the system being eligible for membership. Among such organizations are:

The Brooklyn Teachers Association, Hammond City Teachers' Organization, Toledo Teachers' Association, Philadelphia Teachers Association, Kalamazoo (Michigan) Teachers' Club, Lincoln (Nebraska) Teachers' Association, Aberdeen (South Dakota) City Teachers' Association, Grand Rapids (Michigan) Teachers' Club, Santa Barbara (California) City Teachers Club, Omaha School Forum, Hilo (Hawaii) Teachers' Union, and Evanston (Illinois) Teachers Club.

There is another type of all-inclusive organization which is gaining ground among teachers in large cities. The membership is divided into sections or divisions, each one of which has complete autonomy in the election of officers and all other matters which are in harmony with the spirit of the constitution. The Minneapolis Teachers' League carries on its activities under this plan and has the following sections: grade, junior high, senior high, special teachers, nurses, supervisors and principals' forum. A similar plan has been worked out in the Detroit Teachers' Association, the divisions being as follows: high school and college, administrative, elementary, kindergarten, intermediate, and special education.

Many cities have organizations whose membership includes only those who are actually engaged in classroom work, elementary, junior high and senior high school teachers. A grouping of this kind has doubtless come about because of the

general trend toward the principle of the single salary schedule and the recognition by teachers that most professional problems are not special group problems but are common to all classroom teachers. Outstanding examples of this type are:

Colorado Springs Federation of Teachers, Pittsburgh Teachers Association, Denver Classroom Teachers' Association, Milwaukee Teachers' Association, Cleveland Teachers

Teachers' Association, Portland Principals' Association, Los Angeles City Teachers Club, Los Angeles High School Teachers Association, and (Elementary) Principals' Club of Los Angeles.

Organizations whose membership is limited to women and others whose membership embraces men only exist in some places. Among women's organizations are:

Somerville (Massachusetts) Teachers' Club, Boston Teachers' Club, Oakland School Women's Club, Women Teachers' Association of Little Rock, Kansas City (Missouri) Teachers' Club.

Schoolmasters' clubs are found in almost all of the States. County organizations which include the entire teaching and administrative force of the county rural schools are rapidly increasing in every State. Among such may be mentioned:

Shelby County (Tennessee) Teachers' Association, Logan County (Ohio) Teachers' Association, Aroostook County (Maine) Teachers' Association and Talbot County (Maryland) Teachers' Association. Many of the county groups have a one hundred per cent record in N. E. A. membership.

Meetings—Some associations have monthly meetings, some bi-monthly or quarterly, others meet semi-annually, while still others come together only upon call. Most organizations have an executive board, consisting of the officers and directors, through which much of the business is handled, while the activities are carried on by means of committees. Many associations have a representative board made up of one or more teachers from each building, which meets between the regular meetings of the association. A few organized groups delegate almost all business to their executive committees, while others prefer to have important decisions made by the entire membership. In the sectional type of organization each section is free to plan its own meeting according to its needs.

Dues—The annual dues in local organizations vary from fifty cents to ten dollars, as will be seen from the following:

Cedar Rapids Grade Teachers' Association, *fifty cents*; Philadelphia Teachers Association, The Teachers Club of La Crosse, Wisconsin, *one dollar*; Houston Teachers Association, Denver Classroom Teachers Association, *two dollars*; Cleveland Teachers' Federation, *two dollars and fifty cents*;

A Child's Imagination

Estella M. Scharf

Ritchie-McKinley School
Wheeling, W. Va.

The mind of a child is a wonderful thing;
So wonderful, you and I
Can never know half of the thoughts that
bring
A smile or a tear to his eye.

He sees in the butterfly's gauzy wings
A fairy queen's chariot gay
As it sails away to ethereal things
Where the nymphs and the goblins play.

He reads in the starry sky at night
Of fishermen out at sea,
Who sail away through the moonbeams
white
Where the cloud-boat harbors be.

But give him a feather or two in his hand—
He becomes a warrior bold,
A mighty chief with an Indian band
Like those in the days of old.

The flowers that nod, and dance, and sway
As the breeze goes singing by,
Are talking to him in a friendly way
Of the earth, the sea, and the sky.

The shadows are peopled with harmless
big bears
That growl at the least bit of noise.
'Tis a miracle world without any cares
And just over-running with joys.

Oh! Would that I once again might know
Sweet childhood's magic power
That lets imagination flow
And tints with gold each hour.

Federation, Cincinnati Teachers Association, Worcester (Massachusetts) Teachers' Association, Teachers' Club of La Crosse, and Marion (Indiana) Federation of Public School Teachers.

Local organizations of workers in various divisions of the school system have grown up in many places as some group has caught the spirit of service without thought of professional distinction between different types of workers. Some of these organizations are:

Everett (Washington) Grade Teachers Club, Everett High School Teachers Association, Everett Principals' Association, Seattle Grade Teachers' Club, Seattle High School Teachers League, Seattle Principals' Association, Portland (Oregon) Grade Teachers' Association, Portland High School

Chicago Teachers' League, Cincinnati Teachers' Association, Portland (Oregon) Grade Teachers' Association, *three dollars*; Seattle Grade Teachers' Club, *four dollars*; and Milwaukee Teachers' Association, *ten dollars*.

The members of the Chicago Principals' Club pay annual dues of thirty dollars. A large number of teachers' organizations are now adopting the budget plan of paying their professional dues by collecting one fee to cover local, State, and National membership.

Publications—One of the activities which has developed rapidly among local groups is the publication of a bulletin or magazine which serves as a means of communication among the members and as a medium of exchange between local organizations throughout the country. Some of them are supported by advertising, while others are financed from the treasury of the organization.

This is a worthy project and in many places the advertising work has proved to be a connecting link between the teachers and the business people of the community.

There are 32 of these local publications according to the records at headquarters. Is yours on file at the headquarters office?—*Agnes Winn*.

Local Exchanges

To meet the requests concerning the publications of teachers' organizations the following list has been prepared.

Boston News Letter, Boston Teachers Club
 Brooklyn Teacher, Brooklyn Teachers Association
 Chicago High School Teachers' Club News
 Cincinnati—Official Bulletin of the Cincinnati Teachers' Association
 Cleveland—Bulletin of the Cleveland Teachers' Federation
 Dallas Grade Teachers' Council Bulletin
 Denver—Classroom Interests, Denver Classroom Teachers' Association
 Evansville—Bulletin of Federation of Evansville (Indiana) Public School Teachers
 Grand Rapids School Bulletin, Grand Rapids Teachers' Club
 Hammond—The Outlook, Hammond (Indiana) Teachers' Association
 Hilo (Hawaii)—The Barometer, Hilo Teachers' Union
 Kansas City (Missouri)—Bulletin of the Kansas City Teachers Club
 Kansas City Teachers' Journal, Coöperative Council of Teachers of Kansas City, Missouri
 Lincoln (Nebraska)—The News Letter, Lincoln Teachers' Association
 Los Angeles School Journal, Principals' Club, High School Teachers Association, and High School Principals Association
 Los Angeles—Bulletin of the Los Angeles City Teachers' Club
 Milwaukee—Bulletin of the Milwaukee Teachers' Association

Minneapolis—Bulletin of the Minneapolis Classroom Teachers' Association
 Minneapolis—The League Scrip, Minneapolis Teachers League

Muskegon Educational Review, Muskegon Teachers' Club

Oakland—Bulletin of the Oakland School Women's Club

Omaha—The Quarterly, Omaha School Forum

Pasadena School Bulletin, Pasadena Teachers' Association

Philadelphia—The News Letter, Philadelphia Teachers Association

Pittsburgh (Pennsylvania) School Bulletin, Pittsburgh Teachers Association
 Portland (Oregon) Grade Teachers' Association Bulletin

Reading (Pennsylvania)—Bulletin of the Reading Teachers Association

San Francisco Grade Teachers Association Bulletin

Santa Barbara Teachers' Club Bulletin

Seattle—Grade Club Magazine, Seattle Grade Teachers' Club

Sioux City—Teachers' Club Reporter, Sioux City Teachers' Club

Spokane—Bulletin of the Spokane Grade Teachers' Association.—*Agnes Winn*.

Our Debt to Benjamin Franklin

FOR ENERGY and variety of activity, Benjamin Franklin has had no superior among the statesmen and philosophers of the world. *The Mississippi Educational Advance* gives the following notes on Franklin's life and work:

He was born January 17, 1706; tenth child of a candle-molder and soap boiler; christened Benjamin and dedicated to the ministry.

Forced to earn his own living, he learned the printer's trade.

As a boy he was disputatious, sarcastic, vain, resented control, expressed original opinions freely, and was not popular in his home town of Boston.

At seventeen he went to Philadelphia with a silver dollar, a trade, plenty of self-confidence, and a resolution to turn over a new leaf. Ever afterward he was noted for his good manners, avoidance of controversy, and patience.

At twenty-three he owned his printing office and was publishing the *Pennsylvania Gazette* which survives today in the *Saturday Evening Post*.

He issued Poor Richard's Almanac annually for twenty-five years.

He studied foreign languages and literatures, experimented in science, and took conspicuous part in local affairs.

He discovered the identity of lightning and electricity through the experiment with the kite and door key.

He organized a police force, a fire department, a local militia, an academy of science, a church free for all denominations, and a system of Colonial defense against the Indians.

He put up a street lamp in front of his gate and paved his own sidewalk to rouse public spirit.

He collected books for the first free circulating library.

He invented rockers for his easy chair and a portable fireplace, called the Franklin stove, for which he refused to take out a patent.

He served as deputy postmaster general twenty years; as agent abroad more or less continually for twenty-five years, sixteen of which were spent in London as agent for the colonies.

He helped to frame the Declaration of Independence, placed \$20,000 at the service of

Congress, and went to France to seek her aid in our struggle for independence.

He returned to America in 1785, served as chief executive of Pennsylvania, and as a member of the Constitutional Convention in 1788.

He was the great apostle of thrift.

His last public act was to affix his signature to a memorial to the State legislature, as president of the Pennsylvania society for the abolition of Negro slavery.

No life of Franklin is comparable to his own autobiography. As literature it is a classic, and as a human document it is unsurpassed in its candor.

He died in 1790, being 84 years old.

Franklin's virtues—Temperance—Eat not to dullness; drink not to elevation.

Silence—Speak not but what may benefit others or yourself; avoid trifling conversation.

Order—Let all your things have their places; let each part of your business have its time.

Resolution—Resolve to perform what you ought; perform without fail what you resolve.

Frugality—Make no expense but do good to others or yourself—that is, waste nothing.

Industry—Lose no time; be always employed in something useful; cut off all unnecessary actions.

Sincerity—Use no hurtful deceit; think innocently and justly; and if you speak, speak accordingly.

Sayings of Poor Richard—Plow deep while sluggard's sleep,

And you shall have corn to sell and to keep.
 Be ashamed to catch yourself idle.

Early to bed and early to rise
 Make a man healthy, wealthy, and wise.

Three can keep a secret if two are dead.
 If you would know the value of money, go

and try to borrow some.

For age and want, save while you may;
 No morning sun lasts a whole day.

But dost thou love life, then do not squander time, for that is the stuff life is made of.

One today is worth two tomorrows.

Want of care does us more damage than want of knowledge.

There are no gains without pains.
 Little strokes fell great oaks.

Always taking out of the meal tub, and never putting in, soon comes to the bottom.

Food for Professional Growth

PROFESSIONAL growth requires sustenance. Culture through university courses and travel is often out of the reach of teachers during the school year. Possibly educational books and journals provide the most nourishing food easily accessible to the individual teacher. Through these, the teacher broadens his mental horizon, adds information relative to the technique of his work, and finds validity for the methods and skills which he has already attained.

The objection is sometimes made that the majority of teachers are not interested in professional reading. The Research Committee of the San Francisco Grade Teachers' Association, of which Anne V. Haigh is chairman, has answered this objection with concrete data gathered from the presidents of 28 city grade teachers' associations, 69 representative city superintendents, 28 State superintendents, and 39 librarians of representative cities.

Teachers' interest in professional reading—Twenty-two out of 28 city grade teachers' associations either maintain professional libraries or have the use of those provided by boards of education. Seventeen presidents of grade teachers' associations estimate that from 50 to 100 per cent of their members are definitely interested in professional reading. To encourage reading, associations use many methods. These have been found most helpful. Round table reports and reviews of books and articles read, lectures, extension courses, professional discussions, study classes, publication of selected lists of new books, and purchase of books at wholesale prices.

Of 28 associations, 17 report professional reading done in groups in their respective schools; 9 in sections of the association; 6 in social groups; and 11 in other groups.

Funds for books and magazines, in these 28 associations, are secured through yearly dues and fees, gifts of mothers' clubs, entertainments, fines for overdue books, and appropriations by boards of education. In six cities, boards of education subscribe for ten to 75 magazines for teachers' use.

Professional reading, for the most part, voluntary—Replies from 69 representative city superintendents show that only two cities have a list of professional reading required for election to teaching

positions; only eight have a list required for renewal of credentials; and only 23 out of 56 cities, reporting, count professional reading in the rating of teachers. However, to encourage voluntary reading, many city superintendents

How Librarians Coöperate with Teachers

Notices of lists of professional books are mailed to teachers and principals.

Professional books, available in the library, are advertised in teachers' bulletins.

Librarian makes personal visits to the schools and explains resources of public library.

Contacts are made with instructors giving courses for teachers.

Lists of new books are posted.

Occasionally special teachers' bulletins are issued.

Teachers are mailed bookmarks in which are printed lists of teachers' books.

A special department in the library is provided.

Educational books are placed on reserve lists.

A teachers' room and open shelf are arranged for.

Duplicates of books in demand by teachers or recommended by them are procured promptly.

Books for extension courses are borrowed or bought.

Reference material is provided.

Educational magazines are subscribed for.

Bibliographies are provided on request.

Special lists of books are prepared in advance for special days' programs.

Books are issued on vacation loans.

recommend certain books and magazines to their teachers.

Replies from 28 State superintendents show that only 11 States have lists of professional reading that are required for certification of teachers, and only eight have a list required for renewal of credentials. Practically every State superintendent reported that he was doing all he could to encourage teachers in voluntary professional reading.

How librarians coöperate with local teachers in meeting their needs in professional reading—These excerpts, taken from letters of representative librarians, contain many illuminating suggestions

for larger coöperation between librarians and teachers:

We have a downtown branch, the Teachers Special Library, located in the Board of School Commissioners Building. This professional library for teachers serves also as a library for the school offices. The hearty coöperation given to the library by the heads of school departments makes it possible to give the teachers more effective service than would be possible if the library and school offices were not housed in the same building. The advantages to teachers in having such a library are—the literature of the profession is gathered together so that it is more readily accessible; the librarians in charge deal only with educational material and those who use such material, so that they can give better service; one person is responsible for reading educational reviews and ordering material so that the collection is better rounded than it would otherwise be, and the teachers have a greater appreciation of the importance of educational material and of the value of professional reading.—Indianapolis, Indiana.

Teachers' cards are issued on which books are automatically renewed for a month.—Jacksonville, Florida.

One of the departments of the library is a Teachers' Professional Library. All of the best books and pamphlets are added as quickly as they are published and announced. A monthly list of all accessions is sent to the offices of the superintendent of schools, assistant superintendents, and district superintendents. A column of library notes is contributed to each issue of the teachers' journal. Books are reserved for teachers' extension courses. School officials and teachers who have some special interest are kept informed about all new literature on that subject, whether it appears as a book or a pamphlet or in one of the sixty-one periodicals received in the Teachers' Professional Library. Books are issued on vacation loans to teachers attending the summer sessions at Universities and Colleges in all parts of the country. These books will be mailed to the borrower upon his written or telegraphed requests.—Kansas City, Missouri.

We have a separate teachers' room in the public library. The librarian of the teachers' room is on the program at every county institute to discuss professional reading.—Cincinnati, Ohio.

We try very hard to get together a good collection of teachers' books. We display them conspicuously. We list these books, sending a copy to each teacher in the city. Later we break this long list up into its parts, printing them on book marks and mailing them to the teachers who seem likely to be interested in these particular subjects. We have the full coöperation of the superintendent of schools, who suggests the value of such reading to his teachers and keeps in touch with the reading done by the teachers. The results have been satisfactory.—Bangor, Maine.—Margaret M. Alltucker.

A Pioneer Message

A PIONEER among teachers, Daniel Read, then professor of mental philosophy in the University of Wisconsin, addressed the first anniversary meeting of our National Association in Cincinnati, Ohio, in 1858. His teaching career had begun in the 1820's. He had served American education for nearly a third of a century. Out of that rich experience he surveyed the existing educational situation in a spirit and with a thoroughness that is richly worthy the attention of the teachers of 1925. Said he:

I desire no higher or more honorable sphere of earthly duty. As I look over the country, as I look to our Western States, to our Southern States, to our Atlantic States, to our Pacific border—as I look to foreign countries, civilized and uncivilized, and count pupils everywhere in stations of official and unofficial duty, I feel proud of my profession. I feel that I have my reward—that there is no other employment among men in which a wider or more beneficent influence may be exerted, now and for all time—that there is no other vocation which so multiplies a man—no other sphere from which the circles of influence, in the same degree, go out enlarging, and spreading and spreading until they touch the farthest verge of humanity. If it be true that every pupil bears away with him, and makes part of himself forever, some portion of his teacher, it is then true that the teacher himself lives and moves, acts and speaks through his pupils, wherever they may go.

He then referred to the educational pioneers who had preferred work on the frontier to service in the more comfortable positions of the older communities of the Nation. Continuing, he commented on the rapid social progress then being made and stated that:

Were I this day required from this same region, with all its increased population and boasted improvements in the art of education, to present a catalogue of greatly distinguished teachers, I would not know where to find names which I would place before those which I have enumerated, and others which I might enumerate.

The educators of the generation must, above all others, stand in the foreground of all genuine improvement. When, in oriental countries, those masses of moving life, called caravans, journey over deserts, as they stop for the night, watches are stationed round about, who, when the very first morning light gilds the horizon, cry, "The morning cometh"; and the cry, "The morning cometh," passes from watch to watch until the whole caravan is in motion. Thus teachers are appointed watchmen of the advance movement of human progress to discover the first light of increasing knowledge and

to proclaim its advent until it reaches and moves the living masses of men.

The subjugation of the elements of nature to man's special uses is, beyond all doubt, more complete in our day than ever before. Man has learnt to seize the very power which controls the material universe and to use it as his servant and the minister of his wants, both in the great and in the small concerns of human life. Through this

TO LEARN how to learn is the function of education. On the mechanical side this means a technique of dealing with the records and sources of human knowledge. On the spiritual side it means an attitude, an enlargement of purpose and outlook that reaches out to the infinite. In the white heat of the pioneer struggle to build schools worthy the expanding life of the Nation, early workers rose to great heights of devotion and consecration. As one goes through the eight-foot shelf of the Association's Proceedings he discovers these treasures of an earlier day—inspiring messages of encouragement as we face the problems of our own time.

agency, just as shirts and stockings—which were once the luxuries of princes and nobles—have become a necessity of all classes, so knowledge, which once belonged to the philosopher, as his peculiar right and prerogative, has come to be the boon and blessing of all. This new condition of things . . . has opened the way to a civilization which embraces all men of all ranks; and as we are, in our progress over the earth's surface, blotting out the distinctions of East and West, and making East West and West East, so are we blotting out the distinctions of high and low, of rich and poor.

This progress in the physical arts imposes a new set of duties upon the educator. It opens to him a new and wider sphere. His work is no longer to be confined to a select few, who are to be the priests and rulers, or the philosophers and savants of the world, while the great mass of men remain in ignorance and stupidity. . . .

General education—education for the masses—has, as never before, become the question of society, the concern of the state as a means of safety and perpetuity, and to be provided for from common resources, upon the same principle that forts and arsenals, that armies and navies are maintained.

Then followed a series of statements relating to progress in the development of State departments of education, the establishment of normal schools, professional organization, improvement of

educational literature, educational journals, textbooks, school architecture, libraries, the classification of children, female education, methods of dealing with the unfortunate, the development of colleges, and college education. Said he:

A Minister of Education was a functionary known, indeed, in other countries, as presiding over, and giving direction to, the interests of education; and eminent philosophers and statesmen, such as Guizot, had occupied this post; but, in no one of the United States was such an officer known to the constitution or the laws. Now no State or territorial government, whether bordering on Puget Sound or on the great desert of the interior, on the lakes of the North or the Rio Grande, would be organized without such a department, any more than without a treasury or an auditing department.

Referring to teacher training, said Doctor Read:

Again, the time is within the memory of us all, when on this whole continent there was not a single school devoted to the express and special purpose of training teachers for their business as a profession. I do not say or believe that this agency, so far as introduced, has accomplished all that was confidently expected and predicted. . . . Still the normal school has proved with us a valuable institution, . . . both as a means of improving the qualifications of teachers, and at the same time of constituting a distinct profession, devoted to education as an interest of society too difficult and too sacred to be confided to any other than specially trained and qualified men. If law, or theology, or medicine, requires a profession of men, not less, even more, does education, and not less does it need its special schools of training.

The teachers' institute, which was then developing as a means of training teachers in service, is thus referred to:

This institution, now so common and so beneficial as to be encouraged by state provision, dates back to its very first inception, not twenty years. It is purely American in its origin, and is eminently an example of American tact in securing an end by rapid and practical means. Probably, beyond any other agency, it has produced an impulse upon the whole body of teachers.

Referring to the associations of teachers, local, State, and National, he remarked:

If mechanics and farmers have their fairs, artists their art-unions and academies, merchants their chambers of commerce, surely not less important, nay, essential to high progress, are the various societies of teachers which create among themselves a bond of union, a fellowship of interest, a participation of professional improvement and pro-

fessional rank. Simple and necessary, however, as is this agency, if we go back but a few years, it had no existence, either in this country or elsewhere.

The educational writings of that period, which look so meager in the prospective of today, were considered a sign of promise.

Within the last twenty-five or thirty years, more has been said and written on the various topics of education than in all previous time. I am not unaware that the great philosophers of antiquity wrote well and wisely on education; that they seemed to understand its philosophy in the full scope and bearing upon the individual, better even than it is generally understood and recognized in our own day.

But then we are to remember that education with them was never thought of, as a possible attainment, much less as the privilege and right of every member of society. Even Aristotle held that the mass of men were to be regarded as mere barbarians; as such, without injustice, to be excluded from all rights, civil and spiritual—in fact that they were born to be slaves.

In every age, as soon as men began to reflect on the progress of the race, education must of necessity have occupied their thoughts and given a turn to their speculations. But in no former age or period have so many books been written on education—on the means of improving the schools—on the best methods of teaching.

Speaking of educational journalism, Doctor Read said:

Nearly every State, also, has its educational periodical; and it is no small honor that the first educational journal of the world, conceded to be such in point of merit, is published in our country. Nowhere else is there the widespread sentiment which requires for its expression the popular journal from the weekly to the quarterly.

On textbooks, he remarked:

The marked improvement which has taken place in school and textbooks, also, is a change worthy of notice. I speak not merely of the mechanical execution and external form, great as have been the improvement in these, and considerations, as they are, by no means unimportant; but of an execution, in the matter and arrangement, better adapted to psychological principles and the laws of mental development.

School architecture comes in for this comment:

There is no better index of a general interest in education than the schoolhouse itself. Here is the material expression of society. The schoolhouse in taste, beauty, comfort, in furniture, ventilation, warming, lighting, in all that is seemly and tasteful, is as we now have it in many places, a temple which is itself a teacher of the true and beautiful.

The library movement was then in one of its periods of revival, the State of Indiana having raised by taxation

over one hundred thousand dollars in a single year for township libraries. Said Doctor Read:

Who, but a few years since, could even have conceived it as among the possible improvements of popular education that, in many States, remote neighborhoods would, by a public system, be better provided with libraries than were the early colleges of our country? And who can estimate the influence of books thus scattered broadcast throughout the land and carried into the bosom of every family? Yet this has, in some of the American States, been actually accomplished through the school district and township library system, which, if continued upon a wise and economical plan, will work upon popular improvement results which cannot be estimated.

The importance of school organization received this comment:

That instruction should be so divided and graded, and schools so classified that the free common school system of our cities and towns should furnish all the advantages which formerly belonged to the highest institutions alone, and that this instruction should be made free alike to rich and poor. . . . are indeed the marvel and the hope of our times.

The movement which has since led to more liberal education and other rights for women was then in its beginnings. Said Doctor Read:

If we go back a few years, what were called accomplishments, with the merest modicum of the useful branches, constituted the whole education of all females who were educated beyond the merest elements. To dance, to sing, to draw, to paint, to work filigree, to embroider, to write fashionable notes, to read a little French, constituted the round of polite female education. It is due to our countrywomen, the Beechers, the Grants, Miss Willard, and Miss Lyon, to say that they more fully comprehended the spiritual wants of their sex and the character of the education needed for woman than did the educators of our own sex; and to their efforts is mainly to be attributed that change which has taken place in female education. It is due to them and their kindred labors that female education is in the United States upon a better basis than it is in any other country.

The concluding paragraphs are of especial interest:

As educators, we must not forget that education must be slow and careful in order to be sure. Time is an element of education, just as essential as it is in the growth and development of the body. It is a slow process for the mind to take, digest and assimilate mental food. In this fast age, we are inclined too much to fall in with the spirit of the times and resort to the process of forcing and cramming. . . .

The teacher must not yield to this demand for immediate results. The greatest artists have always been slow workmen, because they work, as did the great painter, for eternity. The strong and vigorous intellect is of slow growth always. The lofty edifice

to endure for ages rises brick by brick and stone by stone. When the foundation is brought to the level of the soil, the superficial may suppose that nothing is done, yet upon this foundation depend the value and permanence of the whole structure. A large portion of learning, and the very best portion of it, is to learn how to learn; and yet in the acquisition of this power there may be no apparent progress.

Brethren, well may we felicitate ourselves that our lot has fallen to us, not only in pleasant places, but in good times. We have better means for our work; we have more honor as a profession; we have better compensation than had our predecessors, immediate or remote. On this last point, whatever may be the complaint with any of us, there has been a most favorable change. A salary of \$1500 is as common with us as was thirty years ago a salary of \$500. I have known the president of a college of that period, himself an able and distinguished man, whose annual pay was \$400. With all the changed relations of value, the compensation of the teacher is upon a better scale.

Never was there a brighter or broader field; never a nobler sphere of influence than we have here in the United States. Let others, then, choose the law, or theology, or medicine, or commerce—all of them useful and necessary employments—but for me, give me the profession of the teacher; give me his power for good; give me his pleasures; above all, give me his material to work upon, mind—more precious than marble or brass, or anything of the material universe.

In the middle ages, the name of Abelard shone with a brilliant though stained lustre. That prince of scholars had among his pupils twenty persons who afterwards became cardinals, and more than fifty who became bishops. What an illustration of the teacher's power! He made his influence felt throughout Christendom by his scholars, who held the highest posts of influence then known in the civilized world.

Even in recent times, it has been said concerning Dugal Stuart that there was not a country, from the Baltic to the Black Sea, that had not its representatives in his lecture room. And when the American professor, in his classroom, addresses the students of more than twenty States, the select minds which are to rule the country and shape the destinies of mankind, what a trust is his—as a man of mere ambition, what more of power and influence does he want!

The teacher, accomplished for his work, may touch springs of action, and stir motive powers which will be felt in all the movements of society. He has a power next that of creation itself. He is the mind-builder—the architect of character! What a responsibility! The formers of men!—the molders of society! Such are we in our profession as educators.

Let us be true and faithful; let us be wise and skillful in the work to which God in his providence has called us.

SCIENTIFIC knowledge, ingeniously applied and utilized by inventors and engineers has, with the assistance of business men and financiers, metamorphosed our environment and our relations with our fellow men.—James Harvey Robinson in the Humanizing of Knowledge.

Famous American Women



SUSAN B. ANTHONY, social reformer and ardent worker for the causes of woman suffrage and temperance.



FRANCES E. WILLARD, whose service to America in behalf of prohibition is unparalleled.



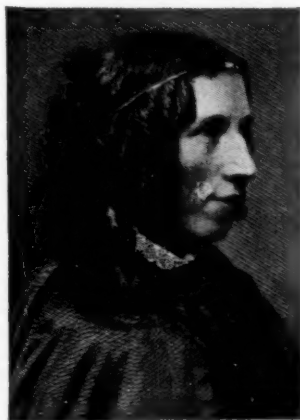
MRS. ELLA FLAGG YOUNG, the first woman president of the National Education Association.



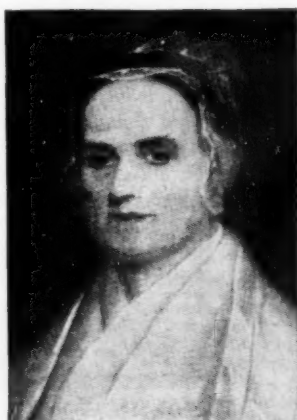
BELVA A. LOCKWOOD, who as a lawyer did much to promote temperance, peace, and woman suffrage.



MRS. JULIA WARD HOWE, ever remembered as the author of "The Battle Hymn of the Republic."



MRS. HARRIET BEECHER STOWE, as the author of "Uncle Tom's Cabin," holds a unique place in the Nation's history.



MRS. LUCRETIA MOTT devoted her life to abolition, woman suffrage, and universal peace.



MARY A. LIVERMORE, popular lecturer on moral and social questions, especially total abstinence and woman suffrage.



ELIZABETH CADY STANTON, at whose home the first women's rights convention was held in 1848.



CLARA BARTON, whose service to humanity in the interests of the American Red Cross Society won for her enduring fame.



MARY LYON, founder of Mt. Holyoke College, pioneer institution for women in America.



ANNA HOWARD SHAW, who as lecturer and preacher spoke in every State in the Union on the subject of suffrage.

IN OTHER JOURNALS

THE PHILADELPHIA NEWS LETTER published by the Philadelphia Teachers Association in commenting on the subject of criticism in an editorial says:

"Criticism can be helpful and constructive. It is a waste of words when it degenerates to careless and dogmatic condemnation of everything in sight, without a simple suggestion as to the remedy. If the times are out of joint, some one must put them right. The pessimist on the sidelines won't be that one."

THE BOSTON TEACHERS NEWS LETTER, the monthly publication of the Boston Teachers Club, stresses the need of character training in our schools. We quote as follows:

"The teachers of Boston are to be given an opportunity to work for character development this year more definitely than ever before. We must put our whole soul into that work if the present generation is to make the right use of the wonderful discoveries and inventions which are coming into our everyday life so thick and fast. Science can harm as well as help. The automobile or airplane can bring the physician to save a life or hasten the murderer from the scene of his crime without leaving a trace of his identity. Never was moral teaching so imperative as it is now. Let us welcome every help in that work and so live ourselves as to kindle the desire for right living in every boy and girl who comes under our influence."

THE BULLETIN of the Los Angeles City Teachers Club, in a recent number, strongly emphasizes the importance of professional solidarity in gaining the support and confidence of the public. The editorial states:

"The false idea of organization *against* has no place in this day of intelligence. It is organization *for* and *with* that we desire and seek. I like to think of all of us—superintendents, principals, teachers, and every other educational factor—as working out our own peculiar problems in our own local organizations; as reaching out in our State and National organizations to a larger understanding; and as united, all of us, in the spirit of service, and by one great unifying purpose, that of giving to the youth of our land its proper training, its rightful chance."

AN EDITORIAL in the *Grand Rapids School Bulletin*, published by the Council of the Grand Rapids Teachers' Club, contains the following comment on the value of well-prepared teachers:

"We often say that the boys and girls of today with all their advantages of manual training, physical education, music, art, and better academic methods do not know as

much as the children of yesterday, but we are wrong. The modern child is better trained, better equipped, more highly developed than those of yesterday ever thought of being. What has brought this about? Surely not the buildings, beautiful as they are, nor the courses of study, efficient as they are, but the human element—the teacher. Shouldn't the public then desire to give the teachers more opportunity for extended travel, study, and better living conditions? They should spare nothing, cut nothing, that will in any way further the inspiration or development of that one who comes so close to the promotion of all that is finest in the progress of the citizen-child."

THE BROOKLYN TEACHER published by the Brooklyn Teachers Association, makes the following appeal for local membership:

"The gratifying increase in the membership in the Brooklyn Teachers Association which reached the imposing figure of 7000 in the past year, making ours the largest local teachers' association of the country, has inspired the hope that the time will soon come when every teacher of Brooklyn will enrol to make the Association the official organ of a united teaching body.

"Despite opinions to the contrary, we teachers, irrespective of grade or rank, whether in elementary, high, special, or training schools, have many interests in common; among these may be mentioned questions involving salaries, pensions, and professional rights. It is therefore a hopeful sign for future successful coöperation that there now exists an association comprising teachers in every grade of service which is conducted on an absolutely democratic basis; ever mindful of the special interests of each group, but never losing sight of the general interests of the entire teaching and supervising corps."

THE OFFICIAL BULLETIN of the Cincinnati Teachers' Association for October urges the teachers to take an active part in a forthcoming bond issue for a school building program which would mean improved school facilities for the Cincinnati children. The editorial states:

"Teachers should be particularly interested in seeing the bond issue pass. Progress, not stagnation, must be its watchword if the teaching profession is to fulfill its best destiny. And we should bend all our energies to the assistance of the administration in carrying out the vote for the success of this important undertaking. We can help with our influence as well as with our votes. Indeed, it is difficult to imagine a teacher not doing his duty in the school's hour of great need. Do not, we beg of you, be asleep to your responsibility!"

THE LEAGUE SCRIP, published monthly by the Minneapolis Teachers' League, an all-inclusive organization of teachers and administrators, gives an interesting account of a new-teacher party which was held a few weeks after the opening of school. We quote as follows:

"The first League party of the year was given in honor of the new teachers at the Automobile Club on Saturday, September 20. The weather man contributed one of his most delightful days, and, for good measure, an Indian summer haze. Our hearts swelled with pride as we introduced the newcomers to the glories of their new home city. Teachers were generous with their cars, an especially large number being donated by the principals."

The program of the social committee of the League announced parties for the following occasions: Thanksgiving, Valentine Day, St. Patrick's Day, Easter, and May Day.

THE BULLETIN of the Portland Grade Teachers' Association contains the following announcement in a recent issue:

"A committee consisting of representatives of the various teacher organizations of the city has been authorized by the school board to make recommendations of plans for inaugurating a Department of Research and Guidance in Portland Schools during the current year. Possible plans were discussed and sub-committees appointed. The information gathered by the Portland Grade Teachers' Association Child Welfare Committee in an exhaustive study of such departments in other cities at the time the bill providing for establishing Departments of Research and Guidance was presented by them to the Oregon Legislature in 1922, is available for the use of the committee. They are also making a careful study of the many child-welfare agencies already in operation in Portland. The committee believes that, by careful planning, a department can be organized that will so correlate the work of the organizations that are doing such excellent work for children along special lines, with the regular work of the schools, that there will be a minimum of wasted or overlapping effort and a maximum of service in the interests of the youth of the city."

THE SEATTLE GRADE CLUB MAGAZINE, official organ of the Seattle Grade Teachers Club, has an interesting article in a recent issue on *The Teaching of Reading*. The author, who is a special teacher of the subject in one of the large elementary schools, says in part:

"Before launching a definite program for carrying on outside reading projects, it is helpful to explore a bit in the field of children's reading interests. This is done by giving over several periods to the free social discussion of books. Let the children talk over the books they have in their homes, fiction, non-fiction, poetry and the reference material; the number of pupils who have library cards and use the library frequently; the amount of time per day spent in reading and their reactions to material read. The purpose of the survey is to discover the child's reading background, his home environment, and the present interest in reading."

GUIDE TO BOOKS

Print at Work

Education cannot have too much music and art. They touch every phase of our life, whether we will or no. The question is not shall we have music and other forms of art, but rather shall we have them at their best or at their worst. In an early day printing was one of the finest of the fine arts. It was in the hands of men who created and understood beautiful type faces and who loved to use them in building pages that were well proportioned and harmonious. Now that the printed page is everywhere at the service of intelligent persons, we need to emphasize anew the importance of making printing beautiful. The growing practice of equipping modern schools with print shops brings within the reach of many pupils one of the simplest art forms.

Horace Mann's Inspiration

Like most of the founders of the Republic, Benjamin Franklin was a booklover and wide reader. He is the founder of the public library movement in America. When in 1778 a Massachusetts town incorporated under his name and begged a bell, he sent it a library of five hundred volumes instead. It was among those books that the boy Horace Mann developed the appetite for reading and the scholarly habits that later characterized his aggressive pioneer leadership in the organization of the American public school system. Surrounded by the right books and given freedom in their use, children are great explorers. Led on by the Heaven-born gift of curiosity they develop habits of the greatest significance.

Child Labor

As the battle over the child labor amendment to the Constitution grows more intense, teachers will wish to be informed and to see that other leading citizens of their communities have the facts on this important problem. *Child Labor and the Constitution*, by Raymond G. Fuller with an introduction by John H. Finley (Thomas Y. Crowell Company, New York, 1923, 323 pages, \$2.50) is an admirable presentation of the facts and principles underlying the whole problem.

Free Material

The National Kindergarten Association has recently printed *The Kindergarten's Creed* by Mr. Randall J. Condon, formerly superintendent of schools of Cincinnati, Ohio, now associated with *The Atlantic Monthly*. Interested persons may obtain copies upon application to the National Kindergarten Association at 8 West 40th Street, New York City.

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. 5, November, 1924. *The problem of teacher tenure*. 40p. Single copies, 25c. Has been mailed to \$5 members.

Addresses and proceedings of the sixty-second annual meeting of the National Edu-

ational survey of education, 1920-1922. 161p. Paper, 20c.

BULLETIN, 1924, No. 33. *The quest of youth; a pageant for schools*. 102p. Paper, 10c.

LIBRARY LEAFLET, No. 25, 1924. *List of references on vocational education*. 20p. Paper, 5c.

LIBRARY LEAFLET, No. 26, 1924. *List of references on rural life and culture*. 12p. Paper, 5c.

School and teacher day of American Education Week. 1924. 11p. (Folder) Paper, 5c.

Among Books Received

DOBBS, ELLA VICTORIA. *Our playhouse; an industrial reader*. Chicago, Rand McNally, 1924. 125p.

GUITEAU, WILLIAM BACKUS. *The history of the United States*. Boston, Houghton Mifflin, 1924. 688p. \$1.96.

HUBBARD, ELBERT. *A message to Garcia and other essays*. N. Y., T. Y. Crowell Co., 1924. 48p. 50c.

MAGONIGLE, H. VAN BUREN. *The nature, practice and history of art*. N. Y., Scribner's, 1924. 319p. \$2.

PHELPS, EDITH M., ed. *University debaters' annual; constructive and rebuttal speeches delivered in debates of American colleges and universities during the college year, 1923-1924*. N. Y., H. W. Wilson Co., 1924. 409p. \$2.25.

RIIS, JACOB A. *The making of an American; new ed.* N. Y., Macmillan, 1924. 443p. \$2.50.

ROBINSON, JAMES HARVEY. *An introduction to the history of Western Europe; part one, the background of modern history*. Boston, Ginn & Co., 1924. 531p. \$2.80.

SMALLWOOD, W. M., REVELEY, IDA L., and BAILEY, GUY A. *New biology*. Boston, Allyn & Bacon, 1924. 704p. \$1.60.

Swift, Jonathan; *selections*. N. Y., Scribner's, 1924. 448p. \$1.

WALKER, J. *The rhyming dictionary of the English language; in which the whole language is arranged according to its terminations*. N. Y., Dutton, 1924. 549p. \$3.50.

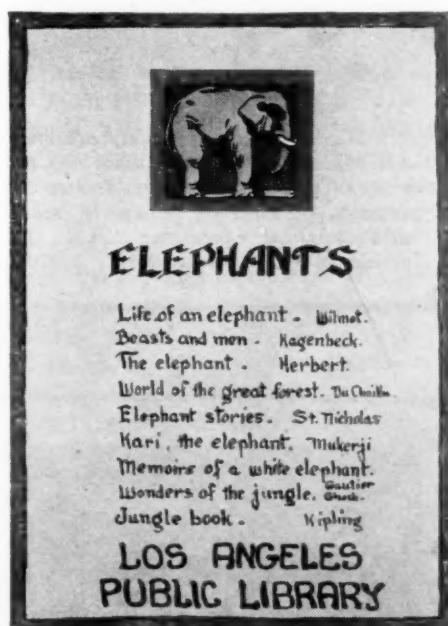
WELLS, MARGARET E., and CUSHMAN, H. MARY. *In storeland; book one, clothing and notions*. Newark, N. J., Silver, Burdett, 1924. 200p.

Other Books on Education

AMERICAN BANKERS ASSOCIATION, SAVINGS BANK DIVISION. *School savings banking; including an approved method*. N. Y., Ronald Press, 1923. 174p. \$1.25.

BARBER, HARRY C. *Teaching junior high school mathematics*. Boston, Houghton Mifflin, 1924. 137p. \$1.20.

BRYANT, SARA CONE. *New stories to tell to children; stories you never have heard*. Boston, Houghton Mifflin, 1924. 175p. \$1.50.



cation Association, held at Washington, D. C., June 29-July 4, 1924; Volume 62. 1100p. Single copies, \$3. Has been mailed to \$5 members.

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

Books to grow on—For children in grades one to eight. (Reprints of page 346 of the December JOURNAL.) \$2 per hundred copies or \$10 per thousand copies.

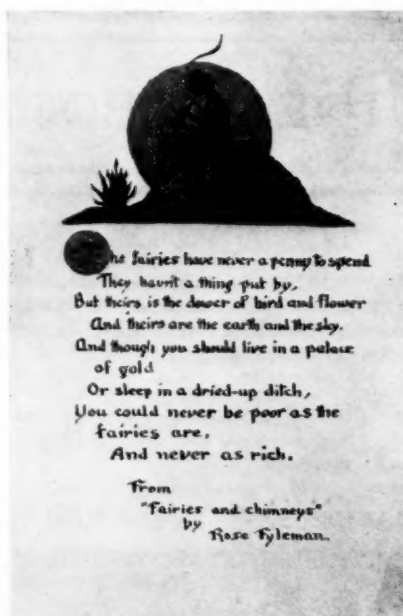
Bureau of Education Publications

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

BULLETIN, 1924, No. 13. *Biennial survey of education, 1920-1922; in two volumes*. Vol. 1, 773p. Cloth, \$1.

BULLETIN, 1924, No. 20. *Statistics of universities, colleges, and professional schools, 1921-1922; advance sheets from the Bien-*

- CARROTHERS, GEORGE E. *The physical efficiency of teachers.* N. Y., Teachers College, Columbia University, 1924. 80p.
- DRESSER, HORATIO W. *Psychology in theory and application.* N. Y., T. Y. Crowell Co., 1924. 713p.
- FROST, MINNIE E., and SECOR, MARY L. *Correct English through practice.* N. Y., Scribner, 1924. 157p. \$1.
- FYNNE, ROBERT JOHN. *Montessori and her inspirers.* N. Y., Longmans, Green, 1924. 347p. \$2.
- GILLILAND, A. R., and JORDAN, R. H. *Educational measurements and the classroom teacher.* N. Y., Century, 1924. 269p. \$2.
- HARAP, HENRY. *The education of the consumer; a study in curriculum material.* N. Y., Macmillan, 1924. 360p.
- HOSIC, JAMES F., and CHASE, SARA E. *Brief guide to the project method.* Yonkers, N. Y., World Bk. Co., 1924. 243p. \$2.
- IRWIN, ELISABETH A., and MARKS, LOUIS A. *Fitting the school to the child.* N. Y., Macmillan, 1924. 340p. \$2.
- KOOS, LEONARD V. *The high-school principal; his training, experience, and responsibilities.* Boston, Houghton Mifflin, 1924. 121p. \$1.20.
- MONROE, WALKER S., and OTHERS. *Educational tests and measurements; rev. ed.* Boston, Houghton Mifflin, 1924. 521p. \$2.40.
- NATIONAL SAFETY COUNCIL, EDUCATION SEC-



Los Angeles Public Library

TION. *An introduction to safety education.* 168 N. Mich. Ave., Chicago, Author. 99p. 30c.

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION. *Course of study in school health; physical education; Grades 1-8.* Harrisburg, Pa., Author. 291p. Apply.

- REEVES, FLOYD W. *The political unit of public school finance in Illinois.* N. Y., Macmillan, 1924. 166p.
- RUSSELL SAGE FOUNDATION, DEPT. OF CHILD-HELPING. *Recent progress in child welfare legislation; papers read at a conference held in Washington, D. C., May, 1923.* N. Y., Author, 1924. 32p. Paper, apply.
- SEARS, JESSE B., and CUBBERLEY, ELWOOD P. *The cost of education in California; a statistical study of the costs for elementary, secondary, and higher education in the State based on the returns for the school year 1921-22.* N. Y., Macmillan. 371p. Paper, apply.
- STOLZ, HERBERT ROWELL. *Manual in health supervision and instruction for the elementary schools of the State of California.* Sacramento, Calif., State Dept. of Education, 1924. 37p. Apply.
- TEXAS DEPARTMENT OF EDUCATION. *Concerning State aid for industrial training in rural school, together with complete list of equipment required, two-year plan of work and instructions as to qualifications.* Austin, Texas, Author, 1924. 28p. Apply.
- VOSBURGH, WILLIAM LEDLEY, and OTHERS. *Junior high school mathematics; third course.* N. Y., Macmillan, 1924. 294p.
- WAPLES, DOUGLAS. *Procedures in high-school teaching.* N. Y., Macmillan, 1924. 346p.

"MANY TIMES
THE READING
OF A BOOK



HAS MADE
THE FUTURE
OF A MAN"
EMERSON

WHY NOT LET YOUR PUBLIC LIBRARY
HELP YOU BUILD YOUR CHILD'S FUTURE
CONSULT ITS SPECIALISTS IN CHILDREN'S READING

Training Classes Use the Journal

THOSE who are privileged to teach prospective teachers in our normal schools and teachers' colleges can make sure that their influence will continue when these prospective teachers have become actual teachers, by initiating them well into the spirit and work of professional organizations. A little improvement made each day during the years of teaching, added to the foundations laid in college days, helps to insure vital teaching and well-poised professional leadership.

A stabilized all-inclusive membership in National, State, and local associations, and each teacher at work on the problems of the profession, is a slogan that increasingly appeals to workers in teacher-training institutions. More and more these institutions will ask their senior students to become members of the National Education Association, that they may use its journal as a basis of regular classroom work. Experiments with such use of THE JOURNAL show that it is most helpful. The Wilson Normal School, Washington, D. C., under the direction of Miss Alberta Walker, and the Teachers Training College, of Fredericksburg, Virginia, under the direction of Miss Ethel Summy, submitted the following question and directions to their students in connection with the September-October number of THE JOURNAL.

1. Scan the articles in the magazine (you may have five minutes). You will be asked to make a list of ten facts every teacher should know. Ready! Go!
2. Make your list. Try to get ten.
3. Look over THE JOURNAL and decide upon one article you want to read first. Write the name of it, together with its author.
4. What thought or problem came into your mind to make you choose as you did? Write your thought in a few words or sentences.
5. Read the article you decided upon.
6. How did the reading satisfy your query?
7. What points stand out in your mind as most important to remember?
8. Do you challenge anything in the article? If so, why?
9. Notice the suggested program on page 249. Can you make a slogan that could be used effectively at such a meeting?
10. On page 254 are given suggestions for American Education Week. Look them over. In your opinion, what are the advantages and dangers of conducting such a campaign? List them—(a) advantages, (b) dangers.
11. On page 256, *Judging the Recitation*—read the three exercises. Choose the reason

why the judges found it difficult to grade them.

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

About a hundred cases were involved. In reply to direction number one, the number of students indicated agreed upon facts every teacher should know,

THIS page tells the story of how two teacher-training schools used THE JOURNAL with their classes. It suggests the wider outlook that is thus given students. It points to rich possibilities of relating training for service to that training in service which is necessary if teaching is to be maintained at a high level of professional spirit and efficiency. The officers of the Association are indebted to workers in many schools who are experimenting along these lines. Have you developed some new method of interesting students in their professional relationships? Kindly give others the benefit of your experience by writing an account of it to Joy Elmer Morgan, Managing Editor, 1201 Sixteenth Street Northwest, Washington, D. C.

thus furnishing evidence as to which parts of THE JOURNAL made the strongest appeal.

There is great need of educators, 34; Should know about the work of the National Education Association, 28; We should work for the child labor amendment, 26; Education must prepare for citizenship in a democracy, 25; Teachers should understand the meaning and significance of the Education Bill, 25; A teacher should know how to judge a recitation, 24; Every teacher should be a member of the National Education Association, 22; Education is character training, 17; Teachers are needed in the world peace movement, 10; There should be a professional code of ethics, 10.

In reply to question 3, there were 25 votes in favor of the article, *Teachers and World Peace*; 20 for *The Opportunity School*; 18 for *America's Need for Education*; 16 for *The Challenge to*

American Education; 6, *Ethics for Teachers*; 5, *Comes Autumn*.

In reply to question 9, asking for a slogan to be used at a teachers' meeting, the following were submitted.

Train in service for service.
To educate, we must be educated.
To sharpen your teaching tools
Attend the summer schools.
Keep your profession professional.
Study while you teach.
Keep abreast of educational times.
Improve the teacher; improve the child.
Keep mentally fit while teaching.
Keep fit for teaching by studying.

Problem 10 on the advantages and disadvantages of American Education Week brought out the following statements.

Advantages—Brings the subject of education before the public.
Presents graphically the aims, needs, and work of education.
Brings parents and teachers together.
Gives people a greater respect for education.
Awakens new ideal of teacher—shows place she holds in molding national life.
Communities will evaluate their educational resources and needs by comparing with others.
Will cause the conversion of many because of the tendency to do as the majority does.
Will cause pupils to appreciate school.
May prove to the pessimist that the schools of today are vastly superior to those of yesterday, both in procedure and results obtained.
Keeps parents informed and interested.
Promotes community spirit.
Promotes patriotism.
Creates larger public sentiment in behalf of education.
Opportunity for large group contacts.
Shows relationship of all educational agencies.
Opportunities for developing citizenship.

Disadvantages—That education will not be stressed at all times.

Papers may exaggerate conditions.
May give the idea that all radicalism is wrong.

Apt to make education a bore.
"One Constitution, one union, one flag, one history," seems to lack a world vision which should characterize Education Week.

Savors of propaganda and might open way for undesirable organizations to put on their programs.

Children and teachers might be so taken up with program that real purpose is lost.

Program might be biased—radical movements are not always detrimental to a nation.

Should we teach that the Constitution as it stands is final?

Some people may shirk their duty toward education at all times, except during Education Week.

Problems for Teachers' Meetings

MANY TEACHERS use *THE JOURNAL* for professional study. Letters testify to the value of this practice. Schools appoint committees to work on particular points. Local organizations base their monthly meetings on journal studies. Investigations reported in *THE JOURNAL* are enlarged and applied to local conditions. An account of the way one normal school is using *THE JOURNAL* is printed on page 37. To assist principals and teachers who desire to make use of *THE JOURNAL* for faculty meetings, club programs, and individual study, the following problems based on this number are suggested. Some may find it more advantageous to use the issue for the month preceding as a basis of study. This plan would give committees and individuals more time for preparation.

Study 1. Read the survey of educational achievements for the year in the editorial "Education during 1924" and the article "The Journal's Annual Roll Call." Of the various returns from the States, which will contribute most toward improvement in teaching conditions? Which will help focus the attention of the public on education and the schools? Which indicate an increased interest in professional organization? What is the status of the Education Bill now pending in Congress? Have you written to your Congressman urging him to support the Bill? What is the attitude of President Coolidge toward a Department of Education? What have been the outstanding achievements along educational lines in your own community?

Study 2. Read the article entitled "What is the Teacher Worth?" (See page 24.) What are some of the things that contribute greatly to the success of a teacher besides her preparatory training? What is the relationship between adequate salaries and successful teaching? Where can the latest information on teachers' salaries be secured? What has been the general trend of teachers' salaries during the past year? Are your local newspapers giving publicity to the fact that members of other professions and business men and women having similar preparation and experience are commanding higher salaries than teachers? Prepare a list of facts to prove this and ask the local press to use them as the basis of an article or editorial. What large city has the highest salary

schedule for teachers? What other cities stand high in salaries paid to teachers? What is meant by a single salary schedule? Can you name several cities in the country that have adopted such a schedule? Is your local association in favor of its adoption by the school board? If your members are not famil-

Suggested Program for January

President in chair

Opening remarks by President (five minutes).

Reading of minutes of previous meeting (five minutes).

Important announcements (five minutes).

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

Reports on special problems based on this or the preceding number of *THE JOURNAL* as suggested on this page (twenty minutes).

Discussion from the floor (ten minutes).

Reports and discussions of other professional subjects.

iar with the principles on which it is based appoint a committee to study it and report back to the members. Give several reasons why a single salary schedule is just.

Study 3. What indicates a growing interest among teachers in organization work? What is meant by an all-inclusive organization? Is your organization all-inclusive or does its membership include only part of the school system? What are the principal kinds of local organizations? (See page 28.) Have you worked out a budget plan for the payment of local, State, and National dues? Are your meetings held regularly or are they held only upon call? Make a list of problems about which organization leaders are seeking information. Can you suggest a source from which assistance along organization lines can be had?

Study 4. Local publications—Does your organization maintain a publication of its own? Do you keep a file of those published by other organizations so that your members may have an opportunity to read them? What should

be the purpose of a local publication? How are such publications financed? Can you suggest other ways that might be used? Suggest some of the things that these publications should contain. If your association is not carrying on an activity of this kind, can you suggest the steps necessary for its launching? For suggestions see page 29.

Study 5. What per cent of the Nation's teachers may be considered untrained for their profession? Read the article "How to Strengthen the Schools." What should be the minimum preparation required for teaching whether in a rural or city school system? What are thousands of teachers doing to overcome the lack of training? Give several ways by means of which present teaching conditions can be improved. What is the National Education Association doing toward bringing these about? The National Education Association believes that every teacher should have four years' preparation beyond the high school and that two years' preparation should be the immediate goal. What per cent of the teachers in your school meet this requirement? What per cent in your city or town? In your State? Name several means for making the profession more attractive to young people. What part can your own local organization play in removing some of the weaknesses in the profession and in the schools?

Study 6. Can you give some definite steps that have been taken during the past year toward working out an elementary school curriculum that will more nearly meet the needs of the children of today? See announcement of third yearbook of Department of Superintendence dealing with the curriculum. The December *JOURNAL* mentioned several cities that were doing outstanding work along this line. Can you name them? Has the curriculum in the system of schools in which you are teaching been revised recently? If not, are there plans for revision at the present time? What part are the classroom teachers playing in the revision? Do you feel there are too many subjects to be taught? Can you suggest some constructive ways of simplifying the elementary school program?

Study 7. Child Labor. Did you read the "Challenge of Child Labor" in the December *JOURNAL*? What have you or your organization done to encourage

ratification of the Child Labor Amendment by your State Legislature? If it is in session now, write a letter to the representative of your district and any others you know urging ratification. How many States have laws restricting child labor on their statute books? Does your own State have one? In what States do we find the greatest amount of child labor? What influential organizations are supporting the Amendment? What agencies are opposed to it? Read carefully "An Appeal to Prejudice and Ignorance" on page 23.

Study 8. How many States have adopted adequate tenure laws for the protection of those in the teaching profession? Does your State have such a law? If not, have steps been taken to bring this about? Has your organization a committee studying the problem? What is the benefit of sound tenure legislation to the public and to the children? What is the median number of years that a city teacher stays in the profession? A rural teacher? What is the

average annual turnover in the profession throughout the Nation? What do you consider just causes for dismissal of a teacher? Are these covered in the various State tenure laws? Read "The Teaching Procession" on page 13.

Study 9. Has your organization ever collected information concerning the professional reading of its members? Give several facts to refute the statement often made that teachers are not interested in professional reading. You will be interested in the article on page 30, "Food for Professional Growth." Can you mention several methods that have been successfully used to encourage this type of reading? Do you think that a certain amount of professional reading should be required for election to a teaching position? How are many libraries coöperating with local teachers in meeting their needs along this line? Does the library in your community have a teachers' professional library? Does your organization have one?—*Agnes Winn.*

North Dakota's Triumph

A. E. WINSHIP

NOVEMBER 4 was a great day for North Dakota, and this has no reference to the Presidential vote. In ten days the North Dakota Education Association, the State Federation of Women's Clubs, the State Association of School Directors, and the State Parent-Teachers' Association put over the greatest emergency school campaign of which we have known, and they saved the schools from an infamous school tax-cutting proposition. Under the inspiration of a well-organized group of national anti-public school people, whose individuality is too well known to require advertising, their local representatives launched a most skilful anti-education bill.

There were 19,000 citizens who were induced to sign a petition to institute a campaign to cut the tax levies twenty-five per cent below the tax levies of 1923. There appeared to be limitless money behind the movement. It was a delicious scheme to safeguard sinking funds, interest on bonds, etc., leaving the effect of the twenty-five per cent cut much greater than that on education.

The idea of tax reduction was very alluring, and the literature, the articles for the press, and the addresses were

skilfully focused to make people think that the measure was a necessity to prevent the confiscation of the farms through high taxes. Of course they insisted that no harm would come to education. All the idiotic statements published by a few anti-education men of assumed influence were skilfully presented and recklessly circulated. Falsehoods were wafted on the breeze as though they were truths.

Less than two weeks before November 4, the North Dakota State Teachers' Association met and took heroic action, and ten days before the election they had the ardent coöperation of various associations. Mass meetings were held in all important centers of population. The motion-picture houses threw slides which told the truth. Theaters, moving-picture people, churches, and other public audiences gave opportunities for "four-minute" talks. The newspapers were effectively used; circulars, which told the truth, were sent to voters everywhere. The school children in city and country campaigned to save their schools, and a famous majority of six thousand was rolled up, and the tax plotters realized that their best laid plans were puerile.

We have been asked why we have made no reply to the vicious statements of a few national characters who oppose the Department of Education, Child Labor reform, the Volstead Act, and every other interest of humanity, and our answer always is that it is wholesome to have the public see for themselves where the interest of these men really is, for they can be buried out of sight whenever the public can be made to see their vicious purpose in any local issue. There is no State or county or city in the United States where these few men can survive any local election if the schools, the parents, and the women have skilful leadership for ten days. These few men opponents of Child Labor, Department of Education, and sobriety are the greatest asset the champions of human welfare have in any campaign.—Editorial in the *Journal of Education*.

THE AUTOMOBILE mechanic has all sorts of problems in the cars which are brought to him for adjustment. The housewife has problems of costs, of economy, of time, of relations with servants. And the teacher has problems—multitudes of them—if he will but learn to recognize them. Every child offers a whole series of problems. There are problems in the course of study and in methods of teaching. Many parents are harder to deal with than the hardest exercises in algebra. The principal himself is often a puzzle.

The trouble is that most of us, whether teachers or candlestick makers or plain citizens, have never learned to take the problem attitude. We are not scientific. We do most things according to habit or fashion. When things go wrong, we growl, or complain of hard luck, or find fault with the other fellow. We regard a difficulty not as a challenge to our ability but as a misfortune for which we, at least, are not to blame. The scientific person, the problem-solver, has a clear purpose. Obstacles to the accomplishment of the purpose are not enemies or nuisances but facts. His job is to study them, to discover the best means of overcoming them. In every walk of life we need more problem-solvers. We need them especially in teaching, because our present procedure in that field is so terribly unscientific, so dependent on rule-of-thumb and fashion and untested opinion. The teacher who becomes a problem-solver will have to make up his mind as to the purpose of education.—William E. Stark in *Every Teacher's Problems*.

NOTES and ANNOUNCEMENTS

AMERICAN EDUCATION WEEK met with unprecedented success. The schools, the pupils, teachers, parents, local clubs, and newspapers united in an effort to interpret the schools to all the people and to renew their faith in education. Reports received at headquarters give enthusiastic accounts of successes in every section of the country and point to an even more effective observance of the week in 1925.

CONGRESSMAN REED'S TRIUMPH—Congressman Daniel Alden Reed, Dunkirk, New York, was, on November 4, elected for the fourth time and with a majority of 46,000, the greatest majority of any Congressman in the United States. The high significance of this is the fact that he sponsors the bill for a full-fledged Department of Education, and there was supposed to be an attempt to oppose him because of his loyalty to the Bill. If there is ever a straight vote on the Department Bill its endorsement will be a glorious triumph.—A. E. Winship in *The Journal of Education*.

TEACHERS INTERESTED in the passing of the Child Labor Amendment may obtain information on Child Labor from Dr. Owen R. Lovejoy, general secretary of the National Child Labor Committee. Two posters, 22 x 28 inches, graphically advocating the Amendment and urging ratification in the States, will be sent on request by the National Child Labor Committee, 215 Fourth Avenue, New York City.

NATIONAL MUSIC WEEK has been set for the first week in May. Canada will have a national music week at the same time. Teachers desiring material for the observance of this week may obtain it from the National Music Week Committee, 45 West Forty-fifth Street, New York City.

THE NEVADA STATE EDUCATIONAL ASSOCIATION has adopted a comprehensive legislative program for 1925 including eight articles designed to promote the efficiency of Nevada schools.

THE ASSOCIATION OF THE DISTRICT OF COLUMBIA has re-elected the following officers: *President*, Selden M. Ely, supervising principal, fifth division, Gales School Building; *Secretary*, Adelaide Davis, supervising principal, Ludlow Building.

L. W. BROOKS, principal, Wichita High School, Wichita, Kansas, has accepted the appointment as president of the Department of Secondary School Principals.

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS through its officers extends good wishes to all nations and a cordial invitation to educational organizations world-wide to send delegates, to ministers of education in all countries to be present or to be represented, and to educators generally to attend the coming biennial meeting of

the Federation, July 20-28, 1925, at Edinburgh, Scotland.

Educational associations of Nation-wide scope are invited to join the Federation. The Federation seeks to promote international understanding and to bring the peoples of the earth together on the common ground of education in a greater bond of brotherhood to the end that justice and good will may prevail.

DR. DAVID STARR JORDAN, chancellor emeritus of Leland Stanford University, educator, naturalist, and author, has been awarded the prize of \$25,000 offered by Raphael Herman, of Washington, D. C., for the best educational plan calculated to maintain world peace. The award calls for no legislative action and will not be submitted to referendum vote. It is world-wide and capable of application in all schools. Dr. Augustus O. Thomas, president of the World Federation of Education Associations, directed the contests. Thousands of plans were submitted.

BY ARRANGEMENT with Dr. Thomas D. Wood, chairman of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, the printed material of that committee will be distributed from N. E. A. headquarters. This material includes the several pamphlet reports issued in recent years and the especially valuable report *Health Education*, presented at the Washington meeting and published in a book of one hundred sixty-four pages. The demand for the latter has been so great that a second edition has been issued. The sets of charts prepared under the direction of the committee will continue to be distributed by Dr. Wood. Application for any or all of this material, however, may be sent to N. E. A. headquarters.

FORMER FIELD SECRETARY JAMES O. ENGLEMAN writes pleasantly of his new work as superintendent of schools in Terre Haute, Indiana.

"My work is going very nicely, indeed. I have had a degree of cooperation exceeding anything I really expected. I knew Terre Haute fifteen years ago, and knew it twenty-five years ago, but it is a much more desirable city in which to live now than it was then."

ENGLISH EDUCATION BILL REGULATES CHILD LABOR—Herbert A. L. Fisher, M. P., formerly president of the Board of Education of Great Britain, on October 30 addressed the Pennsylvania Association of College Presidents and Deans, meeting at Temple University, on the subject of child labor in England.

Doctor Fisher has secured the passage of a bill which requires that all children in Great Britain attend school full time till they are twelve; go to school at least two

afternoons a week between twelve and fourteen, and between fourteen and eighteen attend school at least 320 hours a year. The bill provides for progressive increase of the age up to which there must be full-time schooling.

The bill prohibits employment of primary school age children for more than one hour before and one hour after school daily, in order that they may not arrive at school jaded and unable to profit fully by their studies.

"An industrial system," said he, "that stunts the mind of the child and hinders the intellectual growth of the country is clearly paid for in the industrial development of the country."—From *Pennsylvania School Journal*.

REPORTS OF COMMITTEES of the National Education Association for publication are to be in the hands of the Secretary by March 25, 1925, according to a motion adopted by the Executive Committee at its meeting on July 5, 1924.

SUPERINTENDENT M. L. Cotton, of Lawton, Oklahoma, has been elected president of the Oklahoma Educational Association, which has a membership of 14,000 teachers.

JANUARY is the birth month of many famous Americans—Betsy Ross on the first, Lucretia Mott on the third, Alexander Hamilton on the fourth, Benjamin Franklin on the seventeenth, Daniel Webster on the eighteenth, Robert E. Lee and Edgar Allan Poe on the nineteenth, and William McKinley on the twenty-ninth.

THE SUPREME COURT OF OKLAHOMA on September 9 upheld the validity of an act appropriating \$650,000 to aid in paying teachers' salaries in districts that had levied the constitutional limit of local school tax and still could not maintain school for an eight-month term. The court held that the burden of education rests on the State and that such an appropriation is not so much State aid to districts as it is part of the fulfillment of the obligation to maintain a system of public schools placed upon the State by its constitution.

A COURSE OF STUDY giving a graded list of Bible readings for week-day religious schools has been issued by J. A. Churchill, superintendent of public instruction, Salem, Oregon. Under each grade the Bible readings are further classified according to the ethical points to be taught and historical events to be emphasized.

A \$9,600,000 BOND issue for new schools was voted in Oakland, California, recently. Work on the specifications for the new buildings is already under way.

THE DEATH of William H. Lynch, of Southwest Missouri State Teachers College,

(Continued on page 44)

Department of Superintendence

*Schedule of Meetings and Tentative Program for the Cincinnati
Meeting, February 21-28, 1925*

Saturday Evening

February 21, 1925, 8 O'clock

The National Society for the Study of Education—Music Hall.

Sunday Afternoon

February 22, 1925, 4 O'clock

Department of Superintendence—Withrow High School.

Monday Morning

February 23, 1925, 9:15 O'clock

Department of Superintendence—Music Hall.

Monday Afternoon

February 23, 1925, 2:15 O'clock

Department of Superintendence—Topic Groups—Hotel Ballrooms.

Department of Elementary School Principals—Music Hall.

National Association of Secondary School Principals—Withrow High School.

Department of Rural Education—Memorial Hall.

National Council of Education—Ballroom, Hotel Sinton.

City Training School Section—Ballroom, Havlin Hotel.

Council of State Superintendents and Commissioners of Education—Business Men's Club.

Educational Research Association—Woodward High School.

National Society of College Teachers of Education—Gibson Foyer Ballroom.

Monday Evening

February 23, 1925, 8 O'clock

Department of Superintendence—Music Hall.

Tuesday Morning

February 24, 1925, 9:15 O'clock

Department of Superintendence—Music Hall.

Annual executive session and business meeting. Nominations of officers from the floor. Brief addresses on controversial subjects, under the leadership of John H. Beveridge, superintendent of schools, Omaha, Nebraska. Among the topics to be discussed are: Taking the School to the Parents; Introducing Educational Research; The Personnel Audit; An Anomaly in School Administration; Central Library, a Distributing Point; Dollar for Dollar.

National Association of Secondary School Principals—Withrow High School.

City Training School Section—Ballroom, Havlin Hotel.

Educational Research Association—Woodward High School.

Tuesday Afternoon

February 24, 1925, 2:15 O'clock

Department of Elementary School Principals—Music Hall.

National Association of Secondary School Principals—Withrow High School.

Special Railroad Rates

Cincinnati Convention

of the Department of Superintendence and Allied Organizations of the National Education Association.

Round-trip tickets on the identification certificate plan will be sold at one and one half fare for the round-trip, applicable for members of the National Education Association and dependent members of their families. Tickets will be good via the same route in both directions.

Round-trip tickets will be sold from Central Passenger Association territory February 18, 19, 20, 21, 22, 23, and 25. When validated at regular ticket offices in Cincinnati, tickets will be good for return from February 21 to March 4. Passengers must, however, reach original starting point not later than midnight of Wednesday, March 4. Dates of sale and return limits for more distant territory, governed by other passenger associations, may be obtained from local ticket agent.

Identification certificates will be ready for distribution January 10. Write J. W. Crabtree, secretary, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., or your State N. E. A. director. If in arrears, enclose check for membership dues.

If you neglect to secure in advance your identification certificate, no adjustment of fare can be made after arrival at Cincinnati.

National Council of Primary Education—Foyer, Roof, Gibson Hotel.

Department of Rural Education—Memorial Hall.

National Council of Education—Ballroom, Hotel Sinton.

City Training School Section—Ballroom, Havlin Hotel.

Council of State Superintendents and Commissioners of Education—Business Men's Club.

Department of Vocational Education—Auditorium, Guilford School.

Educational Research Association—Woodward High School.

National Association of High School Inspectors—Y. M. C. A.

National Society of College Teachers of Education—Hotel Gibson, Foyer Ballroom.

Tuesday Evening

February 24, 1925, 6 O'clock

National Association of Secondary School Principals—Withrow High School.

Tuesday Evening

February 24, 1925, 8 O'clock

National Society for the Study of Education—Music Hall.

Department of Rural Education—Memorial Hall.

Wednesday Morning

February 25, 1925, 9:15 O'clock

Department of Superintendence—Music Hall.

The Commission on the Curriculum will make a report at this session. Problems of curriculum revision and construction will be presented in the light of recent developments in research along these lines. Edwin C. Broome, superintendent of schools, Philadelphia, Pa., and chairman of the Commission on the Curriculum, will preside.

Wednesday Afternoon

February 25, 1925, 2:15 O'clock

Department of Elementary School Principals—Music Hall.

National Association of Secondary School Principals—Woodward High School.

Department of Rural Education—Memorial Hall.

National Council of Education—Ballroom, Hotel Sinton.

City Training School Section—Ballroom, Havlin Hotel.

Council of State Superintendents and Commissioners of Education—Business Men's Club.

Department of Vocational Education—Guilford School.

Educational Research Association, Joint meeting with the National Society of College Teachers of Education—Ballroom, Gibson Hotel.

Council of Kindergarten Supervisors—Gibson Hotel Roof.

National Association of High School Inspectors—Y. M. C. A.

Wednesday Evening

February 25, 1925, 6:30 O'clock

This evening will be given over to the annual college dinners.

Department of Superintendence

1925 Year Book—Research in Elementary Curriculum Construction

Chapter I. A Coöperative Plan for the Revision of the American Elementary School Curriculum

Need for curriculum revision from the viewpoints of the layman and the educator.

Safeguards against unscientific work and duplication of effort.

A uniform, national curriculum not possible and not desirable.

Outline of coöperative plan of curriculum research and revision for local school districts for the school year 1925-1926.

Chapter II. Possible Variations in the Curriculum to Meet National, Local, and Individual Needs

General core of the elementary school curriculum, as applied to the Nation.

Major principles for differentiation to fit community needs.

Variations to meet individual differences of children, as based on certain viewpoints, together with statements of general principles for differentiation according to each viewpoint.

Chapter III. Curricular Problems and Their Scientific Solution

Practical problems relative to curriculum revision in each of the subjects of the elementary school curriculum, answered as far as possible by analyses of research studies.

Problems of minimum essentials, functional content, children's interests and abilities, grade placement, methods of teaching when directly related to curriculum content and measurement. In answer to each problem, analyses of all outstanding research studies bearing on its solution, also suggested problems for further research.

The collection and analyses of existing research studies is the work of seventy-two curriculum specialists divided into twelve subcommittees, one for each of the subjects of the elementary school curriculum.

(Continued on page 43)

Thursday Morning

February 26, 1925, 9:15 O'clock

Department of Superintendence—Music Hall.
National Association of Secondary School Principals—Hughes High School.
Department of Rural Education—Memorial Hall.

Thursday Afternoon

February 26, 1925, 2:15 O'clock

Department of Superintendence—Music Hall.
National Association of Secondary School Principals—Hughes High School.

Thursday Evening

February 26, 1925, 8 O'clock

Department of Superintendence—Music Hall.

Thursday

February 26, 1925

Department of Deans of Women—Hotel Gibson.

Friday

February 27, 1925

Department of Deans of Women—Hotel Gibson.

Saturday

February 28, 1925

Department of Deans of Women—Hotel Gibson.

Breakfasts, Luncheons, and Dinners

Thursday, February 19, 1925

National Vocational Guidance Association.
Luncheon, 1 P.M., Main Roof, Hotel Gibson.

Friday, February 20

Association of Principals of Schools for Girls.
Luncheon, Tea Room, Hotel Sinton.
Association of Principals of Schools for Girls.
Dinner, Tea Room, Hotel Sinton.
National Vocational Guidance Association.
Dinner, 6:30 P.M., Club Room, Hotel Gibson.
American Association of Teachers Colleges.
Banquet, Main Ballroom, Hotel Gibson.

Saturday, February 21

National Vocational Guidance Association.
Luncheon, 12:30 Noon, Ballroom, Hotel Gibson.
Health Programs in Normal Schools.
Dinner, 6:30 P.M., Della Robia Room, Hotel Gibson.

Monday, February 23

Kiwanis Club.
Luncheon, 12:00 o'clock, Chamber of Commerce.

New Jersey Superintendents of Schools.
Dinner, 6:00 P.M., Ballroom, Hotel Gibson.

Kappa Delta Phi Fraternity.
Dinner, 5:30 P.M., Hotel Havlin.

Tuesday, February 24

Joint Health Committee.
Breakfast, 8:00 A.M., to be assigned.
National Council of Primary Education.
Luncheon, 12:30 Noon, Main Roof Ball Room, Hotel Gibson.
Phi Delta Kappa Fraternity.
Luncheon, Hotel Sinton.
National Association of Secondary School Principals.
Luncheon, Noon, Withrow High School.
Iowa Dinner.
Kemper Lane Hotel.
National Association of Secondary School Principals.
Banquet, Withrow High School.
New York Dinner.
Ballroom, Hotel Gibson.
Pennsylvania State Association.
Banquet, Mezzanine, Hotel Sinton.
Indiana State University.
Banquet, Tea Room, Hotel Sinton.
Wisconsin Teachers Association.
Banquet, Parlor F, Hotel Sinton.
United States Bureau of Education.
Dinner, 6:15 P.M., Main Ballroom, Hotel Gibson.
Council of Kindergarten Supervisors and Training Teachers.
Dinner, Place to be assigned.

Wednesday, February 25

Tennessee Delegation.
Breakfast, 8:00 A.M., Hotel Gibson, Della Robia Room.
University of Chicago.
Dinner, Ballroom, Sinton Hotel.
Michigan State Teachers Association.
Banquet, Mezzanine, Hotel Sinton.
Ohio State Alumni Association.
Dinner, 6:30 P.M., Della Robia Room, Hotel Gibson.
New York University Alumni.
Dinner, 6:30 P.M., Ballroom, Hotel Gibson.
Teachers College, Columbia University.
Dinner, Main Roof Ballroom, Hotel Gibson.
George Peabody College Alumni Association.
Dinner, 6:30 P.M., Club Room, Hotel Gibson.

Thursday, February 26

Department of Classroom Teachers, Officers.
Breakfast, 8:00 A.M., Hotel Gibson, Della Robia Room.
National Association of Secondary School Principals.
Luncheon, Hughes High School.
Department of Deans of Women.
Dinner, 7:00 P.M., Ballroom, Hotel Gibson.
Rotary Club.
Luncheon, Noon, Hotel Sinton.

Friday, February 27

Department of Deans of Women.
Luncheon, 12:30 P.M., Hotel Gibson.

Saturday, February 28

Department of Deans of Women.
Luncheon, 12:30 P.M., Hotel Gibson.

Exhibits a Feature

The arrangement in the Cincinnati Music Hall permits exhibits on a scale never previously attempted by the Department of Superintendence. The auditorium in which the general sessions will be held is adjacent to two large exposition halls, having a total floor space of more than forty-five thousand square feet. In these halls the displays will be made.

An exhibit of school art work, personally planned by President William McAndrew, will bring together the finest things that the schools are doing. It will cover all grades from kindergarten through the university, and will include models, shop products, design, illustration, printing, textiles, showing the application of art. The Cizek exhibit from the State School of Arts and Crafts of Vienna, Austria, a wonderful display of creative work by children, has been secured. There will also be an exhibit of civic work as illustrated by posters, pictures, models, etc., showing the teaching of community social service.

School authorities are requested to have in the hands of Mr. William H. Vogel, chairman, Denton Building, Cincinnati, Ohio, not later than Monday morning, January 26, an estimate of the desired amount of floor and wall space for your (a) art exhibit, (b) civic exhibit.

Among the special exhibits, that of the United States Bureau of Education on the work-study-play plan, will be worthy of special attention. This is the most extensive presentation of the platoon school problem that has yet been made.

The exhibit by commercial and other organizations is more complete than ever before. One hundred seventy-five units of space were allotted for this part of the exhibit, all of which were assigned within two weeks after the announcement was made. All of the displays are designed to give direct assistance in school problems, such as building planning, selection of equipment, and choice of material for pupil activities.

Those attending the Cincinnati meeting should plan for a liberal amount of time to be devoted to visitation of the exhibits.

DEPARTMENT OF SUPERINTENDENCE—President, William McAndrew, Superintendent of Schools, Chicago, Ill.

First Vice-President, Payson Smith, State Commissioner of Education, Boston, Mass.

Second Vice-President, John J. Maddox, Superintendent of Schools, St. Louis, Mo.

Executive Secretary, Sherwood D. Shankland, 1201 Sixteenth St. N. W., Washington, D. C.

Executive Committee—Randall J. Condon, Superintendent of Schools, Cincinnati, Ohio; F. W. Ballou, Superintendent of Schools, Washington, D. C.; F. D. Boynton, Superintendent of Schools, Ithaca, N. Y.; M. G. Clark, Superintendent of Schools, Sioux City, Iowa.

CITY TEACHER Training School

Section—President, L. A. Pechstein, Dean, College of Education, University of Cincinnati; Vice-president, Elizabeth G. Breckinridge, Principal, Louisville Normal School; Secretary-Treasurer, Frank W. Smith, State Normal School, Paterson, N. J.

Department of Superintendence

1925 Yearbook—Research in Elementary Curriculum Construction

(Continued from page 42)

Subjects and Chairmen of Subcommittees

Arithmetic: Guy M. Wilson, professor of education, School of Education, Boston University, Boston, Mass.

Drawing and art appreciation: Leon L. Winslow, director of art, Department of Education, Baltimore, Md.

Elementary Science: Elliot R. Downing, associate professor of natural science, School of Education, University of Chicago, Chicago, Ill.

Health and Physical Education: Thomas D. Wood, professor of physical education, Teachers College, Columbia University, New York, N. Y.

Home Economics: Henrietta W. Calvin, director, Division of Home Economics, Board of Education, Philadelphia, Pa.

Industrial Arts: F. G. Bonser, professor of education, Teachers College, Columbia University, New York, N. Y.

Language and Composition: W. W. Charters, University of Pittsburgh.

Music: Carl E. Seashore, dean, Graduate College, State University of Iowa.

Penmanship: Frank N. Freeman, School of Education, University of Chicago, Chicago, Ill.

Reading: William S. Gray, dean, College of Education, University of Chicago, Chicago, Ill.

Spelling: Ernest Horn, College of Education, State University of Iowa.

Social Studies: Harold O. Rugg, Lincoln School, Teachers College, Columbia University, New York, N. Y.

The Commission on the Curriculum

Edwin C. Broome (chairman) superintendent of schools, Philadelphia, Pa.

John L. Alger, president, Rhode Island College of Education, Providence, R. I.

Frank W. Ballou, superintendent of schools, Washington, D. C.

Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, Calif.

John M. Foote, rural school supervisor, State Department of Education, Baton Rouge, La.

Charles H. Judd, director, School of Education, University of Chicago.

Harold O. Rugg, Lincoln School, Teachers College, Columbia University.

Zenos E. Scott, superintendent of schools, Springfield, Mass.

Frank E. Spaulding, dean, School of Education, Yale University, New Haven, Conn.

Paul C. Stetson, superintendent of schools, Dayton, Ohio.

A. L. Threlkeld, assistant superintendent of schools, Denver, Colo.

H. B. Wilson, superintendent of schools, Berkeley, Calif.

John W. Withers, dean, New York University, New York, N. Y.

COUNCIL of Kindergarten Supervisors and Training Teachers—President, Ella Ruth Boyce, 705 Fulton Bldg., Pittsburgh, Pa.; Secretary, Allene Seton, 2128 Cherokee Park Way, Louisville, Ky.

DEPARTMENT of Deans of Women—President, Agnes E. Wells, Indiana University, Bloomington, Ind.; Secretary, Martha Doan, Earlham College, Richmond, Ind.; Treasurer, Mary Hooker Johnson, 512 W. 123d St., New York, N. Y.

DEPARTMENT of Elementary School Principals—President, Mrs. Jessie M. Fink, Principal, Palmer School, Grand Rapids, Mich.; First Vice-president, Sara L. Rhodes, Principal, Public School 28, 1001 Herkemer Ave., Brooklyn, N. Y.; Second Vice-president, John Merrill, Principal, Lingemann School, Detroit, Mich.; Third Vice-president, H. B. Norton, 7922 Underwood Ave., Birmingham, Ala.; Secretary, Ide G. Sargeant, Principal, Public School 10,

Paterson, N. J.; Treasurer, Courtland V. Davis, Principal, J. E. B. Stuart School, Norfolk, Va.

DEPARTMENT of Rural Education—President, Macy Campbell, State Teachers College, Cedar Falls, Iowa; Vice-president, N. Searle Light, Department of Education, Hartford, Conn.; Secretary, Mabel Carney, Teachers College, Columbia University, New York City; Treasurer, Mary E. Howe, Detroit Teachers College, Detroit, Mich.

DEPARTMENT of Vocational Education—President, John N. Greer, Assistant Superintendent of Schools, Minneapolis, Minn.; Vice-president, Benjamin W. Johnson, University of Calif., Berkeley, Calif.; Secretary, J. D. Blackwell, State Director, Vocational Education, Baltimore, Md.

EDUCATIONAL Research Association—President, E. J. Ashbaugh, Ohio State University, Columbus, Ohio; Vice-

Hotels in Cincinnati

Single rooms in hotels are exhausted.

The headquarters hotels are filled to capacity.

Rooms in some other hotels for joint occupancy of two or more persons are still available.

The Cincinnati Housing Committee is listing and inspecting 2500 rooms in private residences.

On November 29 five thousand reservations had been made.

All sleeping-room reservations are handled through the Housing Bureau, of which Mr. Thomas Quinlan, manager, Convention and Publicity Department, Cincinnati Chamber of Commerce, is chairman. Write him. A letter dated November 29 from Mr. Quinlan states the housing situation:

A check of the hotel reservations today indicates that more than 5000 reservations have been made for the meeting in February and we are still receiving twenty-five or thirty a day. The Hotels Gibson and Sinton are not in a position to take further reservations at present. The supply of single rooms is exhausted. We have arranged to handle all hotel reservations and requests for reservations from this office and it will expedite matters if inquiries are addressed here direct.

Members desiring accommodations in private homes can be accommodated, and they need not hesitate to write for this type of accommodation. We will have 2500 such places listed with our bureau and will place members applying just as quickly as possible and advise them. The rates for this class of accommodations will be reasonable, and all rooms will be inspected and handled by us.

Persons who decide to attend the meeting at the last minute need not hesitate about coming, as we will operate our rooming bureau during the convention. There will be plenty of space for all. However, it is impossible for us to handle a crowd of the size which advance reservations indicate will be present and assign every one to a single room.

president, M. R. Trabue, University of N. C., Chapel Hill, N. C.; Secretary, H. A. Greene, Iowa State University, Iowa City, Iowa.

NATIONAL Association of High School Inspectors and Supervisors—President, Thomas L. Jones, University of Wisconsin, Madison, Wis.; Vice-president, A. W. Evans, State Supervisor of High Schools, Austin, Tex.; Secretary and Treasurer, Jesse B. Davis, Supervisor Secondary Education, Hartford, Conn.

NATIONAL Association of Secondary School Principals—President, L. W. Brooks, Principal of High School, Wichita, Kans.; Secretary-Treasurer, H. V. Church, J. Sterling Morton High School, Cicero, Ill.; First Vice-president, William E. Wing, Principal, Deering High School, Portland, Me.; Second Vice-president, A. L. Threlkeld, Assistant Superintendent of Schools, Denver, Colo.

NATIONAL Council of Education—President, J. M. Gwinn, Superintendent of Schools, City Hall, San Francisco, Calif.; Secretary, Adelaide Steele Baylor, Federal Board for Vocational Education, 200 New Jersey Ave. N. W., Washington, D. C.; Vice-president, Henry Lester Smith, Dean, School of Education, Indiana University, Bloomington, Ind.

NATIONAL Council of State Superintendents and Commissioners—President, Francis G. Blair, State Superintendent

of Public Instruction, Springfield, Ill.; Secretary, Minnie Jean Nielson, State Superintendent of Public Instruction, Bismarck, N. D.

NATIONAL Council of Primary Education—President, Ella Victoria Dobbs, University of Missouri, Columbia, Mo.; Executive Secretary, Alta Adkins, Assistant Superintendent, Hammond, Ind.

NATIONAL Society of College Teachers of Education—President, Edward F. Buchner, Johns Hopkins University, Baltimore, Md.; Secretary-Treasurer, Arthur J. Jones, University of Pennsylvania, Philadelphia, Pa.

NATIONAL Society for the Study of Education—Board of Directors: Chairman, Charles H. Judd, University of Chicago, Chicago, Ill.; Secretary-Treasurer, Guy M. Whipple, University of Michigan, Ann Arbor, Mich. (ex officio).

Notes and Announcements

(Continued from page 40)

Springfield, Missouri, calls forth many splendid tributes of those who knew and loved him as an educator. Mr. Lynch joined the Association in 1895.

H. W. FOSTER, a page at the 1873 meeting of the National Education Association in Elmira, is now superintendent of schools of South Orange and Maplewood, New Jersey.

RELATION OF SIZE OF CLASS to efficiency is the subject of a project under study by the Bureau of Educational Research of Ohio State University. Four Ohio cities—Cleveland, Cincinnati, Akron, and Toledo—are participating in the project as it relates to the elementary grades. Pupils are grouped for a semester in a large class, followed by a semester in a small class, taught in each case by the same teacher, while another teacher has a group of children in a small class during the first semester and in a large class the second semester. As determined by testing, the classes have the same average and variability of intelligence. This is but one of the projects of the elaborate program which the bureau has under way.—*School Life*.

A THREE-MILL TAX LEVY to run for five years and to yield approximately \$6,000,000 annually for building purposes was ratified by the voters of Cleveland, Ohio, on November 4. This levy represents a renewal of one that has been in existence for the past four years, and was voted without any special campaign, which fact is an indication of the effectiveness of the Cleveland schools in keeping their work before the general public. Clyde R. Miller is director of the division of publications of the Cleveland board of education and maintains a continuous contact with newspaper workers.

THE TOTAL NUMBER graduated from all colleges in the United States since the beginning of American educational history about 300 years ago is 825,474. Of this number fully one-fourth have been graduated from the land grant colleges during the last 25 years, according to Federal education reports.

The latest enrolment figures show that there are about 604,000 men and women attending colleges and universities today, 214,000 of them being in land grant colleges.

MORE THAN 70 per cent of the absences from school are due to illness, declares a report made by the Public School Association of Washington, D. C., which made a study of the causes of absence in 15 schools of that city. The report shows further that more than one-fourth of all absences are because of the common cold, and all respiratory disturbances cause nearly 40 per cent of all absences.

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 Association, Boise, Idaho.

LOOKING TEN YEARS into the future, the Chicago Board of Education has adopted a tentative building program calling for an expenditure of \$70,000,000 for the erection of 165 new schools. This will meet the present seat shortage of 54,000 and provide for future increase, according to A. B. Wight, assistant superintendent of schools, in charge of the building program.

KEOKUK, IOWA, has dedicated three new school buildings—the Wells-Carey School, Torrence School, and Senior High School. These buildings are the outcome of a bond issue of \$575,000, voted December 5, 1922.

To 38 more Teachers

*We Offer
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We desire to fill these positions with people of unusual ability and utmost refinement, because the work calls for that type of person. Each one of the 38 will be appointed an exclusive representative, and will be given an exceptional proposition bound to produce a good income. In past summers some of our special representatives have averaged \$1000.00, a number earned over \$600.00, and a great many \$500.00 or more. This is at the rate of \$3000.00 a year or better for those who qualify for positions in our permanent organization.

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Those chosen will receive every advantage; guaranteed income from the day they start to work, and all railroad fare paid. Ambition, plus the careful Weedon training and constant help, will start those accepted on an exceptional business career along school lines. Agreeable associates, of course, and of the highest type.

—and Travel

Each of these 38 positions carries with it an opportunity to travel. This feature, although secondary, should carry weight when you consider next summer's plans.

Inquiries Invited from Responsible Individuals

We invite inquiries from responsible teachers. Upon receipt of your inquiry we will send you a "High Way to Success," descriptive of the kind of work, the position, and the Company; and a personal letter, telling you whether or not you can fit into one of these openings. Remember, we have been in business over 20 years, and will place those accepted

in positions that not only offer a chance to exchange a summer of leisure for one of income and travel, but which also may lead to a permanent connection. Please state your age, education and qualifications in reply. With only 38 positions of this type open, we suggest an immediate inquiry. Address S. L. Weedon, President.

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NATIONAL EDUCATION ASSOCIATION

1201 16th Street Northwest
Washington, D. C.

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 December JOURNAL.

Six Years

ALTOONA, PA., *Curtin School*, Bertha Brumbaugh, Principal; *Franklin School*, Jean W. Everhart, Principal; *Miller School*, H. Sophia Burket, Principal.
PUEBLO, COLO., *Bessemer School*, Linah Swanzey, Principal; *Edison School*, Elizabeth Alexander, Principal; *Lakeview School*, Dell Barkley, Principal; *Minnequa School*, Alice MacDonald, Principal.
QUINCY, ILL., *Washington School*, Edith E. Hall, Principal.
SEDALIA, MO., *Horace Mann School*, Jessie B. Steele, Principal.

Five Years

ALTOONA, PA., *Emerson School*, Daisy I. Gruver, Principal; *Garfield School*, Grace Morrow, Principal; *Penn School*, Dorothy Moore, Principal; *Stevens School*, Emma J. Kantner, Principal; *Washington School*, Marion Davis, Principal; *Webster School*, Mary Fries, Principal; *Wright School*, Winifred Ale, Principal.
BRIDGETON, N. J., *Vine Street School*, Mrs. Clara T. Mulford, Principal.
DETROIT, MICH., *Barstow School*, George A. Berkam, Principal; *Myra Jones School*, Maude E. Kemp, Principal; *Leland School*, Grace F. Woolfenden, Principal.
FOND DU LAC, WIS., *Fond du Lac Public Schools*, Lowell P. Goodrich, Superintendent; *Bragg School*, Helen Schoenlaub, Principal; *Cleveland School*, Bertha Saak, Principal; *Deaf School Department*, Anna Nugent, Principal; *Franklin School*, Lula C. Flanagan, Principal; *Garfield*

Junior High School, S. P. Unzicker, Principal; *Grant School*, Ruth Murphy, Principal; *High School*, E. R. Ellian, Principal; *Lincoln School*, Katherine Evans, Principal; *McKinley School*, Minnie Manion, Principal; *Roosevelt Junior High School*, R. B. Woodworth, Principal; *Washington School*, Sarah Fahey, Principal; *Wilson School*, Eva Kyle, Principal.
MARIETTA, OHIO, *Marion School*, Mrs. Helen H. Rinehart, Principal.
MILBANK, S. DAK., *Milbank Public Schools*, H. C. Souder, Superintendent; *Milbank Grade School*, R. D. Petersen, Principal; *Milbank High School*, E. M. Deller, Principal.
MOLINE, ILL., *Lincoln School*, Hattie A. Moore, Principal.
PITTSBURGH, PA., *McCleary School*, Ella Conlin, Principal.
SEDALIA, MO., *Sedalia Public Schools*, J. N. Crocker, Superintendent; *Community Teachers Association*, Helen A. Bowers, Secretary; *Arlington School*, Maud Finnell, Principal; *Broadway School*, Lida M. Burrens, Principal; *Eugene Field School*, Anna V. Hannum, Principal; *High School*, Martha M. Letts, Principal; *Jefferson School*, Ethel McCluney, Principal; *Horace Mann School*, Jessie B. Steele, Principal; *Prospect School*, Nina K. Slater, Principal; *Washington School*, Lydia D. Montgomery, Principal; *Washington Annex*, Whittier School, Minnie A. Shaeffer, Principal.

Four Years

ALTOONA, PA., *Adams School*, Belle Woomer, Principal; *Allegheny School*, Cora Luse, Principal; *Altoona High School*, G. D. Robb, Principal; *Fairview School*, Georgianna Hyatt, Principal; *Irving School*, Blanche Imler, Principal; *Jefferson School*, Lillie B. Geiser, Principal; *Madison School*, Miriam Perry, Principal; *Roosevelt Junior High School*, W. H. Burd, Principal.
BELLEFONTAINE, OHIO, *Central School*, Nellie Huston, Principal; *North School*, Susie M. Parker, Principal.
BROOKLINE, MASS., *J. Elliot Cabot School*, Lucie A.

Metcalf, Principal; *Edward Devotion School*, C. H. Taylor, Principal.
CHEYENNE, WYO., *Converse School*, Mabel Fincher, Principal.
CHICAGO HEIGHTS, ILL., *Grant School*, Ethel M. Burris, Principal.
CINCINNATI, OHIO, *Vine School*, E. E. Ellis, Principal.
COLUMBUS, OHIO, *Reeb Avenue School*, C. A. Pollock, Principal.
DETROIT, MICH., *Bellevue School*, Florence E. Geer, Principal; *Greenfield Park School*, Mrs. Esther A. Kay, Principal.
EAST CLEVELAND, OHIO, *Mayfair School*, J. E. Pettit, Principal.
GRAND RAPIDS, MICH., *Palmer School*, Mrs. Jessie M. Fink, Principal.
HUNTINGTON, INDIANA, *Williams Street School*, David H. Paul, Principal.
LINCOLN, NEBR., *McKinley School*, E. Ruth Pyrie, Principal.
MITCHELL, S. DAK., *Mitchell Public Schools*, J. C. Lindsey, Superintendent; *Mitchell Teachers Association*, Ruth Harkness, Secretary.
OMAHA, NEBR., *Central Park School*, Margaret Hamilton, Principal; *Hawthorne School*, Ethel A. Lynn, Principal; *Edward Rosewater School*, May Anderson, Principal; *Train School*, Principal.
PRESCOTT, ARIZ., *Lincoln School*, Vera E. Koeney, Principal.
SAN JOSE, CALIF., *Washington School*, Nell O'Brien, Principal.
SIOUX CITY, IOWA, *Hawthorne School*, R. L. Kitch, Principal.
SOUTH PASADENA, CALIF., *Marengo Avenue School*, Willa E. Ballard, Principal.
SPRINGFIELD, MASS., *Charles Street School*, Alice E. Childs, Principal.
WESTBROOK, MAINE, *Forest Street School*, Guy V. Sinclair, Principal.
WEST NEW YORK, N. J., *School Number Three*, J. Edgar Dransfield, Principal.

Three Years

BELLEFONTAINE, OHIO, *Bellefontaine Public Schools*, S. A. Frampton, Superintendent; *Bellefontaine Teachers Association*, Helen Keenen, Secretary; *Central School*, Nellie Huston, Principal; *High School*, S. J. Bonham, Principal; *Hubbard School*, Fred S. Emery, Principal; *Iron City Rural School*, Robert Folsom, Principal; *Lincoln School*, Anna Aiken, Principal; *McBeth School*, Georgia Colter, Principal; *North School*, Susie M. Parker, Principal; *South School*, Mary Fulton, Principal.
BISBEE, ARIZ., *Bisbee High School*, Edward F. Horn, Principal.

BROOKLYN, N. Y., Public School Number 108, Frederic W. Mar, Principal.
DETROIT, MICH., Burton School, Flora M. Miller, Principal; Hely School, Nora L. Egan, Principal.
GRAND RAPIDS, MICH., Sibley School, Miss J. Stevenson, Principal.

HUNTINGTON, IND., High School, Charles E. Byers, Principal; Lincoln School, J. E. Murdock, Principal; Riley School, Helen A. Tyner, Principal; State Street School, Nellie W. Hollis, Principal; Tipton Street School, Belle Miltonberger, Principal.

LOCKPORT, N. Y., Lockport Public Schools, R. B. Kelley, Superintendent; Lockport Teachers Association, Veronica Kenney, Secretary-Treasurer; Arnold School, Maude M. Sipson, Principal; Chestnut Street School, Fannie Wright, Principal; Clinton Street School, Margaret M. Moran, Principal; Hawley Street School, E. Ellen Holbrook, Principal; High School, Edmund M. Evans, Principal; High Street School, Hannah J. McCarthy, Principal; Intermediate School, Earl Rickard, Principal; Part Time School, E. A. Johnson, Principal; Vine Street School, Ettie M. Woods, Principal; Walnut Street School, Fannie Shearston, Principal; West Avenue School, Jessie C. Gardner, Principal; Williams Street School, M. Elizabeth Samson, Principal.

LOUISVILLE, KY., George Washington School, Ada G. Bache, Principal.

LYNCHBURG, VA., Frank Roane School, Elizabeth Gih, Principal.

LYNN, MASS., Classical High School, Fred C. Mitchell, Principal.

MOUNT VERNON, N. Y., Sophie J. Mee School, Jasper T. Palmer, Principal.

MUSKOGEE, OKLA., Muskogee Public Schools, W. G. Masterson, Superintendent; Central High School, C. K. Reiff, Principal; Edison School, Mrs. A. E. Miller, Principal; Franklin School, Mrs. Hallie Morton, Principal; Houston School, T. E. Peters, Principal; Irving School, T. E. Jones, Principal; Jefferson School, Mrs. E. H. Harriss, Principal; Longfellow School, J. A. Knox, Principal; Sequoyah School, Mayme Goodin, Principal; Washington School, Laura Hardin, Principal; West High School, G. C. Williams, Principal; Whittier School, Lina X. Reed, Principal.

NAPERVILLE, ILL., Napier School, Jennie E. Woolcox, Principal.

NORWOOD, OHIO, Allison Street School, George E. Reeves, Principal.

OMAHA, NEBR., Beals School, Helen M. Longstorf, Principal.

PITTSBURGH, PA., North Continuation School, A. M. Goldberg, Principal.

PRESCOTT, ARIZ., Prescott Public Schools, S. H. Martin, Superintendent; High School, Virginia E. Coleman, Principal; Jefferson School, Abbie Lee Taylor, Principal; Lincoln School, Vera E. Keeney, Principal; Special Teachers; Washington School, Everett Johnson, Principal.

SANDWICH, ILL., North Side School; Sandwich Township High School; South Side School.

SEDALIA, MO., Prospect School, Nina K. Slater, Principal.

SIoux CITY, IOWA, Bancroft School, Mary McCarty, Principal; Crescent Park School, Florence Morse, Principal; Floyd School, Regna E. Wold, Principal; Franklin School; Hopkins School, James E. Fitzgerald, Principal; Joy School, Georgia Lyon, Principal; Lowell School, Susanna Avery, Principal; Webster School, D. D. Zinn, Principal.

SOUTH PASADENA, CALIF., Oneonta School, Caroline Diack, Principal.

STRATFORD, CONN., Washington School, Mrs. Gertrude L. Carpenter, Principal.

WOOSTER, OHIO, Bowman Street School, Florence E. McClure, Principal.

YOUNGSTOWN, OHIO, Myrtle Avenue School, Ferno Irey, Principal.

ZANESVILLE, OHIO, Madison School, Mrs. Dell D. Myers, Principal; Sheridan School, Beulah C. Thompson, Principal.

Two Years

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BEVERLY, MASS., Centerville School, Marion L. Miller, Principal; Farms School, Alice M. Preston, Principal; Hardie School, Elizabeth Harding, Principal; Pleasant View School, Aimee A. Woodbury, Principal.

CADILLAC, MICH., Cadillac Public Schools, C. W. Crandall, Superintendent; Cass School, Cecil Wolfe, Principal; Cooley School, Olive Potrude, Principal; Emerson School, Irma Hiar, Principal; Franklin School, Mary G. Wheaton, Principal; High School, B. C. Shankland, Principal; Lincoln School, Edna Brown, Principal; McKinley School, Roby Brock, Principal; Whittier School, Hannah Holmen, Principal.

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HARTFORD, WIS., Hartford High School, Arthur Schubert, Principal.

HASTINGS, MICH., Central School, Mrs. Charlotte Hubbard, Principal; First Ward School, Mrs. Ala Myers, Principal; High School, William H. Wallace, Principal; Second Ward School, Ethel Ford, Principal.

HONOLULU, HAWAII, Kuhio School, E. A. Brown, Principal.

HOQUIAM, WASH., Hoquiam Public Schools, H. C. Crumpacker, Superintendent; Hoquiam Teachers Association, Lillian Anderson, Secretary; Central School, Mrs. Adela A. Oliver, Principal; Emerson School, Nelle B. Allen, Principal; Grade School, Ivan Kravis, Principal; Senior and Junior High School, Forrest G. Murdock, Principal; Washington School, M. B. Franklin, Principal.

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KANSAS CITY, MO., Milton Moore School, J. K. West, Principal.

KILAUEA, KAUAL, HAWAII, Kilauea School, Mrs. Ada M. Scott, Principal.

LAMAR, COLO., Central School, Marjorie Kirby, Principal; Lamar Junior High School, Jacqueline Monahan, Principal; Lamar Union High School, A. Boyd, Principal; Pioneer School, Ethel Rupp, Principal.

LONG BEACH, CALIF., John C. Fremont School, Ethel P. Glover, Principal.

LONGMONT, COLO., Central School, Mrs. Edith Murray, Principal; Columbine School, Mae A. Plumb, Principal; Lincoln School, Bessie Forsyth, Principal.

LUDINGTON, MICH., Foster School, Lena Christensen, Principal.

MANSFIELD, OHIO, Newman School, Glenn G. Rohleder, Supervising Principal.

SOUTH SANPETE DISTRICT, UTAH, South Sanpete Public School District, E. T. Reid, Superintendent; Ephraim Grade School, Sarah Petersen, Principal; Ephraim High School, P. D. Jensen, Principal; Gunnison Grade School, J. E. Metcalf, Principal; Gunnison High School, Leo Bardesley, Principal; Manti Grade School, Ruby Boydon, Principal; Manti High School, E. E. Johnson, Principal; Manti Junior High School, Philo Farnsworth,



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MONMOUTH, ILL., *Whillets School*, Ella McLoskey, Principal.
MONROVIA, CALIF., *Orange Avenue School*, Mrs. Mamie N. Maag, Principal.
NEW BEDFORD, MASS., *Ashley School*, Mrs. Elizabeth B. Tripp, Principal.
NORFOLK, VA., *James Monroe School*, M. J. Ober, Principal.
OMAHA, NEBR., *Clifton Hill School*, Carrie Nash, Principal; *Columbian School*, Jeanette Newlean, Principal; *Field Club School*, Julia Newcomb, Principal; *Jungmann School*, Grace Griffith, Principal; *Park School*, Cora S. Anderson, Principal; *Webster School*, Fannie Myers, Principal.
PHOENIX, ARIZ., *Wilson School*, G. S. Skiff, Principal.
PITTSBURGH, PA., *Friendship School*, Mary Z. Anderson, Principal.
PLAINFIELD, N. J., *Bryant School*; *Stillman School*; *Washington School*.
PONTIAC, ILL., *Pontiac Public Schools*, S. A. Denison, Superintendent; *Central School*, Elizabeth Dunlap, Principal; *Ladd School*, Mabel Wrey, Principal; *Lincoln School*, Esther Reed, Principal; *Special Teachers*; *Washington School*, Dell Herbert, Principal.
ROME, N. Y., *Jay Street School*, Lena M. Putnam, Principal.
SAINT JOSEPH, MICH., *Saint Joseph Public Schools*, E. P. Clark, Superintendent.
SAN FRANCISCO, CALIF., *Rochambeau School*, Mrs. T. F. Spencer, Principal.
SAN JOSE, CALIF., *Gardner School*, Roy B. Thompson, Principal.
SIOUX CITY, IOWA, *Girls Prevocational School*, Ethel Jones, Principal; *Lincoln School*, Mrs. Winifred E. Sloan, Principal.
SIOUX FALLS, S. DAK., *Mark Twain School*, Elsie Stallman, Principal.
SUMMIT, N. J., *Industrial School*, C. H. Beck, Principal.
TACOMA, WASH., *Grant School*, W. M. Mackey, Principal.
WASHINGTON, D. C., *Lenox-French School*, Henry Francis Lowe, Principal.
WAUKEGAN, ILL., *North School*, Clara L. Hoffman, Principal.
WILMINGTON, DEL., *School Number Twenty-three*, Florence V. Marley, Principal; *School Number Twenty-five*, Elizabeth Schulz, Principal.
WRAY, COLO., *Wray Public Schools*, H. W. Curtis, Superintendent.
ZANESVILLE, OHIO, *Zanesville Public Schools*, F. C. Kirkendall, Superintendent; *Zanesville Teachers Association*, Alice Bogman, Secretary; *Grover Cleveland Junior High School*, C. T. Prose, Principal; *Colombia School*, Lucy Sweetland, Principal; *Garfield School*, Edith Geiger, Principal; *Grant School*, Mabel Fortune, Principal; *Hancock School*, Alice Murphy, Principal; *Jackson School*, Lora Allen, Principal; *Lincoln School*, Helen Baird, Principal; *Madison School*, Mrs. Dell D. Myers, Principal; *McIntire School*, Bessie Lee, Principal; *Monroe School*, Ethel M. Ford, Principal; *Moxahala School*, Ruth Rutherford, Principal; *Munson School*, Laura Hannum, Principal; *Pioneer School*, Luanna Smith, Principal; *Sheridan School*, Beulah C. Thompson, Principal; *Stemler School*, Elenora Brooks, Principal; *Zanesville City Normal School*; *Zanesville Senior High School*, M. M. Mansperger, Principal.

One Year

ALAMEDA, CALIF., *Everett School*, Ada Bird, Principal.
ALLEGAN, MICH., *North Ward School*, Hettie Sprau, Principal.
AXTELL, UTAH, *Axtell Public School*, Royal Whitlock, Principal.
BASIN, WYO., *Basin Public Schools*, F. L. McNown, Superintendent.
BEAUMONT, TEXAS, *Fletcher School*, Mrs. W. A. Perry, Principal.
BEAVER, PA., *High School*, Mary E. Cook, Principal.
BEAVERDAM, OHIO, *Beaverdam Public Schools*, H. L. Myers, Superintendent; *Grade School*, Harold O. Clark, Principal; *High School*, H. L. Myers, Principal.
BELMONT, MASS., *Brighton Street School*, Eva S. Burns, Principal; *Kendall School*, John J. Vantura, Principal.
BESSEMER, ALA., *Bessemer High School*, R. F. Wood, Principal.
BEVERLY, MASS., *Edwards School*, Winnie M. Williams, Principal; *South School*, Winnie M. Williams, Principal; *Washington School*, Emma McC. Driver, Principal.
BIRMINGHAM, ALA., *Woodlawn School*, J. D. Williams, Principal.
BISBEE, ARIZ., *Central School*, Ida M. Paff, Principal.
BISMARCK, ILL., *Bismarck Township High School*, A. R. Matheny, Principal.
BLAIR COUNTY, PA., *Blair County Public Schools*, M. A. Dively, Superintendent; *Baker School*, Gertrude R. Hileman, Principal; *Barker's Mine School*; *Brush Mountain School*, Mrs. Nannie M. Mercer, Principal; *Coleman School*, Mary M.

Templeton, Principal; *East End School*, Mrs. Florence B. Hair, Principal; *Endress School*, Mrs. Una N. Mays, Principal; *Garfield School*, Martha Mentzer, Principal; *Hamilton School*, Mrs. Jess B. Fritz, Principal; *Jefferson School*, Joseph J. Shaeffer, Principal; *Kittanning Point School*, Lloyd F. Pearce, Principal; *Lincoln School*, Mary A. Shoenfelt, Principal; *Logan School*, Charlotte J. Thompson, Principal; *Madison School*, Mrs. Caroline L. Kolley, Principal; *Marta School*, Mrs. Flora L. Riblet, Principal; *McKinley School*, Mrs. L. W. McNeal, Principal; *Mill Run School*, Vernadean M. Lear, Principal; *Newbury School*, Harvey T. Goodling, Principal; *Pleasant Hill School*, Rae W. Stroup, Principal; *Roosevelt School*, Mrs. Adda B. Mitchell, Principal; *South Lakemont School*, Mrs. Henrietta M. Reynolds, Principal; *Washington School*, R. Elizabeth Saylor, Principal; *Webster School*, Mrs. H. O. Schuchart, Principal; *Glen White School*, Mrs. Annie L. Conrad, Principal.
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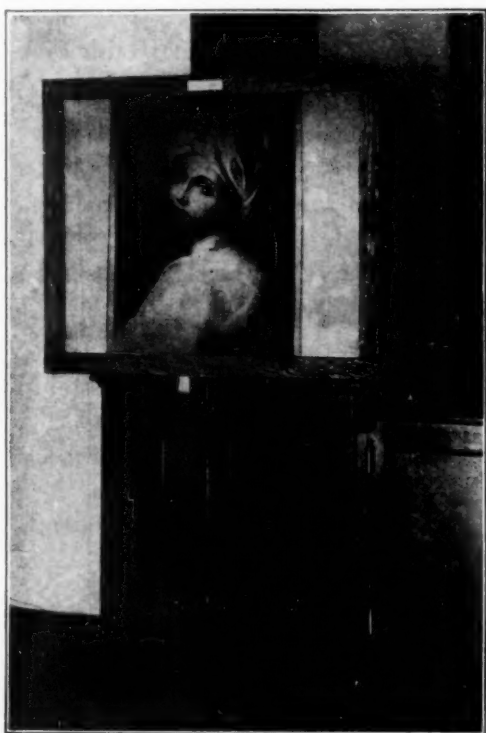
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EASTON, MASS., *Easton Junior High School*; *Poquanticut School*; *Union School*.

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ENGLEWOOD, N. J., *Cleveland School*, Sue H. C. Kerr, Principal.

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EUGENE, ORE., *Washington School*, Ida Patterson, Principal.

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Alphabetical Directory

	PAGE
Aeolian Company, The.....	A- 5
Albert Teachers' Agency.....	A-20
American Crayon Co.....	A-13
American Seating Co.....	A- 7
American Viewpoint Soc., Inc.....	A- 6
Appleton & Co., D.....	A- 4
Bausch & Lomb Optical Co.....	A-15
Board of Education, Dallas, Texas.....	A-20
Book of Knowledge.....	C- 4
Brown-Robertson Co., Inc.....	A- 8
Carpenter, Arthur DeV.....	A-20
Case, Effie.....	A- 8
Commercial Paste Co.....	A-13
Cook & Son, Thos.....	A-11
Cunard S. S. Co., Ltd.....	A-15
Current Events.....	A-14
Dilla, G. P.....	A- 8
Dodd, Mead & Co.....	A-10
Draper Shade Co., Luther O.....	A- 8
Educational Thrift Service.....	A- 2
Fairbanks, Morse & Co.....	A- 3
Fisk Teachers' Agency.....	A-20
Ginn & Company.....	C- 2
Great Lakes Teachers' Agency, Inc.....	A-20
Gregg Publishing Co., The.....	A- 4
Heywood-Wakefield Co.....	A- 9
Hotel Hamilton.....	A-19
Houghton Mifflin Co.....	A-10
International Textbook Co.....	A- 8
Judd & Detweiler, Inc.....	A-19
Kewaunee Mfg. Co.....	C- 3
Library Bureau, The.....	A- 3
Little, Brown & Co.....	A- 4
Longmans, Green & Co.....	A- 4
Lynn Company, James.....	C- 3
McConnell School Map Co.....	A- 5
Macmillan Co.....	C- 2
Miessner Piano Co.....	A- 5
National Association of Teachers' Agencies.....	A-20
New Haven Normal School of Gymnastics.....	A- 8
Northern Pacific Railway.....	A- 9
Olp, E. E.....	A-20
Pathé Exchange, Inc.....	A-12
Perry Kindergarten Normal School.....	A- 8
Perry Pictures Co.....	A- 9
Peterson & Co., Leonard.....	C- 3
Scandinavian Travel Bureau.....	A-11
Scholastic, The.....	A-11
Southern Teachers' Agency.....	A-20
Specialists' Educational Bureau.....	A-20
Spencerian Pen Co.....	A-11
Teachers' Casualty Underwriters.....	C- 3
Temple University.....	A- 8
Translation Publishing Co.....	A-20
Trans-Lux Daylight Picture Screen, Inc.....	A-16
Tunnell Map Co.....	A-20
Underwood Typewriter Co.....	A-19
University of Chicago.....	A- 8
Victor Talking Machine Co.....	A- 1
Wallace & Co., J. D.....	A- 7
Weedon Company, The S. L.....	A-11
Winston Company, The John C.....	C- 2
Yates-Fisher Teachers' Agency.....	A-20
Young Typewriter Co.....	A- 8

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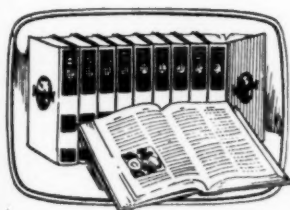
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