

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

Interpreting Education	237
Health—Habits—Happiness	238
Our Association and Its Work	239
Freedom of Learning	241
Education and National Wealth	243
Memories of Former Meetings	246
The World Federation Meeting	247
Harry Says it with Flowers	249
Early American Textbooks	250
National Spelling Contest	251
Editorial	252
Education Week Proclamation	253
Classroom Teachers at Indianapolis	254
Elementary School Principals at Indianapolis	255
Get All of It You Can	256
Fitting a High School to a Community	257
Our State Associations 1925-26	260
Elementary School Principals	261
Veteran from Virginia	262
Three New Firsts	263
The World's Great Educators	265
A Service to Childhood	266
Books to Grow On	267
Notes and Announcements	A-230
Special Honor Schools	A-242

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

Entered as second class matter October 23, 1920, at the postoffice at Washington, D. C., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.



The Field Readers

A COMPLETE basal course in reading. From the new *Field-Martin Primer*, with its simple lessons based on the child's experiences, to the *Fourth* and *Fifth Readers*, with their generous representation of the best modern writers, the series is composed of fresh, delightful material, charmingly illustrated.

Ginn and Company

Boston New York Chicago
Atlanta Dallas Columbus San Francisco

Just Published

BOOKS of SONGS

By Robert Foresman

Five Books for Eight Grades

IN THE opinion of eminent, unbiased critics these books provide the most remarkable collection of the world's great folk music and classical songs ever brought together for use in elementary schools. These songs, taken from the great musical heritage of the world, are represented here in their original simplicity and grandeur.

The musical gradation in these books has been made with the utmost care and throughout all the volumes there runs a substantial underlying pedagogical motif. To teach these books is to lay the foundation for high musical standards.

American Book Company

New York Cincinnati Chicago Boston Atlanta

WINSTON

New Titles Added to a Series Now Universally Called "FAMOUS"

THE WINSTON
CLEAR-TYPE
POPULAR CLASSICS

Complete List
ROBINSON CRUSOE
THE MAN
WITHOUT A COUNTRY
KIDNAPPED
HANS BRINKER
BIBLE STORIES
PINOCCHIO
GRIMM'S FAIRY TALES
ROBIN HOOD
THE ARABIAN NIGHTS
TREASURE ISLAND
HEIDI
ALICE'S ADVENTURES
IN WONDERLAND
LAMB'S TALES
FROM SHAKESPEARE
* LITTLE WOMEN
* HANS ANDERSEN

* Ready January First

The Winston CLEAR-TYPE Popular Classics

Just Published

**ROBINSON CRUSOE
THE MAN WITHOUT A COUNTRY**
and Other Patriotic Stories

The two new titles in this series have the same outstanding merit that has brought about the tremendous distribution of each of the previously published books. The large, clear-type, illustrations in color, and inviting covers add to the appeal of these immortal stories. The low list price of eighty cents each is below that of the ordinary supplementary reader. It brings these classics within the reach of all.

Illustrated Literature upon request

THE JOHN C. WINSTON COMPANY

Home Office and Manufactory, Winston Building, Philadelphia
DALLAS SAN FRANCISCO

TORONTO

FOR TEXTBOOKS

Interpreting Education

AERICAN EDUCATION WEEK brings to teachers unusual opportunities to interpret education to the public. The teacher cannot escape being an interpreter. His position gives weight to his statements and attitudes. The points teachers emphasize come to be regarded by the public as the most important. On the eve of American Education Week we may well ask what points are most worthy of emphasis.

First, the significance of the public school itself. We are in the midst of an educational renewal. Our hundred million people are united around the public schools as no equal group has ever before been united around one institution. They have faith in it. They know that it is our hope of forging a unified people and building a sound system of living.

Second, the importance of the teacher in the life of the child. So obvious seems this thought that we do not face its full import one time in a hundred. If education were a mere mastery of facts, it could be accomplished by clerks. But education is guided growth; not only the mastery of habits and skills, but the building of helpful attitudes. What the teacher *is* counts for so much more than the subject-matter he presents that the public needs clearly to understand the difference. Teachers must live good lives because to the children they are patterns of what life should be.

Third, the value of teacher influence in life outside the school. Society is concerned with nothing else so important as human life. Teachers and others whose task it is to develop and build up life need to have a large share in the determination of public policies. The public need have no fear of the selfishness of giant propaganda and of our competitive economic life if society values highly the judgment of groups—like teachers—whose work gives them a certain disinterestedness combined with a high appreciation of the worth of the individual life.

Fourth, the educational meaning of large scale industry and business. Taxables once mostly in the hands of individuals interested in the education of their own children are increasingly in

the hands of corporations and trusts. These huge organizations levy tribute on the remotest corners of the Nation. They draw resources into huge throbbing centers and leave in outlying dis-

AMERICAN EDUCATION WEEK CAN BE MADE TO MEAN—

1. For every child—
appreciation of his obligation to match the privilege of free schooling with good spirit and hearty endeavor.
2. For every teacher—
a new and challenging call to serve the children of this generation.
3. For every parent—
fuller understanding of the great adventure of parenthood; its duties, privileges, and opportunities, more especially its part in the education of children.
4. For every citizen—
pride in the public school as our greatest collective enterprise, the foundation of our liberties, the protector of the achievements of our glorious past, and the promise of fuller life for tomorrow.

tracts too little income and wealth to maintain adequate schools. If America is to guarantee to its youth a fair start in life, the burden of education must be justly divided between community, State, and Nation to keep pace with the concentration of wealth and income.

Fifth, the necessity to create through education attitudes that will prepare the next generation to work out a better world order. It is possible to create in the schools an appreciation of the worth of others and the determination to live by intelligence rather than force. These larger problems are not remote. Unless they are solved, any plans for the future are useless. There is food for thought in the fatalistic abandon of many European youth in the conviction that war is too likely to make any effort at personal improvement worthwhile.

Sixth, the function of freedom in education. Our methods of handling chil-

dren range from no guidance at all to incessant repressive direction that leaves little opportunity for the inner impulses to sprout and grow. Right practice lies between. No formula can take the place of close study of child and community needs by teachers and parents. Suffice it to point out that growth and freedom are so precious that they are worth working for and waiting for and that direction can nearly always be substituted for repression, suggestion for compulsion.

Seventh, realization by the whole community that education is fully fruitful only as it is lifelong. The whole atmosphere of home, school, and community should encourage the use of intelligence in every act of daily life. Nothing the child gets at school counts so much as his appreciation of the obligation to grow and a set of working habits that makes growth probable. Schools need more observation, more activity, more books other than textbooks, more inspired free study—less forced poring over words that have no experience back of them. Increasing numbers of people should find their outlook enriched by a continuing program of self-directed study.

Eighth, the necessity for close coöperation between home and school. The school is under obligation to exert its influence in behalf of better homes—to understand the parent's task and to make it easier. The home is under obligation to support the school and to help the child maintain a right attitude toward it. Food, sleep, dress, punctuality, wise use of leisure, respect for authority and law—all these affect the child's mind and growth. The best results are obtained only when homes and schools work together in mutual sympathy and full appreciation of child life.

There are plenty of other points that need emphasis during American Education Week. The program is an evolution of several years and is rich in suggestions. Every teacher will have in mind certain things to emphasize. Let us all keep close to fundamentals during this period of rededication to the greatest job a civilized people ever undertook—the education of all its youth for participation in democratic institutions. —J. E. M.

Health—Habits—Happiness¹

C. E. TURNER

EVERY teacher has done something to help the child climb over the stumbling stones of habits to the firm ground of health and a path which leads toward happiness. Yet few are the communities which have organized a complete, systematic, and unified program of health education.

Our adventures may have differed from yours in that we have organized a special exploring party consisting of a special health teacher, twenty-five room teachers, three nurses, a doctor, two school principals, and a school superintendent. Two ideas started us on this journey. First, was the thought that the habits of our people, as measured by their acquisition of joyous and buoyant health, fall far below the standards made possible by our scientific knowledge. Modern life places so much emphasis upon educational material, social, and professional progress that we are likely to neglect entirely the means of maintaining the human mechanism—to neglect the efficiency of the very vehicle which is to transport us to the desired goal. The long and short of it is that the complexities of our civilization are so great as to make it impossible for us to rely upon instinct and circumstances to develop the right habits of living.

The second idea was that the teachers hold in their hands the habits of the rising generation and therefore in a large measure determine what the health of the American people will be twenty-five years from now. But, you say, the health of the people depends upon doctors and nurses. In part, yes. But their incalculable service is largely in the cure of disease. Developing habits is not a matter of medicine or surgery; it is a matter of education and training.

But some will say that the parents are the people to determine the habits of the child. Yes, but even if all parents were doing their very best, there is every reason why the school should cooperate. Would you want the standard of honesty or courtesy to be lower in the schools than at home? Why should the standard of health be lower than in the best home?

¹ This is one of a series of short articles on Adventures in Health Education prepared for THE JOURNAL by Mr. C. E. Turner, who is Associate Professor of Biology and Public Health, Massachusetts Institute of Technology. It is based on experimental studies in health education being carried on at Malden, Mass., by the Massachusetts Institute of Technology.

Still more important than this is the unique power of the school as moulder of habits, attitudes, and judgment. When the child enters school he finds himself for the first time the member of a distinct social group. He is no longer



THESE GIRLS have achieved normal weight. They are from a group of seventy-seven children who were ten per cent under weight, one fourth of whom have left the under-weight group within a year.

a strange but welcome little guest in a family of grown-ups. He is a member of a community of children who act and think much as he does. Their judgment constitutes for him what *public opinion*, *style*, or *what-the-neighbors-say* mean to you and me. The teacher is the most important single factor in formulating that *public opinion*, and this is why his responsibility is so great.

From these considerations there arise many questions. Can health be taught? Would it be practicable from the standpoint of administration and the results obtained for the public schools of America to add a systematic program of health habit training? Would such a program instead of adding a burden make school teaching more pleasant? Would the community approve of such a program? Would it have a measurable effect upon the health of the child? If these ques-

tions could be answered in the affirmative and such a program established on a National scale, it would lower the death rate and—what is more important—increase the happiness rate.

Five years ago we undertook a small experiment with a single fifth grade in the city of Somerville. At the end of this period it was desired to study health education procedure under critical conditions with a larger group of children. There was no money for this project. Upon the advice of Payson Smith, commissioner of education for Massachusetts, the plan for the experiment was placed before Superintendent F. G. Marshall, of Malden—an able, practicable, progressive, but critical school administrator. The Malden School Department agreed to pay the salary of a young woman who should develop such a program in two school buildings, and Georgie B. Collins was secured to undertake the task. It was agreed at first that only one half-hour each week should be given to health work in each class and that the only requirement to be made of the classroom teacher was that she turn over her class for this length of time. It was understood also that if health education interfered with school work and met the disapprobation of teachers and parents we would discontinue the whole project.

We began work with three fourth grades, three fifth grades, and three sixth grades. Observations were made upon a similar group of children in two other schools which did not have a health education program. We tried a variety of methods. Room teachers gradually took over parts of the health education activities as they desired to do so. At the end of the first year the program was extended to include the sixteen additional classes in these two buildings. At the present time the work is being done mainly by the room teachers. There is definite evidence of improvement in the habits of the children and in their health. The parents most enthusiastically support the program, and the city is extending the plan to every school. The children have proved to themselves that the way they live affects the way they feel. The teachers feel that health training is a proper and enjoyable activity.

Our Association and Its Work¹

JESSE H. NEWLON

Superintendent of Schools, Denver, Colorado

THIS REPORT will consist of a short summary of the more important actions taken during the year and a discussion of certain problems of organization and procedure.

Work of the Association—Since the war the Association has been formulating a national program of education. This program consists not only of the Education Bill but of all other educational proposals of National importance which have received the endorsement of the Association. Various committees and commissions and Secretary Crabtree will report to you regarding the problems encountered and the progress which has been made in the last year towards the attainment of these objectives.

The sudden opposition to the Child Labor Amendment was a surprise. This measure had passed Congress by a large majority. Two previous National child labor laws had been passed. Only one conclusion is possible, and that is that the opposition represents not so much opposition to the conservation of child life as it represents opposition to any further extension of the functions of the Federal Government. Many who favor State child labor laws are opposed to the Federal amendment. Of course, the States' rights argument has always been used, sometimes honestly, but more frequently as a mere pretext against measures for the National welfare. When I realized that the Amendment would be ratified only after a fight, I appointed a Committee of one Thousand on Child Labor, with President John F. Sims as chairman. I did this believing that the Association will expect to stay in the fight to the end.

The Legislative Commission will report a very distinct progress during the year towards the achievement of a Department of Education. I shall not speak in particular of the work of any other committee or commission. Such committees have been appointed as were authorized by the Representative Assembly or as exigencies demanded, in the belief that we should create as few committees as possible. The headquarters staff, under the leadership of Secretary Crabtree, has contributed notably to-

wards the attainment of the goal set in the National program.

The World Conference—The Executive Committee and your president have endeavored to do all in their power within the limits of the financial resources at their disposal to assist Presi-



THIS is the main building of the headquarters of the National Education Association. Thousands of school administrators will visit it next February when the Department of Superintendence meets in Washington, D. C.

dent Thomas and his associate officers in planning for the Edinburgh meeting of the World Federation of Educational Associations.

My chief duty as president has been that of appointing the American delegation, consisting of twenty-five delegates and twenty-five alternates, and a larger group of participating representatives. It has been my purpose to secure as delegates and alternates to this notable convention a group of men and women truly representative of the best leadership in American education.

Finances—The Association began the fiscal year 1924-25 with a deficit of \$31,359.84. The executive committee reported to the Assembly a year ago that in making the budget they found that

their needs, including this deficit, were in round figures \$51,000 more than the estimated income. The budget provided that this amount, all of which was treated as a deficit, should be paid off in three years in approximately equal instalments. If the income for the year had been exactly as estimated and if the expenditures had been exactly as provided for in the budget, the deficit on June 1, 1925, would have been \$32,000. As a matter of fact, there was a balance estimated at \$2,955.35. Expenditures were increased, partly to cover unforeseen contingencies, partly to conduct a vigorous membership campaign. The revenues were also increased by \$51,500, with the result that we can happily report that we have not only paid off one third of the \$51,000 but have wiped out the entire debt and closed the fiscal year with a small balance.

The hardest problem which we have faced has been that of finance. The demands for service far outrun resources. Every effort has been made to keep expenditures as low as possible consistent with the most urgent needs. Until the income more nearly equals the demands for service, not only must the most rigid economy be practiced but the Association will be unable to do many things which it ought to do.

In finances the Association should look constantly to the future. It is not sufficient nor statesmanlike to consider only our present needs. We should adopt a financial policy that will not only provide for the current expenses of the Association but will allow accumulations against future demands. With these purposes in mind I wish to make two recommendations:

1. Every Department should be made in part self-sustaining. Every Department should maintain a Departmental fee sufficient to cover a considerable portion of its actual operating expenses. Such a policy would not only be good for the general Association but for those departments which do not now have fees, through stimulating their members to greater activity and interest.

2. Every budget should contain appropriations, however small, for these purposes:
(a) There should be yearly an addition to the permanent fund, the principal of which may never be used. This is our best form of financial insurance.

- (b) If the Association decides to sponsor the movement for the establishment of homes

¹An address by the president of the National Education Association before its Representative Assembly in Indianapolis, on June 30, 1925.

for retired teachers, the Association should make an annual contribution to the capital fund of the organization in charge of the homes.

(c) The Association should establish an endowment for research and make contributions annually to the increase of the endowment. The custody and investment of the endowment should rest with the board of trustees. The direction of research should be reposed in the Executive Committee. If such an endowment were established I believe it would be rapidly increased by gifts and bequests from our own members and other friends of public education.

Membership—This leads me to the crucial question of membership. There are those who think that the emphasis should be placed on giving service rather than on securing members. Apparently there are those who think it is even undignified to put on a strenuous membership campaign. And yet, any one who gives the matter a thought must realize that the resources with which to do the work of the Association will depend on membership.

The actual income from memberships since the reorganization has increased from \$107,738 in 1920-1921 to \$240,081.85 in 1924-1925. There has been a steady growth, but the number who have actually paid has not been as large as the number who have received the services of the Association. Always and unavoidably some are in arrears.

There are two reasons why the membership should be extended. First, every teacher needs the stimulation of Association membership, while on the other hand the larger the number of members the larger will be the influence of the Association. Second, the size of the membership will determine the size of the income, unless we increase the membership fee. Personally, I think the fee should be increased fifty cents, but I am well aware of the fact that such a proposal would meet with opposition from many quarters.

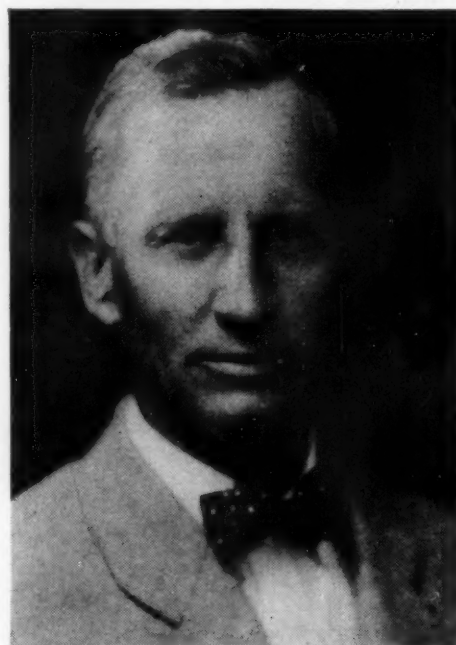
In recognition of the importance of this problem of membership, and in view of the increasing duties of an overworked general secretary, who had to date personally and effectively handled all matters pertaining to membership, the Executive Committee authorized, at its February meeting, the establishment of a Division of Membership. Mr. Theodore D. Martin, secretary of the Utah State Teachers' Association, was appointed director of this Division and will devote all of his energies to this important task.

The membership should reach 500,000 in the next six or eight years. Mr.

Crabtree, Mr. Martin, and the officers of the Association should have your most earnest coöperation in a vigorous campaign for new members.

Problems of organization—I wish now to speak of two problems, the first of which must, in my judgment, receive the attention of this assembly in the near future, and the second of which must ultimately have consideration.

The Association now has thirty committees exclusive of strictly convention



MAX MASON, the new president of the University of Chicago, was formerly professor of mathematical physics in the University of Wisconsin.

committees. These committees are dealing with subjects that range from the legislative program on the one hand to the problems of teaching English and arithmetic on the other. They range in size from twelve or fifteen to a hundred, and in one instance a thousand members.

In the sixty-eight years of its history, the Association has had numerous committees that have performed notable service to American education. There are committees today doing excellent work, but now, as always, they work under great difficulties. In former years it was occasionally possible, even out of meager resources, for committees to hold sessions at places and times other than in connection with the two great annual conventions. This made possible a concentration that achieved results. Your president recalls service of this kind a decade ago and he also re-

calls feverish and more or less futile attempts to do committee work in connection with National meetings.

It is evident that the problems of committees differ. Some committees can best do their work in connection with the annual meetings. Some should be large in number. This is true of such committees as those on tenure, or classroom teacher problems, or the committee on the Child Labor Amendment. Other committees should be relatively small, and if they are to function there must be opportunity for deliberation and discussion.

We would as well admit that a committee on character education cannot function as it ought to function unless the members of this committee, or at least an executive group of them, can come together for serious study and discussion at a time when they will not be distracted by the many activities of a great convention.

The functions of the Representative Assembly itself are involved. This body must confine itself to a consideration of general policies. It must not attempt consideration of purely technical problems. It is proper for the Assembly to promote important new movements. Some problems, such as civic and moral education, are of such supreme importance that there should always be committees dealing with phases of them. But there is a danger of multiplying committees needlessly. The meetings of the Assembly must not become cluttered up with reports to the exclusion of consideration of major issues.

The Association has sixteen departments. New groups are seeking to form departments. There is a danger, of course, of creating too many departments, but there are important groups of teachers who will not receive the service which the N. E. A. can render them until new departments are created. I cannot go into these problems in detail. I have asked Mr. Kelley's committee on departments to give consideration to all of them. They will not be easy of solution. The presidents of the Association in the next five years will have to meet these conditions. They will have many complaints from committee members that conditions under which they are expected to work are next to impossible. Difficulties will arise in connection with the formation of new departments. It is needless to point out how closely these problems are related to the size of membership.

The other matter that I wish merely

to call to your attention is the composition and the duties of the Executive Committee. The Executive Committee consists of five members, four of whom are ex officio members. The one member elected as a member serves one year. The committee may contain in any given year only one new member; it generally contains only two. On the other hand, it is possible to have four new members. A small group, through continuous service, may have a dominating influence, for good or for ill, over a number of years, or a sweeping change in membership might at any time result, for good or ill, in sudden changes in policies.

Personally, I favor a small committee. The creation of a large Executive Committee would be a serious mistake, just as a large board of education is undesirable. On the other hand, the Committee as now constituted is not sufficiently representative of its constituency. Under no conditions should the Committee consist of more than nine members. We should begin the study of this problem in the near future. It may be possible to bring about a more effective articulation between the Association itself and some of its great departments, and thus contribute to the more effective integration of our efforts.

Under our charter, the general Secretary, who is the chief administrative officer of the Executive Committee, is elected by the Board of Trustees. The Board of Trustees is not the governing board of the Association. The Executive Committee, which is the governing board, should be empowered to employ the general Secretary.

Work of the headquarters staff—I have had opportunity during the year to observe the workings of a most competent headquarters staff at close and long range. I would not undertake to recount the good deeds which they have performed, but I would consider myself derelict in my duty did I not acknowledge their fine morale and unstinted devotion to the interest of the Association. When the Executive Committee called on them to practice the most unusual economy, their response was instant and regardless of personal inconvenience.

In closing, I wish to express my thanks to all who have coöperated so loyally during the present year, to my associates on the Executive Committee, to the chairman, presidents, and other officers of departments, to the chairmen and members of the committees, to innumerable members of the Association without official responsibilities who have given without stint of their time and energy to

the service of the Association, to Mr. Crabtree and all others of the headquarters staff, and to all of our members

in Indianapolis and Indiana who have done so much to make this convention a success.

Freedom of Learning

CHARLES E. HUGHES¹

THE MOST ominous sign of our time, as it seems to me, is the indication of the growth of an intolerant spirit. It is the more dangerous when armed, as it usually is, with sincere conviction. It is a spirit whose wrath must be turned away by the soft answers of a sweet reasonableness. It can be exorcised only by invoking the American spirit of civil and religious liberty. Our institutions were not devised to bring about uniformity of opinion; if they had been, we might well abandon hope. . . .

Undoubtedly the possession of equal political rights is demanded by a people instinct with the love of liberty, and only by such a people can they be maintained, as there is always the danger that the power gained by the exercise of these rights will be used to limit or destroy their exercise by others. Especially should we be on our guard against varieties of a false Americanism which professes to maintain American institutions while dethroning American ideals. But the just demands of liberty are not to be satisfied even by a free and uncorrupted right of suffrage. Democracy has its own capacity for tyranny. Some of the most menacing encroachments upon liberty invoke the democratic principle and assert the right of the majority to rule. Shall not the people—that is, the majority—have their heart's desire? There is no gainsaying this in the long run, and our only real protection is that it will not be their heart's desire to sweep away our cherished traditions of personal liberty. The interests of liberty are peculiarly those of individuals, and hence of minorities, and freedom is in danger of being slain at her own altars if the passion for uniformity and control of opinion gathers head. . . .

If progress has taught us anything, it is the vital need of the freedom of learning. If we have any assurance for the future, it lies in education, in the dissemination of correct information, in availing ourselves of the investigations of science, in the formation of a sound public opinion which must rest on a

broad liberal culture. When we consider the abuses which vex our life, the problems caused by the inevitable conflict of interests, the incitements of cupidity, the baffling obstacles to reasonable processes which are traceable to ignorance, and the opportunities of demagoguery taking advantage of all these—the vast difficulties in making democratic institutions work—we always come back to education and buttress our hope in its manifold instrumentalities and our response to their call. But reliance upon education will be in vain if we do not maintain the freedom of learning. Perhaps that is the most precious privilege of liberty—the privilege of knowing, of pursuing untrammelled the paths of discovery, of inquiry, of invention. And like other privileges of liberty, it is not one to be reserved to a few.

Yet it is with respect to the freedom of learning that we find a disposition to impose restrictions which cannot fail to give us grave concern. It is to be observed in the field of medical research. What department of intellectual activity is more important to a free people? Of what avail are the privileges of life, if we do not live? Of what gain is liberty, if we succumb to the ravages of communicable diseases? Of what value is government, if it puts research under ban and permits the spread of plagues which knowledge may prevent? In what area of endeavor has there been such fruitage as in preventive medicine, saving countless lives and putting an end to indescribable agonies of human beings? Yet we observe persistent attempts in our legislatures not only to impair the immunities already gained, but to hamper scientific investigations through which alone the scourges of disease now beyond remedy may come under control.

While with a different purpose, we observe the manifestations of the same spirit in the efforts to interfere with instruction in our schools, not to promote the acquisition of knowledge, but to obstruct it.

The Supreme Court of the United States has had occasion to deal with such an attempt to control teaching in private schools. Under a statute, forbidding the teaching of any other than

¹ These statements by the former Secretary of State are abridged from his address on *Liberty and Law* as president of the American Bar Association, before that body at Detroit, Michigan, September 2, 1925.

A Toast to Teachers

SCHOOL teachers, school teachers, tens of them, hundreds, thousands, I see them through all the centuries, a mighty army. I see them young and gay with the fresh, fair bloom of youth. I see them old and worn with the toil and sacrifice of years.

"Teachers!" How we should revere that word!

I suppose I am expected to be humorous but somehow I cannot bring myself to attempt anything funny at the expense of the teachers. Their responsibilities are too heavy; their mission too sublime to be made the subject of an after-dinner jest, no matter how well intentioned that jest may be.

I look back through the pages of history and behind every great achievement I see the hand, and the mind, of the teacher. I see Socrates teaching Plato, Plato teaching Aristotle and Aristotle teaching Alexander the Great. I see Cæsar listening to the instruction of Apollonius; Alcuin at the court of Charlemagne, shaping the future of Europe. I see Prince Henry of Portugal, the Navigator, in the school he founded to overcome the fear of the western "Sea of Darkness" and, as a result, Columbus faring forth to his great goal. I see Washington at his mother's knee, and Lincoln, in the firelight, listening to the wise sayings of another wonderful teacher, his mother.

I see the teachers, tens, hundreds, thousands. The wise Socrates, Jesus, the greatest teacher, Alcuin, Averroes, Basil the Great, Vittorino, Erasmus, Comenius, Rousseau, Pestalozzi, Froebel, Bacon, Compayré, Page, Mann, Draper—and you. I see them struggling up from the darkness of the prehistoric cave and into the brilliance of the pagan civilization, onward and upward to Christianity. I see them engulfed in the barbarian flood, seemingly overwhelmed in the ignorance of the dark ages, but never faltering, never fearing, still struggling, still pushing, onward and upward to the Renaissance, to the age of discovery and exploration, the era of science and invention, to the lofty ideals of American citizenship.

I look into the future and see within the boundaries of our country a million happy homes, an age of reason and charity, of pure patriotism and faith, and always in the background behind every invention in mechanics, every discovery in science, every movement to uplift and better mankind, I see the teacher, still struggling, still pushing, ever onward, ever upward.

Hail to the teacher! Hail!

OLIVER A. WOLCOT,

District Superintendent of Schools, Keeseville, N. Y.

the English language to a pupil who had not passed the eighth grade, a teacher was subjected to a criminal prosecution for teaching the German language. Even the court, with its necessarily limited judicial vision, could see what lay behind such an enactment and condemned it as an unwarranted interference with the constitutional guarantee of liberty. "Evidently," said the court, "the legislature has attempted materially to interfere with the calling of modern language teachers, with the opportunities of pupils to acquire knowledge, and with the power of parents to control the education of their own children." The statute as applied was found to be arbitrary and without reasonable relation to any end within the competency of the State. The same principle was applied in the Oregon school case where the statute under review in substance attempted to interfere with the privilege in instruction in private schools. "The child," said the Supreme Court, "is not the mere creature of the State. Those who nurture him and direct his destiny have the right coupled with the high duty to recognize and prepare him for additional obli-

tions." Manifestly the purpose of the statute was not to aid education, but arbitrarily to interfere with the freedom of instruction.

. . . I do not propose to discuss evolution, or a particular statute and litigation recently much advertised; or even constitutional issues which, grave as they are, are of less concern than a sound public sentiment on the larger question involved. I desire in a non-controversial spirit to emphasize the vast importance of the freedom of learning in the hope that our people, instinct with the spirit of liberty, will not lay hands on our public schools and State universities to set obstacles in the path of knowledge. It is a plausible statement that if the state provides institutions of learning, it is entitled to determine what shall be taught in them. Let the taxpayers, it is said—the majority, it is meant—define the curriculum. Of course, there is power to regulate the curricula in public educational institutions, and this power is exercised by boards of education and various educational authorities under legislation in all our States. And, while I shall not attempt, as I have said, to discuss the constitutional ques-

tions raised by particular legislation which will come under the appropriate judicial review, the constitutional criterion is sufficiently apparent, and that is whether legislation with regard to courses of instruction, as to what may and may not be taught, has relation to a legitimate object within the State power and is not to be condemned as arbitrary and capricious. Laying on one side the constitutional question of power, always considered with every appropriate presumption in favor of its exercise, we have the even more fundamental question of the proper standards of State action in the field of education and how its authority should be used in a free society even if there were no constitutional restrictions. Should it not be used with the intelligent and sole purpose to promote the acquisition of knowledge, to make broad the avenues of research, to disseminate the information which the toil of countless laborers in the difficult fields of learning has acquired? . . .

If we sum up the comforts, the conveniences, the privileges and the opportunities of our life in the twentieth century, if we look back upon the privations, the menaces, the exposures from which the progress of civilization has gradually relieved not only the most fortunate, but the vast masses of the people in enlightened countries, we must realize that these benefits are due, not so much to governments, or politics, or the strivings and issues of campaigns, but to the ceaseless and unobtrusive endeavors, and the unquenchable zeal of the pioneers and their devoted followers in the quest of knowledge, who in the study of the earth and the universe have enlarged the inheritance of the race and vindicated the capacity and worth of the human spirit. Believing, as I do, that the freedom of learning is the vital breath of democracy and progress, I trust that a recognition of its supreme importance will direct the hand of power, and that our public schools—for the mass of our young people can know no other—and our State universities, the crown of our educational system, may enjoy the priceless advantage of courses of instruction designed to promote the acquisition of all knowledge and may not be placed under restrictions to prevent it, and that our teachers and professors may be encouraged, not to regard themselves as the pliant tools of power, but to dedicate their lives to the highest of all purposes, to know and to teach the truth, the whole truth and nothing but the truth. This is the path of salvation of men and democracy. . . .

Education and National Wealth

A COMPREHENSIVE and painstaking study of the expense of running the American public schools, just completed by the Research Division of the National Education Association, fails to give any support to the contention that school costs are more than society can bear. Every phase of the question of school costs as they affect the taxpayer, directly or indirectly, was studied in connection with the economic power of the United States and its ability to meet the ever increasing obligations of public education.

Summarizing the results of its exhaustive investigation, the Research Division says: "To contend that it is impossible for the Nation to provide for school support on the present basis, or on a more generous basis if it seems wise, is to disregard the facts and to base one's conclusions on the imaginings of small-visioned pessimists."

The Research Division has found that people of the United States enjoy far greater quantities of the material comforts of life than those of any other nation; that their ability to enjoy these comforts is steadily growing, and that enormous sums are regularly available for increasing the Nation's capital and wealth.

"The amount of the Nation's savings each year is more than five times the sum expended for all public education," said the Division's report. "Industry finds it possible to set aside billions for business expansion after it has met all other obligations. Millions are readily available for the development of new commercial enterprises. A rapidly growing percentage of our citizens is finding it possible to establish and maintain substantial savings accounts. The

total amount in the savings account of 39,000,000 people in 1924 was more than ten times the total cost of public education. The people of the United States protect their future each year by paying insurance premiums to an amount that is double the total cost of public education. After these essential needs have been provided for, billions still remain for non-essentials."

According to the report some have

created. They look upon education solely as consuming economic energy and disregard the fact that each dollar spent for education returns several fold in terms of greater productive power.

"But let us meet these one-sided reasoners on their own ground. It is true that provision for education involves a levy upon the nation's total supply of economic energy or income—that is, its ability to produce goods and to perform services. The total amount that a nation can spend for bread, for shoes, for education and the other goods and serv-

TWO KINDS OF INSURANCE PREMIUMS

Per cent of national income paid yearly for insurance

6.0%

Per cent of national income paid yearly for education

2.8%

Research Division
National Education Association

Data Based on figures in the *Annalist*, Sept 4, 1924, p277 Percentage of income expended for education based on data of the National Bureau of Economic Research and U.S. Bureau of Education.

National Education Association
Press Service

said that the schools are costing too much, contending that the economic strength of the Nation is not sufficient to bear the current school costs. "Education," they cry, "must reckon with economic necessity. Educational expenditures are more than the public can bear." In fact some have gone to the extreme of predicting National bankruptcy if school support is continued on the present basis.

"Are these fears justified?" the report asks. It answers: "Those who maintain that school costs are leading to bankruptcy usually take no note of the fact that education is probably the most productive force that civilization has

ices that it consumes, is limited by its total supply of economic energy. There is no magic source from which school costs can be drawn. They represent a levy against the nation's total income.

"School costs could result in national bankruptcy either by consuming all of a nation's economic energy or by consuming such a large part of it that there would be an insufficient share left for other essential needs. If a nation's supply of economic energy or income were worth ten billion dollars a year and it expended twelve billion dollars for schools, the nation would soon be bankrupt. Again, if a nation's income were ten billions, its school costs five billions, and eight more billions were required for other basic needs, the nation would soon be bankrupt. It would be consuming more than it could produce or pay for. In such a case, it might fairly be asserted that school costs were leading to national bankruptcy."

The report asks: "Do either of these situations exist in the United States?" "Do school costs require more than our total supply of economic energy, or such a large part of it that there is insufficient left to provide for other basic needs?"

Facts and figures are then presented to show that the accumulated wealth

COST OF AUTOMOBILES and EDUCATION IN THE LAST DECADE

Estimated cost of passenger automobiles 1915-1924 inclusive

\$16,952,645,179

Estimated cost of all public education 1915-1924 inclusive

\$12,833,841,576

National Education Association
Press Service

Research Division
National Education Association

These figures represent approximate estimates based upon figures of Automobile Chamber of Commerce, U.S. Bureau of Education, and National Industrial Conference Board.

Many readers of THE JOURNAL will wish to take this article to editors of local papers along with announcements of their own plans for observing American Education Week. It may be freely reprinted.

PER CENT OF NATION'S INCOME SAVED AND PER CENT EXPENDED FOR EDUCATION

Per cent of
Income Saved
(average 1909
to 1918)

15.6

Percentage of
Income Expended
for Education
(1922)

2.8

Research Division
National Education Assn.

Per cent of income saved estimated by Willford I. King, "The Net Volume of Saving in the United States, - Part II," *Journal of the American Statistical Association*, December, 1922, page 487.

Percentage of income expended for education based on data of the National Bureau of Economic Research, and U.S. Bureau of Education.

National Education Association
Press Service

of the United States in 1922 was \$320,803,862,000, while the cost of public elementary and secondary schools in the same year was \$1,580,671,296. To this, however, must be added the cost of higher education and other forms of education not included in this figure. When this is done, the total cost of public education—that is, tax supported education in 1922—is estimated to have been \$1,799,383,894.

It is clear from these figures, the report points out, that the support of education requires but a small tax on our wealth. A levy of fifty-six hundredths of one per cent on the Nation's total wealth would cover the cost of education.

The Research Division's statement that the people of the United States enjoy far greater quantities of the material comforts of life than those of any other nation is based on the fact that the increasing school costs have not interfered with a substantial growth in the Nation's ability to produce the basic material needs of life. The cost of building construction in the United States in 1924 alone was \$6,012,000,000, just three times the cost of all public education.

"Our yearly expenditures for all public education," the report declared, "constitute but 2.33 per cent of the value of agricultural and manufactured products. School costs each year are less than one third the amount expended in building construction. If all of the support going to the schools were diverted in the production of agricultural and manufactured products, the amount produced would be increased by 2.33 per cent. Any fear, therefore, that increasing school costs threaten the American standard of life—that is, the ability to

enjoy a full measure of creature comforts—is groundless."

The study also presents figures which answer clearly other arguments of those opposed to larger appropriations for public schools. "School costs are so great that the Nation is unable to increase its capital," is one. "School costs prevent business expansion," is another, and a third is, "School costs are making it difficult for the individual citizen to save money."

In the first case, the report uses the Federal census figures to show that the wealth of the United States jumped from \$186,299,664,000 in 1912 to \$320,803,862,000 in 1922. Part of this increase is fictitious, since it is measured in terms of a depreciating dollar. When this factor is eliminated, however, there is evidence of a substantial increase in the real wealth of the Nation.

Figures of the Department of Commerce showing an increase of 11 per cent in the growth of the physical wealth of the country between 1912 and 1922 are used in the report along with the following quotation: "This increase, whereas not so large as in the preceding decade, is probably more significant, however, when one considers that between 1912 and 1922 the United States was one of the participants in the World War which destroyed millions of dollars' worth of wealth. When we consider that during two of these ten years a large part of the productive activities of the Nation was devoted to the production of materials destroyed in war, we need not consider an increase of even eleven per cent at all discreditable."

The United States during the decade 1909 to 1918, the report also points out, was able to save a substantial part of its income each year except in 1917-18 when we were engaged in the war. It is estimated that during these years the Nation saved an average of 15.6 per cent of its income. The report then contends that over five times as much money goes into increasing the Nation's power to produce as is expended for public education. "If all school costs were obliterated and the economic energy thereby released used in an effort to increase the Nation's net savings," it declares, "the increase would be but eighteen per cent."

"It is evident," the report added, "that school costs are not preventing the Nation from increasing its capital—that is, its ability to produce. Not only is this true, but present educational costs constitute a relatively insignificant sum

INCREASE IN VALUE of the NATION'S TANGIBLE WEALTH

1900 \$88,517,307,000

1912 \$186,299,664,000

1922 \$320,803,862,000

National Education Association
Press Service

Research Division
National Education Association

Figures from *Estimated National Wealth, 1922* United States
Bureau of Census p.18

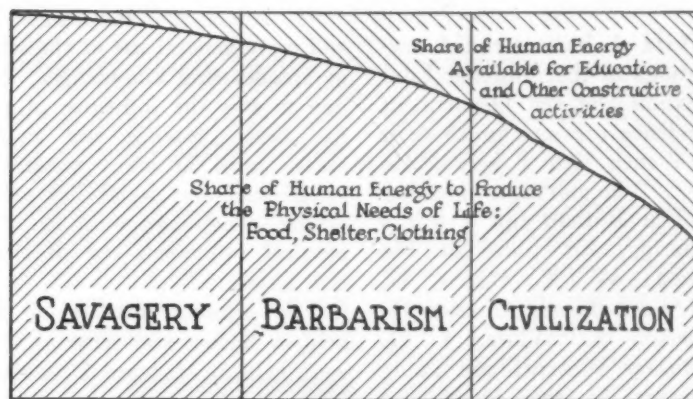
when compared with the sum which the Nation each year finds it possible to add to its capital."

"Are school costs preventing business expansion?" The report shows that the surplus set aside by the corporations of the United States for the years following 1910 ranged from \$500,000,000 to \$3,900,000,000. Commenting on this fact, the report said:

"Evidently the payment of taxes, which, of course, included school costs, has not prevented the Nation's corporations from saving a substantial proportion of their net income. In the light of these facts, it cannot be contended that industry is finding it difficult to increase its capital and thereby to provide for substantial business growth. This is clear when one realizes that a sum equal to four per cent of our National income is set aside each year for business expansion by the industries of the United States organized as corporations." While increasing school costs are not making it difficult for the corporations to save, neither are they making it difficult for the individual citizen to save. In 1924, the report shows that the people of the United States had savings deposits of \$20,873,562,000. By savings deposits is meant the money in savings accounts of the type that the depositor may be required to give 30 days' notice of intended withdrawal.

"At the present time," the report states, "there are approximately 25,000,000 families in the United States as compared with 39,000,000 individual savings accounts. During the decade 1914 to 1924 deposits in savings accounts per capita increased 109 per cent, or

WHY THE COST OF EDUCATION WILL CONTINUE TO INCREASE AS LONG AS PROGRESS CONTINUES



Research Division
National Education Assn.

from \$89 to \$186. If this last amount is reduced to \$115, sufficient to allow for the loss in value of the dollar between 1914 and 1924, savings accounts per capita made a real increase of 29 per cent.

"These figures clearly indicate that the typical American citizen is able to save. There is no evidence here to support the fear that school costs are greater than society can bear."

Reference is made in the report to the great expansion in the automobile industry. Twice as much is expended yearly for passenger automobiles as for all forms of public education. A total of 2,893,563 people was directly employed in this industry in 1924, or three times as many as required to conduct the Nation's public schools.

Aside from the vast sums expended for motor vehicles, the Research Division has found that the American people turn into the electric light industry \$5,000,000,000 a year, and spend \$500,000,000 annually to attend moving picture theaters.

Added to these figures the report cites the amazing figure of \$10,000,000,000 expended for pure luxuries by the American people in 1924. Of this amount \$689,000,000 went for candy; \$1,847,000,000 for tobacco; \$820,000,000 for soft drinks; \$261,000,000 for perfumery and cosmetics; \$934,000,000 for admissions to theaters, dues, etc., and chewing gum, \$87,000,000.

"It is probably safe to say that we spend at least \$15,000,000,000 each year for luxuries and non-essentials," comments the report. "We cannot all agree as to which of the expenditures for the various items that make up our National luxury bill could be best reduced. It is unnecessary to make this decision here.

"The fact exists that we are not only able to make generous provisions for things essential to our economic stability but in addition are able to find billions for the non-essentials of life.

"The cost of education is but a minor fraction of the expenditures regularly made for luxuries. The present cost of education could be doubled without encroaching upon any of the Nation's economic needs. Such an increase could be made by reducing our luxury expenditures but twenty per cent. In the light of such facts, how can it be maintained that school costs are more than society can bear?"—J. C.

PER CENT OF NATIONAL INCOME DEVOTED TO PUBLIC EDUCATION BY GREAT BRITAIN and the UNITED STATES



Research Division
National Education Assn.

Above per cents estimated from data in these publications:
Report of Committee in National Expenditure, His Majesty's Stationery Office, London, 1922.
Tax Burdens and Public Expenditures National Industrial Conference Board, 1925.
Statistical Abstract of the United States, 1922.

Memories of Former Meetings

THOMAS C. MILLER

Fairmont, West Virginia

ALTHOUGH I had attended several meetings of the National Education Association and the Department of Superintendence previous to 1896, it was not until then that I became an active member. The annual session that year was held at Buffalo and it was a notable gathering, for some of the giants attended: W. T. Harris, G. Stanley Hall, Earl Barnes, Charles De Garmo, Emerson E. White, J. G. Schurman, Bishop Vincent, and many others prominent in the educational world were there. Frank M. McMurry had announced a summer school of pedagogy to continue two weeks after the close of the convention, and many remained to get the benefit of this school.

As this was one of the pioneer schools of this character, it may be well to give the names of the faculty that Dr. McMurry had called to his assistance—I da C. Bender, John W. Cook, John W. Hall, L. H. Galbreath, Woods Hutchinson, William James, H. G. Lord, Lida B. McMurry, M. V. O'Shea, Charles A. McMurry, W. S. Sutton, C. C. Van Liew, and Nicholas Murray Butler.

The forenoons were given to lectures and classroom work, the afternoons to a leading lecture followed by a round-table discussion. At that time child study was in its ascendancy and its terms were upon almost every teacher's tongue. Dr. James delivered a most excellent address on his favorite subject, psychology. He dwelt upon the mental processes in the acquisition of knowledge, and incidentally remarked, "Child study is valuable but not necessary for all teachers." When the time came for discussion, Dr. James soon realized that he was in a nest of full-fledged Herbartians. The discussion waxed warm at times, but it was all in good spirit and continued nearly three hours beyond the time allotted. Finally Dr. James said in reply to a question from Charles A. McMurry—I think it was—"Well, you may be right, but I never thought of it in that light before." That was an event long to be remembered.

At one of the department meetings held in Cincinnati in the early 90's, Charles W. Eliot gave that noted address on the subject, *An Unused Asset*, in which he made a plea for a wider

and more general use of the school plant in broadcasting knowledge. From that day to this the influence of the school has been growing and radiating its power until in many communities the intellectual and social life are centered in the schoolhouse with its library and physical equipment for all kinds of social service.

The summer meeting of 1910 was held in Boston and some of the sessions were held at Harvard University. The Normal Department was addressed by a Harvard professor who seemed to have very limited knowledge of educational conditions in the United States, and after some misstatements concerning them he made some slighting remarks about normal schools. This was more than John R. Kirk, of the Kirksville Normal School, could stand, and he replied to some of the criticisms in a very emphatic manner. He asked the university professor some very pointed questions which were answered evasively; but Kirk continued to use the interrogative lash vigorously. Finally the professor sought cover under the camouflage, "I did not mean it that way"—usually the plea of a defeated antagonist.

I believe it was at a department meeting in Richmond that a prominent city superintendent stated that the educational work in America would be very materially improved if about half the university and college professors in the United States would take a course in a good normal school. At that time these schools had not developed into the splendid institutions now known as teachers colleges and which are rendering such excellent service in the preparation of instructors.

On many occasions I have said that I have never heard finer addresses than those made at the sessions of the National Education Association. With full knowledge of a subject, with ready utterance and pleasing personality, many of the speakers have measured up to the highest strains of oratory, and this is said, not of a few, but of many addresses. While these more formal presentations are pleasing and profitable as well, I believe the most valuable feature to the younger members of the Association is in the personal contact they may have with the older and more experienced members. This contact may be

realized in the round-table discussions and in private interviews. To have sat down in the hotel lobby and listened to J. M. Greenwood narrate his early experience in the schoolroom, and tell of the development of the course of study in the Kansas City schools, which laid the foundation for the hundreds of junior high schools throughout the United States, was an event not to be forgotten. At another time, to hear John W. Cook make his plea in behalf of the boys and girls in rural sections, and tell of the wonderful possibilities, even in a one-room school, was a memorable experience. One might speak of the work done by W. W. Stetson, of Maine; Ben Blewett, of Missouri; N. C. Schaeffer, of Pennsylvania; L. D. Harvey, of Wisconsin; Charles H. Keyes, of New York; and scores of others who have passed on. But "their works do follow them." Some of the leaders in educational progress are still with us and we rejoice in the well-deserved recognition that has been given David Starr Jordan, Thomas W. Bicknell, Homer H. Seerley, John R. Kirk, James E. Russell, J. Y. Joyner, and scores of others. A. E. Winship, W. B. Owen, A. O. Thomas, Payson Smith, D. B. Johnson, J. W. Crabtree, A. H. Chamberlain, C. G. Pearse, Thomas E. Finegan, and many other leaders are still "a-field", both sowing and reaping.

THE HOPE of education is in the individual teacher. His training, mental vigor, social background, and intellectual outlook may dwarf and stunt the child or make education a vital, enlarging experience. To exalt the teacher through adequate training, proper salaries, secure tenure, provision for retirement, opportunity for special study and travel during service, and a citizen's part in public affairs is of the first importance to the welfare of the children and society. By vigorous and sustained support of the accepted programs of professional organizations, educational journals can powerfully aid the movement to elevate teaching to its proper place in the life of community, State, and Nation.—From The Working Program of the Educational Press Association of America.

WOODROW WILSON on Education.—We seek in our general education not universal knowledge, but the opening up of the mind to a catholic appreciation of the best achievements of men and the best processes of thought since days of thought set in.

The World Federation Meeting

W. CARSON RYAN, JR.

Professor of Education, Swarthmore College, Swarthmore, Pennsylvania

A WORLD organization of teachers is not only possible; it has gone a long way toward being achieved. This is the one inescapable impression of the Edinburgh meeting of the World Federation of National Education Associations. The San Francisco World Conference had been frankly an experiment, launched by the National Education Association of the United States at a time and under circumstances requiring the utmost of faith. That faith has been justified. There was nothing of the merely experimental about the Edinburgh meeting. One might easily pick flaws here and there in the program, or disagree with this speaker or that, but there was never any question at Edinburgh that the World Federation was a going concern, and accepted as such by those present. With some twelve or thirteen hundred registered delegates in attendance at its first biennial conference from practically every nation in the world, there can hardly be any serious doubt that the World Federation of National Education Associations is here to stay.

Nothing could have made clearer the permanence of the organization than the official adoption of the Herman-Jordan plan for an educational program of world concord. Here again one may question details of the plan, but the very essence of it is a permanent organization for the study of education in relation to world understanding. A conference may cheerfully adopt resolutions and then die, but the Herman-Jordan plan is not a set of resolutions; it is a program of research. Just as the greatest achievement of the League of Nations has proved so far to be in the field of scientific study of world problems rather than in specific action, so the Herman-Jordan plan must inevitably lead to that type of undramatic but tremendously important service that consists in a coöperative study of the facts. Many of us believe that, alike with the League of Nations or the Herman-Jordan plan, in the long run the right action will follow as surely as day follows night.

Under the plan as adopted by the Conference committees will immediately be set up to (1) investigate the teaching of history the world over, with

special reference to the textbooks used; (2) consider special plans to promote mutual international understanding among students of various ages, especially through athletic sports; (3) work with the other established agencies on education for peace; (4) consider the possibility of a continuous effort to com-



DELEGATES of the National Education Association on shipboard en route to Edinburgh.

mit the countries of the world to a plan involving a Bureau of Conciliation; (5) to scrutinize the work of the League of Nations and other international efforts with special reference to international education.

Another definite step forward at Edinburgh was the adoption of a more explicit membership rule for the Federation. Hereafter membership will be open to nation-wide organizations of teachers and to certain organizations not nation-wide (these to comprise the active members and various other agencies, such as universities, boards of education, etc.,) on an associate basis. Each active member association will have at least one delegate, the number increasing at the rate of one additional delegate for every two thousand members, with a maximum of 50 delegates for any one association. This means, in the United States, for

example, that the National Education Association will be entitled to send 50 voting delegates to the next biennial conference, and that there will be additional American delegates from such other educational associations in the United States as care to join and are accepted by the Board of Directors of the Federation. There is even a provision whereby the various associate member organizations may join in having a voting delegate to represent them. In this connection it should be said that the suggestion of a single nation-wide organization in each country, as embodied in the instructions for the National Education Association delegates drawn up at the Indianapolis meeting, proved impracticable for other countries. The plan as finally adopted was a compromise, but it had been so thoroughly discussed in committee throughout the week that when presented to the assembly by Walter R. Siders, of the American delegation, it was promptly and unanimously adopted.

In thus giving in some detail two of the major items of business transacted at the meeting, there has been no intention of neglecting the remarkable educational program provided. In the formal sessions, in the evening meetings, in the various section meetings, everywhere in the program, in short, there were contributions of the highest importance. From the moment when President A. O. Thomas laid before the first meeting of the assembly his simple but eloquent statement of what the Federation hoped to do, until the final hour on the following Monday afternoon, when one representative after another from various countries gave a final brief message to the Conference, there were things said that will have their effect in the sum total of the great task of making a better world through education. Not that all the addresses or all the section meetings were of equal interest or importance. Of course, it was inevitable that there should be widely differing value, particularly in the sections. One or two sections were especially fortunate in having people of different nationalities who had worked together before, either at San Francisco or in other international educational gatherings, and in these greater

apparent progress was made than in others. In some groups it was difficult to get a common basis for discussion, and one of the most valuable results was a determination to learn more about what other countries were doing in certain fields before another conference rolls around.

It is difficult to pick out any of the speakers for special mention. If an American were to reserve his comment for those of other nationalities, he would inevitably single out the welcoming meeting at Usher Hall on the first Monday night, when some eight or ten of the wittiest welcoming speeches imaginable were made by our hosts, the Scotchmen; or the scintillating talk by Professor Patrick Geddes before the university section; or any one of a score of brilliant speeches by several of the Indian delegates, who for sheer ability to clothe worthy ideas in beautiful English were head and shoulders above anybody else in the Conference.

The resolutions formally adopted at the close of the Conference called for the appointment of standing committees on pre-school, elementary, secondary, and higher education, and special committees on health and the removal of illiteracy; emphasized the "supreme educational importance of the first years of childhood"; affirmed belief in the value of an international Goodwill Day; approved international school correspondence and exchanges of teachers and students between countries; and asked for a study of teacher training in the various countries of the world.

President A. O. Thomas, Commissioner of Education of the State of Maine, U. S. A., was reelected president of the Federation, and Professor C. H. Williams, of the University of Missouri, accepted temporary election as secretary pending selection of a paid full-time secretary; Directors of the Federation were elected as follows: Four years—W. R. Siders, United States; Miss Tweedie, Scotland; H. W. Goldstone, England; Mr. Macdonald, Canada; Mr. Ling, China. Two years—George C. Pringle, Scotland; E. J. Sainsbury, England; Mr. Murphy, Ireland; Dr. Kuo, China; Mr. Charles, Canada; Dr. Sawayanagi, Japan; Mrs. Mary C. C. Bradford, United States.

THE LESSON which nations must learn is that they must live together in harmony. Teachers must do their best to develop in the hearts of the rising generation the spirit of brotherly

love and the attitude of the good neighbor. * * * The delegates to this World Conference are here to help humanity on its journey out of the darkness which has surrounded them in the past ages into light of understanding and appreciation of each other. This organization was brought about for the

Edinburgh

Florence Holbrook

Fair Edinburgh, enthroned upon
thy hills
Resplendent as a queen in beauty
crowned
How wonderful thy fame, how fine,
profound
Thy history which every reader
thrills.
Upon its pages names of the great
are found
In poetry, philosophy, and art,
Men who in every way have played
their part
Thy name to glorify the world
around.

We, strangers in thy gates, would
honor thee
And homage pay to beauty,
strength, and power,
To men, thy sons, who raise the
standard high
Of learning, and to those whose
every hour
Is consecrate in deep sincerity
To heal the sick and serve human-
ity.

direct purpose of dealing with educational affairs which might have universal application. It was brought about for the purpose of keeping education sane and keeping it steady and forward-looking and helpful. Educators recognized that truth was universal—it knew no bounds, no individual nationality, no particular race, and was the same wherever found. Education dealt with truth, and hence it was important and entirely in order that education should have a hand in the purposeful direction of the human race. * * *

Education had become a cause. Its purpose was the same in all countries. If they would have a thought of the well-being of the future, they must weave the right sort of environmental influences around the children and teach them the virtues the world most needed. Whatever they would have appear in the life of the nation, they must first put into their schools. While each was vitally concerned in the advancement of his own country, he must of necessity be interested in the advancement of all. This

necessitated an international attitude or mode of thinking which they called the "international mind." The peoples of the earth must now live together, and they, the teachers of the world's children, must prepare them for these new relations. International Rotary, Kiwanis, the Red Cross, the Church, and other great movements all indicate a new era and bring new viewpoints and new responsibility. It was their mission to further this. Education must stand at the helm with guiding hand. Education, tempered with wisdom, was the ladder of the ambitious, instrument of the successful, spur to enterprise, dispeller of ignorance, enemy of fear, destroyer of superstition, giver of truth, director of purpose, patron of invention, mother of science, essence of hope, guide of life, moulder of human destiny, and the hope of the race.—Augustus O. Thomas, President of the World Federation of Education Associations.

THE best results do not lie in the numbers attending this Conference or in the resolutions adopted, but rather in the spirit which has been manifested throughout. In spite of the varying conditions of the different countries, the difficulties have been overcome. What has made this possible is the spirit of tolerance, sympathy, and willingness on the part of delegates to give up their own views to meet the needs of others. This encouraging aspect of the Conference gives us hope for the ultimate success of this Federation.

The movement for popular education in China received encouragement from the San Francisco Conference. The removal of illiteracy in the present generation has been adopted as a slogan. More than two million illiterates have already been taught to read and write within that short period. Education is still in its infancy. China has but 200,000 teachers, whereas, it needs two million teachers. The schools are turning out at least 10,000 trained teachers every year. It is conceivable that in the course of a decade the educational system in China will develop to a stage where China will be able to take care of its vast population.—Dr. P. Kuo, Nanking, China.

MORALITY is not a matter of ideas; it is more a matter of feeling of the heart and of sentiment. The good of any nation is only true good in so far as it is harmonious with the good of all the nations.—Z. A. Simitch, Jugoslavia.

Harry Says It With Flowers

DOROTHY L. HOLM

Denver, Colorado

THE FAMILY breakfast progressed peacefully. Mr. and Mrs. Caldwell talked occasionally, but Harry merely ate. Towards the end of the good meal, a cloud settled upon Harry's face.

"I don't think I feel well today, Mother."

Mrs. Caldwell looked startled. "Not well?" she said, and glanced at his empty plate. "It's almost time for school," she added in a matter-of-fact tone of voice. "Go upstairs and wash your face; I never saw anyone eat eggs the way you do. And while you are gone, Harry, choose between going to school and staying home in the house, all day."

Harry looked at her reproachfully and left the table.

A few minutes later, he descended the front stairs with his cap in his hand. "I feel better," he said.

His mother tucked a clean handkerchief in his pocket. "I'm glad. Now, good-bye, dear, and be a good boy in school."

Barney, the dog, didn't wag his tail with his usual enthusiasm in accompanying his young master to the front gate. In fact, when half way down to the gate, he turned around and came back to the porch.

Harry did not call for his friend Jim, as was his custom. "I just wish one of those big autos would hit me," he mused. "Of course I wouldn't want to get killed yet, with my radio set coming next week. But they could carry me back home, and then mother would be good and sorry she made me go to school." He dodged the traffic skilfully. "Or else, I could see a little kid out in front of a truck, and I would grab him and save him. And then school would close for a day, and they would give me a medal, or something."

The school building loomed ominously up the street, effectively stopping all reverie of a pleasant nature.

"Harry Caldwell, can I never teach you to enter a schoolroom quietly?" Miss Martin was plainly exasperated. "See what you have done. Mabelle was carefully copying her composition, and you have hit her elbow and ruined her paper. You will have to stay after school tonight. And look at that ink on the floor. Take this sandpaper and get it up."

"Yes'm."

The tardy bell rang loudly through the building. One minute later, Jim Bagley entered the room, red and panting.

"James, why are you late?"

"I was waiting for Harry, and he never came." Jim glowered at his erstwhile friend.

Harry looked wearily out of the window. He listened no longer to the noises of the schoolroom. He felt that life held little for him. A stray fly flew past him. A warm October had followed a siege of cold weather and a few straggling flies had found their way indoors. His room was directly above the school cafeteria, and the smell of onions was strong. To Harry, it was not an undesirable smell; it was simply different. Another fly flew past him, and he awoke to the consciousness of unrealized possibilities. The next fly that was unfortunate enough to wander in his direction was caught and safely deposited in his inkwell. Finally his passive face became animated.

Miss Martin glanced in his direction, took heart, and asked encouragingly, "So, how many have we now, Harry?"

"Five," he answered brightly.

"Five! Five what?"

"Flies."

The room burst into laughter. Miss Martin had a difficult time restoring order.

"Would you mind telling us," she asked coldly, "just why you thought we were talking about flies?"

"Oh, I dunno. Because—they're the only human things around here, I guess."

"You must be planning to stay a long time after school, this afternoon," was the comment.

Miss Martin kept close to Harry as the class marched into the school assembly. Instinct told her that he must be watched. She felt easier when she saw him safely deposited a few seats from her.

The young man who addressed the school was plainly embarrassed. He had chosen for his topic the subject of character. He had difficulty in starting. Perhaps Harry's expressionless face disconcerted him. Harry sat near the platform.

"When I see this wonderful school,

and think of the-er wonderful opportunities you have, children, I am sure that you will all lead more-er-er wonderful lives than it was possible for your parents to lead. And if schools increase so much in the opportunities they offer, your children will have yet more-er wonderful—."

Mabelle tittered behind a ladylike handkerchief. Miss Martin looked apprehensively at Harry. He sat motionless and looked helpless and somewhat sick to his stomach.

"I have here," continued the young man, warming up to his subject, "a jar of walnuts and plain little beans. The beans stand for people who do not amount to anything, the walnuts are the ones who do. See, I will shake the jar as hard as I can, and the walnuts always come out on top. Life is like that, children—." The glimmer of intelligence that entered Harry's eyes at the shaking of the jar faded away.

In his English class, the next period, his teacher asked the pupils to write a composition on the excellent topic chosen by the young man in the assembly.

"Who wants to be a bean?" wrote Harry, and showed no further interest in the beauty of English composition.

"The story we are reading," said the teacher, at the end of the time allotted to compositions, "refers to Julius Caesar. Who was Julius Caesar?" No one knew.

"Is it possible that you have never heard of Julius Caesar? Isn't there someone who has heard something about him?" Harry's eyes brightened.

"Yes, Harry?"

"Oh, nothin' in particular. I mean nothin' you would want to know. Just something I heard. You asked if someone hadn't heard of somethin'."

"But I want to know what it is."

"Aw—nothin'."

"Harry, I will not allow you to be stubborn. I insist upon knowing."

Julius Caesar,
The big old geeser,
Froze his feet
In an ice-cream freezer.

Loud roars of laughter testified to the popularity of the quotation.

"Haven't you any sense at all?" sniffed Mabelle, when the noise had somewhat subsided.

The dull day wore on. Its monotony was only broken by a fight between Harry and James during the noon recess, and no victory at that, for one of the big boys interfered.

After school, Harry slumped down in his seat and watched the last child hurry from the room on his way to the freedom of playground and home.

"Miss Hawkins reports you today for having talked out loud when you should have been quiet. How did that happen?"

"Don't remember."

"Oh, yes, I'm sure you do. She said you made a particularly objectionable remark when Percy Merifish came into the room. What was it?"

"I didn't say it so as she could hear."

"What was it?"

"Aw—'see what the cat dragged in,' was all."

"Study your lesson for tomorrow," directed Miss Martin, reaching hastily for her handkerchief.

Twenty minutes later she glanced up from her papers to find Harry gazing wistfully out of the window. The corners of his mouth drooped.

"If you weren't always making trouble, Harry, you wouldn't have to stay after school. Can't you try harder?"

"I dunno."

"I asked you to study, and you haven't studied for the last fifteen minutes."

"I would—only—I'm tired of this darn place."

Miss Martin looked at the disconsolate shoulders. "So am I," said she, gently. "Let's go home."

Miss Martin came to school earlier than usual the next morning. She was just in time to see a boy hurry away from her desk and examine with unconcern the contents of his pocket.

"Why, Harry, did you bring me these flowers?"

"Yes'm," said Harry, curtly.

"Thank you very much."

"You're welcome. We have lots of 'em. We hardly know what to do with 'em all. And frost's coming, so I thought you might as well have some."

mechanical kind of business, in which almost any person might engage without impropriety, and *any sort of books be used with equal success.*

But we have now happily discarded those pernicious errors, so fatal to improvement, so injurious to the successful culture of genius, and so adverse to the useful diffusion of learning and science. . . . Formerly, elementary books, on various branches of knowledge were but few; and, therefore, in fact, the Instructor had scarcely any choice. . . . Many of the books formerly used in schools are filled with much obsolete and superfluous matter; and contain unnecessary rules expressed in an intricate, confused style, so as to render the entire subject disgusting, . . . and many persons avoided their studies altogether, owing to their dislike of the rugged and obscure paths by which they were to be approached. . . .

In teaching children to read, it was formerly the custom to put into their hands only books of abstract precept; but as too many facts cannot be impressed upon the young minds and we now have books elegantly written upon almost every subject, it is clear that while the pupil is learning to read, he may at the same time be initiated into various branches of useful knowledge. Education formerly went little further than to inculcate an acquaintance with *words*, but it now happily extends itself to a knowledge of *things*.

The conservative opinion in a moderate form can be seen in "Strictures on Female Education" by Hannah More (1802). It is as follows:

But while due praise ought not to be withheld from the improved methods of communicating the elements of general knowledge, yet is there not some danger that our very advantages may lead us into error, by causing us to repose so confidently on the multiplied helps which facilitate the entrance into learning, as to render our pupils superficial through the very facility of acquirement? Where so much is done for them, may they not be led to do too little for themselves? and besides that exertion may slacken for want of a spur, may there not be a moral disadvantage in possessing young persons with the notion that learning can be acquired without diligence, and knowledge be attained without labor? Sound education never *can* be made a primrose path of dalliance. Do what we will we cannot *cheat* children into learning, or *play* them into knowledge according to the conciliating smoothness of the modern creed, and the selfish indolence of modern habits. . . .

It is difficult to feel that any real connection exists between either of these opinions and the textbooks to which they refer. They seem to us a century and a quarter later appallingly difficult and to include much not of practical use. The simplification which had already taken place in the character of the presentation of school subjects was, nevertheless, a radical one, from which the process of evolution has continued up to the present time.

Early American Textbooks

MARY MAGRUDER

MOST of the schoolbooks used in American colonies had crossed the Atlantic. Some were horn books, primers, and Bibles—family heirlooms which had served several generations, others were the latest and best books for children published in England.

The famous New England primer was a modification of an English textbook, and at first it was printed in the Mother Country, but many later editions were produced in the colonies. The literary style of this classic may be suggested by quoting the last of its alphabet couplets:

Zaccheus he
Did climb a tree.

Its tiny blurred wood-cuts supplemented by the imaginations of the eighteenth century children were no doubt valuable formative influences. For many children Bibles poorly printed in small type were the basic textbook during all their school days, and in some schools no other books were used. Spelling lessons might be made from the words in the chapter read and writing taught by copies of text "set" by the teacher.

During the Revolution Noah Webster, who as a Yale student saw Washington on his way to the Cambridge elm, and later visited him at Mt. Vernon, was fired with a divine discontent in 1782 with the quality and quantity of the

school books available for his pupils. For over sixty years he worked with untiring energy and foreseeing intelligence to provide American children with textbooks which would prepare them for a high type of American citizenship. Many have followed the trail he blazed, but few fully realize the debt of gratitude they owe to the patriotism and pertinacity of Noah Webster—the inventor of the American schoolbook.

There have always been among educators differences of opinion concerning each attempt to improve school procedure. Early in the nineteenth century progressive teachers were expressing enthusiasm about the superiority of the school textbooks their pupils were using over those which they had studied while going to school. Conservative teachers were not free from fears in regard to the effects of the changes which gave children a less arduous curriculum. Typical statements of these points of view will show accurately what the educational situation was as far as the textbook theories were concerned.

In a Guide in the Selection of School Books Rev. Joshua Collins says in 1802:

. . . If it be forcibly felt that the human mind ought to be cultivated and improved, then will the choice and use of proper means for that purpose become a consideration of great importance.

Till within these few years, the instruction of youth appears to have been treated as a

National Spelling Contest

TO ENLIVEN interest in spelling and to bring the schools and the public into closer relationship, leading newspapers and schools are joining hands in the National Spelling Contest. The contest, open to all graded-school pupils, will determine the spelling championship of the United States, the holder of the title to be awarded a share of not less than \$1000 in gold and a gold medal. Other rich prizes will be given those who attain proficiency at the national finals, to be held in Washington next June.

The cooperating newspaper in each city will publish, at regular intervals, an honor roll of one hundred per cent spellers as shown in school tests. Diplomas or certificates will be awarded room champions and school title-holders will be rewarded with other prizes. The bee will be organized in each locality with the individual school as the unit, school champions later meeting in contests to determine district or city championships.

This season comprehensive plans have been made for taking the spelling bee into the maximum number of school systems. It will be sponsored in each city by a newspaper, which will offer prizes locally to school, district, and city champions, and guarantee to the champion speller a trip to Washington for participation in the national finals.

Invitations to join the movement are being extended by *The Courier-Journal*, which sponsors the national event, directly to newspapers in the various cities. School authorities are also invited to enrol cities, counties, or whole States by communicating with Joseph A. Humphreys, Jr., director of the bee, with offices at *The Courier-Journal*, Louisville, Kentucky.

Rules for the contests have been made so simple and elastic that they may be used in schools without interfering with any system of teaching that may be in use. They are as follows:

CITY AND COUNTY CONTESTS—

1. City and county contests will be held as arranged between cooperating newspapers and local school authorities on dates agreed upon by them.

2. All pupils classified as eighth grade or lower during the current school year may participate.

3. For city or county contests each school may select its best speller in its own way, using either written or oral work or daily grades, except as school authorities may provide uniform plans

for the system and provided that the best speller from each school be certified by March 31, 1926.

4. Judges for city and county contests will be selected by the cooperating newspaper and the school authorities.

5. Word lists for local contests will be provided by local school authorities.

6. The cooperating newspaper will print in an honor roll names of all school



FRANK NEUHAUSER, of Louisville, Kentucky, won the National Spelling Championship at Washington, D. C., in June, 1925, at the age of eleven, by spelling "gladiolus." He is not eligible for the 1926 contest. The 1925 contest enrolled two million student spellers in fourteen States.

children who achieve one hundred per cent in the spelling requirements for their various grades.

7. Larger cities may hold district contests as preliminaries to the finals.

STATE CONTESTS—1. State-wide contests will be held as arranged between cooperating newspapers and State and county school authorities on dates agreed upon by them.

2. All pupils classified as eighth grade or lower during any term the current school year may participate.

3. The county will be used as the unit with the county superintendent in charge. For the county contest each school may select its best speller in its own way, using either written or oral work or daily grades, except as school authorities may provide uniform plans for the system and provided that the best speller be certified by March 31, 1926.

4. Judges for the county contest will be selected by the county superinten-

dent. Judges for the State finals will be selected by the cooperating newspapers acting jointly with State school authorities.

5. Word lists for State and county contests will be provided by State and county school authorities.

6. The cooperating newspaper will print in an honor roll names of all school children who achieve one hundred per cent in the spelling requirements for their various grades.

NATIONAL CONTEST—1. The National Contest will be held in Washington, D. C., in June, 1926.

2. Champions of each county, city, or State will be eligible as arranged through cooperating newspapers.

3. Eligibles to the National Contest must be certified by June 1, 1926.

4. The judges for the National Contest will be chosen by the secretary of the Department of Superintendence of the National Education Association.

5. Word lists for the National Contest will be provided by a committee of experts under the chairmanship of a nationally recognized spelling authority.

FINALS—1. City, county, State, and National final contests will be based on oral spelling.

2. Chairmen and pronouncers for finals will be selected by the same authorities as the judges.

3. Contestants will stand or sit in one line, alphabetically by surnames, schools, or States.

4. Beginning at the left words will be given to each speller in turn, using pronunciations as given in Webster's New International Dictionary.

5. Contestants may pronounce words before or after spelling them or not at all.

6. Any speller failing to spell a word at the first trial shall drop out of the contest, and the word will be given to the next in line until spelled correctly. Having started to spell a word the contestant shall be given no opportunity to change letters once pronounced.

7. Contestants may request that words be repronounced or defined. The pronouncer may grant the request at his option, the aim being to make words reasonably clear to contestants.

8. Any question relating to the spelling of a word shall be referred to the judges immediately.

9. Any protest must be made to the judges before the second new word shall be given.

10. When the contestants have been reduced to two, a word being missed by one shall be spelled by the other before he shall be declared winner; should both misspell the word a new one shall be given until the winner is determined.

11. The judges of the Spelling Bee are in complete control of the contest from the moment the first word is pronounced. Their decision on all questions will be final.

The Journal of the National Education Association

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

President, Mary McSkimmon

Secretary, J. W. Crabtree

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

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

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

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

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

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

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

Joy Elmer Morgan
Managing Editor

Harold A. Allan
Business Manager

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

The Curriculum

NEXT to the teacher comes the curriculum. It determines largely what the child shall do during his hours in school—the topics he shall consider, the ideals, the attitudes, and the techniques that shall be built into his life. The curriculum maker builds where the educational philosopher leaves off. He translates philosophy into acts. There is a challenge to every teacher in the careful scientific work that is now going into curriculum improvement. This work can bear its best fruit only as teachers come to understand the problems involved. The curriculum is always growing, changing, leaving out obsolete material and adding new, insisting not only that each unit shall be good in itself, but that it shall be better than any other unit which might be substituted for it. To substitute present-day values for outworn shibboleths is no easy thing. It is easier to teach what we learned in the way we learned it. It is simpler to follow the textbook than to be eternally asking, "Why?" "What for?" "Is the child really getting something out of this?" "Is it sound in the light of known principles of education?" But this persistent questioning lies at the very heart of mental growth. If the school cannot teach the child to inquire further and to discriminate it may almost as well not teach him at all.

Building Our Profession

THE TASKS ahead of teachers as a group are only beginning to be appreciated. The whole field is so new that it is like a pioneer country where courageous spirits are making the first settlements. The big victories are still to be won. There never was a time in all history when the world needed genuine teachers more than now. There are many points of attack. Each of us can begin immediately to do something. During the fall months there is properly much emphasis on enlisting all teachers in their professional organizations. *A stabilized all-inclusive membership (local, State, and National) and the entire profession at work on its problems* is an admirable slogan.

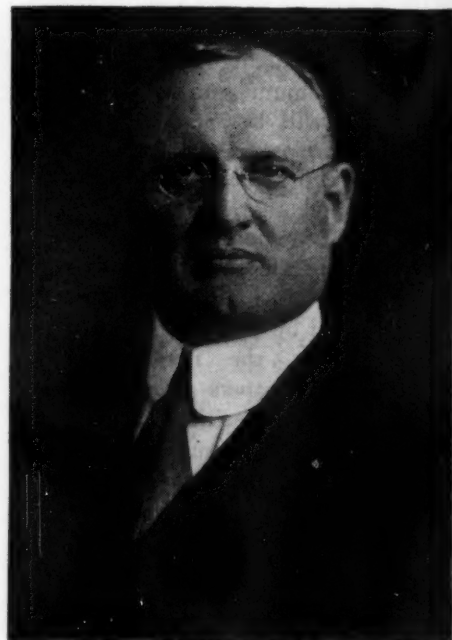
To volunteer, to join, to assume one's part of the burden, to claim one's share of the opportunity is the first step. One cannot always see all the way. The big services may seem remote to beginning teachers, the direct benefits may not be so clear and immediate. But they are there. We should not enjoy what we now have if others had not had faith before us—if they had not volunteered to use their talents in solving the common problems of the profession. First and foremost the call is for volunteers. American teachers cannot expect the public to appreciate their worth until they place a higher value on themselves, until more than 140,000 of the 750,000 teachers have enlisted in their National association.

Doctors, lawyers, architects, and engineers have commanded public recognition in proportion as they have assumed the leadership in their respective fields which the public rightly expects of them. Let us likewise put our house in order by volunteering for service in our professional organizations and by urging our friends to do so. We shall then be ready to attack with increasing assurance the problems of our profession—training, tenure, salaries, pensions, larger units of administration and support, teacher participation in planning the educational program, child labor, the Education Bill, curriculum building, and education for world coöperation. When we take membership and cast our lot with the profession from which we derive our living and in which we live, we buy a share in all that is being done to solve these significant problems.

GRAND OPERA ARTISTS will give radio programs during the coming winter months. This is a musi-

cal and educational opportunity of the first magnitude. It is made possible by A. Atwater Kent, who pays both the artists and the broadcasting company for their services. Many teachers have long wanted to hear leading international musical artists. They will show their appreciation of Mr. Kent's benevolence by listening in and encouraging students to do likewise. Perhaps the time is not remote when our best talent in every line will perform during school hours in organized courses of appreciation. Far from detracting from the teacher's opportunity such a development would merely increase his efficiency and widen his power.

HELP THAT ENDURES—Many teacher training institutions now advise their senior students to take out membership in the National Education Association, thus beginning their plans for continuing improvement in service after graduation. Teachers of teachers who thus encourage the younger members of the profession are giving permanent help which will endure long after college days have grown dim in memory.



HONORABLE DANIEL A. REED, of Dunkirk, New York, who will introduce and sponsor, in the coming session of the House of Representatives, the new Education Bill providing for a Department of Education with a secretary in the President's Cabinet. Congressman Reed received an exceptional majority in the last election in a campaign in which the Education Bill was an issue, and is the new chairman of the Committee on Education.

Education Week Proclamation

CALVIN COOLIDGE

President of the United States

EDUCATION is becoming well-nigh universal in America. The rapidity of its expansion within the past half century has no precedent. Our system of public instruction, administered by State and local officers, is peculiarly suited to our habits of life and to our plan of government, and it has brought forth abundant fruit.

In some favored localities only one, two, or three persons in a thousand between the ages of 16 and 20 are classed as illiterate. High schools and academies easily accessible are offering to the youth of America a greater measure of education than that which the founders of the Nation received from Harvard, William and Mary, Yale, and Princeton; and so widely diffused has advanced study become that the bachelor's degree is no longer a symbol of unusual learning.

All this is reason for gratification; but in the contemplation of worthy achievement we must still be mindful that full provision has not yet been made throughout the country for education of either elementary, secondary, or higher grade. Large numbers have not been reached by the blessings of education. The efficiency of the schools in rural communities is, in general, relatively low; too often their equipment is meager, their teachers poorly prepared, and their terms short. High schools, notwithstanding their extraordinary growth, have not kept pace with the demand for instruction; even in great cities many students are restricted to half-time attendance, and in outlying districts such schools are frequently insufficient in number or inadequate in quality.

In higher education the possibilities of existing institutions have been reached, and it is essential that their facilities be extended or that junior colleges in considerable numbers be established.

These deficiencies leave no room for complacency. The utmost endeavor must be exerted to provide for every

child in the land the full measure of education which his need and his capacity demand; and none must be permitted to live in ignorance. Marked benefit has come in recent years from Nation-wide campaigns for strengthening public sentiment for universal education, for upholding the hands of constituted school authorities, and for promoting meritorious legislation in behalf of the schools. Such revivals are wholesome and should continue.

Now, therefore, I, Calvin Coolidge, President of the United States, do proclaim the week beginning November sixteenth, 1925, as American Education Week, and I urge that it be observed throughout the United States. I recommend that the Governors of the several States issue proclamations setting forth the necessity of education to a free people and requesting that American Education Week be appropriately celebrated in their respective States. I urge further that local officers, civic, social, and religious organizations, and citizens of every occupation contribute with all their strength to the advance of education, and that they make of American Education Week a special season of mutual encouragement in promoting that enlightenment upon which the welfare of the Nation depends.



Classroom Teachers at Indianapolis

THE SENATE CHAMBER of the Indiana State Capitol was filled to overflowing on Tuesday afternoon, June 30, and again on Thursday afternoon, July 2, at the sessions of the Department of Classroom Teachers. If the shades of the Indiana legislators were stalking through the halls they caused no disturbance, for those in attendance were too interested in the problems under discussion. The sessions were presided over by Julia A. Spooner, of Portland, Oregon, president of the Department.

On Tuesday afternoon, the subject, *Interpreting the Schools to the Public*, was ably presented by Frederick L. Whitney, director of Division of Educational Research of State Teachers' College, Greeley, Colorado, who discussed *What to Interpret*, and by Merle Sidener, president of Sidener-Van Riper Advertising Company, Indianapolis, Indiana, who discussed *How to Interpret It*. Mr. Whitney spoke briefly on the various stages of development of the public school from the early colonial time down to the present, emphasizing especially the gradual enrichment of the curriculum. He discussed at length the points at which the public school touches five important phases of life. In conclusion Mr. Whitney said:

In order to justify our present administration of the public schools we are obligated to interpret them to our constituents in terms of contributions made to practical efficiency, citizenship, health, recreation, and religion. At the same time it must be shown in what manner and to what extent they are organized in accord with modern educational dicta for outcomes and objectives—namely, education as doing, not as knowing; education as life, not as preparation; education as a social matter, not as asceticism; education in terms of specifics, not on the basis of formal discipline; and education organized in accord with knowledge about individual differences.

Twenty-five Years of Educational Progress was the theme of the next two speakers. Mabel V. Wilson, president of the Seattle Grade Teachers' Club, spoke on *Federal Aid to Education*, and J. A. Hill, president of the West Texas Teachers' College, Canyon, on the *Development of the Teachers' College*.

Teachers were urged to shoulder responsibilities which have come to them not only through organization work but through direct participation in the shaping of school policies by Louisa Mc-

Dermott, of San Francisco, in her address, *Meeting the Challenge*. A comprehensive report on sabbatical leave for teachers, compiled by the Kansas City Teachers' Coöperative Council, was given by Anna M. Thompson.

That this Department is at work throughout the year on problems of the profession was demonstrated by the committee reports given at the business session on Thursday afternoon. The second report on *Evaluation of Classroom Instruction*, by Guy M. Wilson, was pre-



JULIA E. SULLIVAN, president of the Department of Classroom Teachers, 1925-26, has represented for three years the eastern section on the executive committee of that department.

sented briefly by Julia A. Spooner, who announced that Dr. Wilson was to continue this study. The following problems were the basis of reports by members of the executive committee of the Department: Single Salary, Teacher Rating, Reduction of Clerical Work, The Advancement of Women to Administrative Positions, and Retardation Due to Overcrowding.

The constitution provides that regional conferences shall be held at centers designated by the executive committee for the purpose of discussing and formulating educational policies and programs for the general meetings of this Department and for the purpose of extending and educating the membership

of this Department. Reports from these conferences indicated a growing interest among classroom teachers in the National Association and in the Department. Conferences were held during the year in thirty-five places in twenty-three different States. Recommendations formulated at these meetings came before the business session for action.

The election of officers for 1925-26 resulted in the following: *president*, Julia E. Sullivan, Charlestown, Massachusetts; *vice-president*, Eula F. Hunter, Fort Worth, Texas; *Secretary*, Clara Lynn, Seattle, Washington; and *member of executive committee* for Eastern section, Edith B. Joynes, Norfolk, Virginia. Anna M. Thompson, Kansas City, Missouri, representing the Middle section, and Jean L. Soules, Spokane, Washington, representing the Western section, continue as members of the executive committee.

At the annual dinner held in the Travertine Room at Hotel Lincoln, attended by more than three hundred members of the Department and friends, good fellowship reigned. Songs, tableaux, and stunts enlivened the occasion. The retiring president, Miss Spooner, acted as toastmistress and introduced the new officers. The Indianapolis teachers, who were in charge of the dinner, proved themselves most worthy hosts.

This Department held its first meeting at St. Paul in July, 1914, and was reorganized under its present constitution at Boston in July, 1922. The aims of the Department as set forth in its constitution are: (1) To secure higher educational qualifications for teachers; (2) to secure teacher participation in school management; (3) to improve economic and social conditions among teachers to enable them to properly function as a vital factor in educational progress; (4) to promote, encourage, and assist local and State organizations of classroom teachers; (5) to promote coöperation among all groups enlisted in educational service.

The much-discussed problem of rating was the basis of a report given before the Representative Assembly by Anna Riddle, of St. Joseph, Missouri, chairman of the Committee of One Hundred on Classroom Teachers' Problems. This report, which deals with both sides of the question, was distributed to all delegates.—A. W.

Elementary School Principals at Indianapolis

THE INDIANAPOLIS convention wrote another page in the annals of the Department of Elementary School Principals. The official breakfast on Monday, at which the policies and the general situation of the Department were discussed, was followed by a breakfast on Tuesday, at which the Committee on Training for the Elementary School Principalship transacted business with W. T. Longshore presiding.

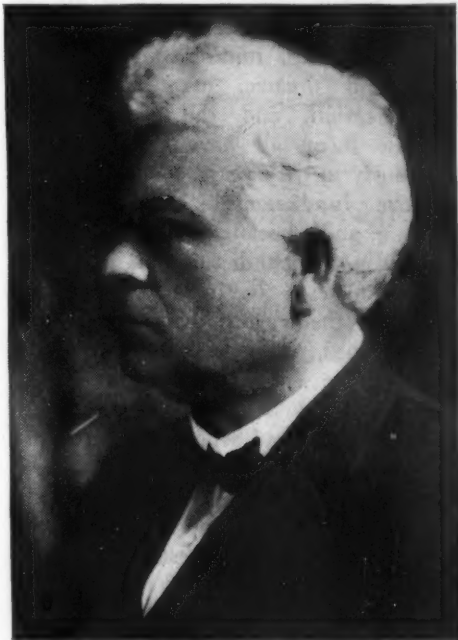
The excellent afternoon programs were the result of the indefatigable zeal of the retiring president, Jessie M. Fink. On Tuesday, *Milestones on the Road of the Principalship*, was the topic selected. C. C. Certain, editor of the Red Cross publications, Washington, D. C., and contributor to the Fourth Yearbook, spoke on elementary school library development. J. Cayce Morrison,¹ of the department of school administration, Ohio State University, Columbus, Ohio, gave an analysis of the principalship as a basis for the preparation of school principals. It was based on an investigation recently undertaken by Ohio State University and contained facts every principal should know about his profession, including the number of teachers which principals supervise, their clerical assistance and office equipment, the time devoted to teaching, and supervisory duties and educational preparation. We quote from the report:

Investigation showed that the elementary school principal has spent a very much longer time in attaining his present position than has the high school principal of the State (Ohio). Median figures for the two groups were respectively 17.3 and 8.6 years. This again bears out the fact that the elementary school principal has depended much more than has the high school principal upon length of experience to secure his present work.

Lawrence S. Chase, principal of the Glenfield School, Montclair, New Jersey, stressed the educational value of organizations of elementary school principals. He was followed by Harry O. Gillett,¹ of the Elementary School of the University of Chicago, who spoke on *Pupil Administration and Character Training*. He believes the field of pupil personnel work is still untilled and that only as we understand a child can we

train him in the fundamentals of character. He gave an excellent suggestion for improved personnel organization in:

What we seem to need first of all is a cumulative master card for each pupil and a folder for supplementary information about him. The cards that we are using experimentally in the University of Chicago elementary and high schools probably are



IDE G. SARGEANT, president of the Department of Elementary School Principals, 1925-26, and principal of School No. 10, Paterson, New Jersey, has taken a prominent part in the work of the Department since its beginning. Last year he was secretary, editor of its Bulletin, and chairman of the Committee on a Single Salary Schedule for Principals.

larger and more elaborate than we shall find we need. They provide for recording all the data we can get about a pupil's inheritance, his pre-school training in home and neighborhood, his physical history with special reference to nutrition, illnesses, operations, vitality and growth, his physical condition in detail as revealed by examinations made annually by the school physician, his home and neighborhood environment, his interests and out of school activities, and his school history with regard to tests and measurements, teachers' judgments of his work and accomplishment, attendance, and reports in the several subjects of study. . . .

The report of the Committee on Educational Progress was given by J. D. Williams,² principal of Woodlawn School, Birmingham, Alabama. He commented on educational progress as it directly concerned the Department as follows: (1) Organization of many new

elementary school principal's associations; (2) larger maximum salaries adopted, and (3) headway in the adoption of the single salary schedule.

On Thursday afternoon, W. T. Longshore, of Kansas City, Missouri, gave a report of the Committee on Courses of Study for Elementary School Principals in Teacher Training Institutions. It was followed by a comprehensive report of the Salary Committee by Ide G. Sargeant,² in which the case for higher salaries for principals was maintained.

Mary McSkimmon, in speaking on character training from the elementary school principal's viewpoint, said:

Character training is no longer built on a list of virtues to be lectured upon but on the seizing of the flashing current of the living will, and turning it into channels of discovery of the worthwhile interests, attitudes, and habits that determine the bent of the child's growth—the discovery of things that are true and good and beautiful with which he can happily work out his own purposes.

The curriculum can be utilized to this end, according to Miss McSkimmon:

Great literature sheds a light that awakens ideals of honor in our dealings with others. It gives our children the great companionships that enrich and ennoble life. It gives them the chance to look long at the great choices between heroism and cowardice, honor and dishonor, loyalty and treachery.

Clifford L. Woody,¹ of the University of Michigan, presented the educational values that are derived from the teaching of science in grades one to six as follows: (1) Equips the child with a varied and extensive vocabulary; (2) provides opportunity for giving the children meaningful experiences. On this point he says:

We teach children to call the words of the selection to be read, but they do not understand its real meaning because their experiences in no way correspond to the ideas expressed in the selection. Teachers of the primary grades are conscious of this necessity of meaningful experience and often advocate that the first task in teaching primary children to read is to give them meaningful experiences embodying the ideas which will be contained in the selection to be read eventually.

The officers for 1925-26 are: Ide G. Sargeant, president; Helen V. Shove, first vice-president; J. S. Nants, second vice-president; J. D. Williams, third vice-president; E. Ruth Pyrtle, secretary; Courtland V. Davis, treasurer; Jessie M. Fink, new member of the Executive Committee.—J. M. R.

¹This paper is published in full in the 1925 Addresses and Proceedings of the National Education Association.

²This paper is published in full in the October Bulletin of the Department of Elementary School Principals.

Get All of It You Can

NEWSPAPERS and magazines are giving more and more space to education. They are learning how to handle school activities and educational ideas in interesting ways. The list of newspapers and magazines that are now doing notable work in this field has grown too long to mention. Not in many a day have the editors of *THE JOURNAL* seen a more timely or persuasive newspaper editorial on education than the one which appeared in *The New Orleans Item* on September 2, in connection with an effort which the city schools are making to secure full school attendance and to encourage parental coöperation and pupil interest in education. The editorial states so well the popular faith in education and contains such sound advice for young people that *THE JOURNAL* is reprinting it below for the use of its members in connection with American Education Week. Members may wish to call the attention of local editors to the statement with the suggestion that they reprint it during American Education Week, giving credit to *The New Orleans Item*.

GO to school, boys and girls. Go as long as you can. Send them there, fathers and mothers. Keep them there as long as you can.

We don't mean go merely to the primary school. But go to the grammar school. Then go to the high school. And then go to college, if you can make it.

The world used to be full of "self-made" men in the high places of industry and commerce. Lots of them are in the high places now. The unusual mind, the unusual ambition and will, or the unusual vitality, almost always works out an unusual place for itself, in the face of an incidental handicap like lack of schooling.

But few of us are far above the common average. Many are just about average. If many are more or less above the average, just as many others are below the average. We can't tell, until we have gone far in life, whether we are unusual—very far above the average—or not. Vanity counsels most of us that we are. Experience proves that most of us are wrong. Vanity is a false counsellor when it advises us that we don't need as much equipment for life as other boys and girls need. We

usually need all the tools we can get to work our way through to advantage.

THIS was always true. But it is more true now than ever before. It will probably be more true hereafter than now. The big lines of work that absorb mankind's energies were far simpler even a generation ago than now. They become more complicated all the time. And work becomes more specialized. Farming, mining, and forestry, trade and finance, manufacture and transportation, and the sciences that underlie them, all have expanded tremendously in fifty years.

More fundamental learning, more accurate and specialized knowledge, is required to reach distinction in any of them than ever before. More is required, in the way of understanding of many things, even to organize others who do the special work, than ever before.

So a good sound schooling in the use of the language you speak, and one or two other languages, and in numbers and their relations, and in the history and locations and interests of peoples and places, all are required as a foundation for the special knowledge you will need for the particular work you may want to do, if you have any ideas above day labor or simple clerking. Thus all of them are absolutely essential today for the ordinary boy or girl who wants to advance. The prodigy will take care of himself—with or without artificial learning. But you will probably be wrong if you rate yourself as a prodigy.

THEREFORE go to school. Go not merely with an idea of finishing grammar school, or finishing high school. Go with the intention of finishing everything you can decently afford to finish, before you stop. Go as far as your devoted father and mother think you ought to go, and want you to go. Go, that is, unless you see that the effort to keep you going is hurting them.

Character is more important than learning. The honoring of one's natural obligations is one work of character. If schooling causes us to overlook the first obligation and to fail to do our duty to our mothers and our fathers, it is not education.

But keep another thing in mind. For this, like all things, is a matter for judgment.

It may be that a little more sacrifice on the part of many fathers and mothers will make their sons and daughters far more useful to them in the end, by another year, or a few more years, of school or college. That is something for frank consideration on the part of fathers and mothers themselves. We suspect that most of these will favor more schooling oftener than the boys and girls themselves will, for whose benefit they are glad to give years of extra toil.

YOU also do social service, as well as serve yourself, when you make yourself more fit for the world's work. You strengthen the society you live in, and you draw a dividend on this strength in addition to the direct benefits your larger efficiency brings you. So every reason, personal and social, selfish and unselfish, commends you to stay in school as long as you can, if only you work while you are there.

Make no mistake about the change in conditions that we mentioned at first. The late Julius Kruttschnitt remarked shortly before his death on a change that took place, during his active lifetime, in the higher ranks of the railroad business. He listed a long roster of railroad directors, presidents, and department heads, who had come up from the ranks of the trackwalkers, brakemen, and switchmen, and clerks. But he said that in late years conditions have so altered themselves that these high places are almost closed except to men with the education of engineers, or with ready and exact knowledge of other matters. That same change has been going on in most other business.

Men will continue to get rich in trade, and in oil, and in kindred speculations, but the great bulk—outlets for human effort—are coming to be less and less affected by accident and chance. They call more and more for special qualification. You can't get that in college or shop, or on the road, without a good sound schooling on which to build.

So get to college, if you can, boys. But if you can't, get at least as far as the door. And don't stop reading, thinking, studying, when you "leave school." In the strictest sense, you ought never to "leave school."

Your life itself is your school. If you neglect its opportunities, fail to learn its lessons, you stay in the primary grade forever. You never "pass."—From *The New Orleans Item*.

Many readers of *THE JOURNAL* will wish to take this article to the editors of local papers along with announcements of their own plans for observing American Education Week. It may be freely reprinted.

Fitting a High School to a Community

CHARLES L. HAMPTON

Principal, Tomales Joint Union High School, Tomales, California

WHAT would you do if you had accepted the position of a high school principalship at a satisfactory salary but in an unattractive four-room school building located in a backward community inhabited mostly by Italian and Swiss dairymen, a goodly percentage of whom cannot speak the English language? The district comprises a sparsely settled region of rolling hills, sheltering large families who milk cows and help maintain the home farm. Too many of these parents, with their old-country ideas, have seen to it that the public schools did not interfere with their farm work. As a result, less than one third of the elementary school graduates ever enter high school. A large percentage drop out before they reach the eighth grade, because they are beyond the maximum age for compulsory school attendance, which in this State is sixteen.

There are many inconveniences to be put up with in a backward community of this type. There are no modern homes available for rent, no electricity or gas. The roads are rough with chuckholes in summer and mudbound and often impassable in winter. Scrub cattle ("mixed Durhams") graze beyond dilapidated fences when not upon the village streets or county roads. Schoolhouses, of the one-room type, good enough fifty years ago, still stand, much the worse for wear.

Of the many burdensome traditions encountered, two will serve for example, one of which is rapidly disappearing because of the pure bred dairy bull campaign carried on in this section last fall—namely, "Durhams (scrub short horns, a beef breed) are the best dairy cows for this coast section, because they stand the climate better and don't need so much feed as the pure bred Jerseys, Guernseys, and Holsteins." And the second: "Washing machines wear out the clothes and do not remove the dirt." As a result, galvanized tubs and wash boards are on sale at the local stores and not a single washing machine.

This briefly is the principalship of a joint union high school located on the coast dairy section north of the San Francisco bay region. I will enumerate only the high spots in making this high

school fit the community. Any school man with experience can imagine the amount of detail requisite to accomplish each step.

The first preliminary was a survey of the district. This was accomplished as a university summer session project

THE TEN MARKS OF AN EDUCATED MAN

Albert Edward Wiggam

He keeps his mind open on every question until the evidence is all in.

He always listens to the man who knows.

He never laughs at new ideas. He cross-examines his day-dreams.

He knows his strong point and plays it.

He knows the value of good habits and how to form them.

He knows when not to think and when to call in the expert to think for him.

You can't sell him magic.

He lives the forward-looking, outward-looking life.

He cultivates a love of the beautiful.

—From the American Magazine.

previous to the opening of the first year on the job. The school was found to be in bad financial straits, a condition which threatened to prevent further expansion of school service. The immediate task was to put the school on a solid financial basis. This was accomplished by the end of the first fourteen months. Fifteen elementary school districts were annexed to the nine already comprising the district. Today the assessed valuation of the district is practically three times greater than three years ago. Although this was made possible by a special legislative act, nevertheless considerable work was required of the trustees and principal to influence these elementary school districts to join our high school district. A contract was let at

the beginning of the second year for the construction of a new school plant.

It would be well to digress a little at this point in order to state the relation of the principal to the board of trustees. The five trustees were as progressive men as any principal would wish to work with—native sons of good old English and Irish stock. In all their board transactions there was perfect harmony and teamwork. Fortunately for this community, the minority had the privilege of voting. The voters were the most progressive people of the community and, although outnumbered, their influence predominated.

At the close of my first year's work as principal, the board of trustees consented to a four-year contract which included the first year. They were anxious to have their school progress, and realizing that to best serve the district and put the new school in running order, it would require at least four years, they agreed to a contract which provided added compensation for each year. From then on, with a definite understanding of the scope of my responsibilities, I outlined my plans. This contract increased my confidence and enabled me to attack the many problems without fear as to how they would be accepted by the community.

The fourteen-room modern school plant was still under construction when school opened in the fall. Although we had to work under many a handicap no school time was lost. The new plant was dedicated the following November. The packed auditorium of beaming faces was a fine demonstration that night of country pride. They had reason to be proud. Were they not reminded by the speaker that the achievement was theirs, paid for by their taxes, voted for the purpose by them? Mothers and fathers passed from room to room inspecting the various departments, satisfied that the money was well invested.

Just imagine the effect. Electric lights in a coal oil lamp section. Gasoline gas from our automatic electric gas plant, supplied a good grade of gas to the domestic science ranges, chemical and biological laboratory, and the agriculture room. A Ruud heater supplied hot water for boys' and girls' showers, a con-

venience not familiar to the homes of the district. Other things which these isolated people believed to be luxuries only to be found in cities were drinking fountains, sanitary paper towels, liquid soap, and flushed toilets.

I have often wondered whether we realize what an educational influence a modern high school plant has upon the people of a backward community. There is ample reason to believe that the numerous local electric plants installed during the past year were due partly to the example furnished by the school. There was nothing there which could not be duplicated in the farm home. The people of the district, contrary to one's first general impression, were fairly well-to-do and could afford to install improvements.

In order to meet the instructional needs of the boys, a large farm mechanics shop thirty by ninety feet was erected and equipped with machinery and tools for both wood and metal. The purpose of the farm mechanics course is to teach how to repair as well as to plan and construct. On school days it is a pleasant sight to see the shop full of automobiles and farm trucks undergoing repair by the boys of this class.

Approximately fifty percent of the boys in school are enrolled in the applied agriculture course. The art of farming is worked out on their school-home projects located on their fathers' farms. This project work is correlated with the science of agriculture, taught at school. The boys are required to select for their projects high grade crops and animals, such as certified seed potatoes or registered dairy calves and hogs.

The school curriculum was enriched so as to include six four-year courses of instruction, with a specialist in charge of each course. Attractive salaries were paid for good teachers. Cooking, sewing, art, household management, including interior decoration and landscape gardening, were added as attractive features for the girls in order to influence better home-building. Vocational guidance was a course required of all first-year students, the aim of which was to influence all students to attend school with a fixed and steady purpose. A course in millinery and dressmaking was given two afternoons a week for the women of the district by the domestic art teacher.

In order to create an interest in good music, the vocal teacher, by giving an operetta, raised funds to buy a school victrola. A number of fine records were

selected by her in San Francisco. The nucleus of a high school orchestra was started the second year by influencing an Italian orchestra leader to come once a week and give private lessons at the school. He could instruct on every instrument, and his fluency in Italian enhanced his services. The board saw fit to include him on the faculty the third

THE UNIVERSAL EDUCAT-
ing of young people is the most stupendous, the most inspiring, and the most necessary enterprise ever undertaken on our planet. Upon it and upon it alone depends the destiny of the human race; its happiness, its progress, its adjustment to new conditions, its self-realization and its self-improvement.

In proportion as education is wise, constructive, and adaptable, in proportion as it is based upon fundamental, elemental, human instincts and desires and needs progressively refined and sublimated, in proportion as it is placed in the hands of intelligent, generous-minded, forward-gazing men and women—in exactly that proportion will the world become a better place in which to live and human beings who live in it become kinder and nobler and more truly prosperous and efficient.

The future of the world, the future of this generation and of all the generations down to the end of time, rests within the power of those who educate the young.

I am glad I am a school teacher!
—The West Virginia School Journal.

year with a salary for part-time instruction to the high school orchestra. This opportunity for instrumental musical training proved a great boon to the children of the section. Heretofore, because their homes were so widely scattered, musical instructors could not afford to come to the community. Now the high school has become its musical center, and there appears to be a general awakening in musical interest throughout the community as well as in the school. To augment this, the faculty has replaced the annual class play, in which but few pupils are featured, with a school operetta which combines the musical talent and includes practically every student in the school. The trustees are planning for the school to purchase instruments and furnish free instruction to any pupil who has a talent for music.

Health preservation and sports were given a big place in the scheme of reorganization. The playground was developed so as to include four tennis

courts, two of which could be used for outdoor basket ball and the other two for combined purposes of volley ball and a double hand ball court, respectively. During rainy weather, the auditorium, stage, and cafeteria permitted the boys and girls to receive separate training by their teachers of physical education. An athletic field provided a soccer field, baseball diamond, and a track. All the sports of the league were entered into, including swimming, even if we did have to resort to a distant swimming hole for the training. With the exception of one or two, every student in school took a keen interest in sports, which together with the increased student body activities, including the publishing of their first monthly paper, did much to hold these children in school.

But one of our largest problems was yet to be solved. The people actually attending the various meetings held at the high school were for the most part Americans and the higher type of Swiss. A large submerged non-English speaking population of the district was not in evidence at the farm center and other gatherings of the high school. Also, they were the people who, for the most part, violated the school attendance laws. A special teacher for Americanization and adult elementary education was employed the beginning of the third year, a man with agricultural training, so that he might gain the confidence of these foreigners. The instruction was to consist of citizenship training and reading, writing, and arithmetic, applying all to their farm problems. By the end of the second month two men had tackled the job in succession, but because of lacking vision for this sort of work, failed to make headway. One of the women teachers of the high school, having had experience with the education of foreigners in New York City, came to the rescue.

One of the first things done at her suggestion was to gain the interest and goodwill of the Swiss and Italians. A letter written in Italian was sent to every Italian-speaking person in the coast section. It invited them to a special Italian program prepared by the high school with the aid of our orchestra leader. The notices and the programs were printed in Italian in a prominent Italian newspaper published in San Francisco, which was read by many of these people. A committee of leading Swiss and Italians were appointed to work up a special interest in the meeting.

This program in honor of the Italians proved to be one of the most successful achievements of the school. The auditorium was packed with strange faces, although they were old residents. The program started with a number of selections of Italian music, announced in Italian. The first three appeared to have little effect. They sat quiet and unresponsive, as if spellbound. Later, after a few of their national airs were played, their faces lightened and they gave spirited applause. The speaker of the evening was a highly cultured man and one of their favorite countrymen. He gave an inspiring talk in their own language, urging them to get an education by accepting the opportunities offered at our night school.

As a result of this meeting, the high school found a warm place in the hearts of the Swiss and Italians. They praised it for the attention shown them from one end of the district to the other. The following Monday, night school attendance practically doubled. An extra teacher was added to the staff, a young primary teacher, and as luck was with us, she was Swiss and could understand the language. The State Board of Education granted us permission to employ properly qualified elementary school teachers to handle the Americanization work in the communities distant from the high school. They are paid two dollars a night for their services out of the high school funds and are under the supervision of the high school.

It may be of interest to show how the monthly meetings of the farm center were planned. In the first place, the

farm center meetings are intended to meet the interests of all ages of rural folks, male and female. The program for the evening is made up by the county farm advisor and the director of the local center coöperating with the faculty of the high school. The programs are mimeographed at school and mailed through the farm advisor's office to each member of the center. The program is divided into a period for instruction, one for entertainment, and a social period. The period for instruction, eighty or ninety minutes in duration, is divided into six sections, each section intended to meet the interest of a particular age or sex. The sections are held in six separate rooms of the school, each being led by a member of the faculty, the men's section being the exception as the principal in this case, serves as secretary-treasurer. A cooking demonstration is given in the cafeteria to a group of women by the domestic science teacher; the domestic art teacher instructs another group in the art room in basket weaving, millinery, or interior decoration and color schemes. Children of kindergarten and primary school age are led in games or entertained with music and folk dancing in the music room; in another room older girls are given training in socialized recreation. In the physics room, the mechanics instructor holds the interest of a group of boys on radio construction or scout craft.

At the end of the instructional period bells are rung simultaneously in all the rooms—a signal for everybody, young and old, to adjourn to the auditorium for a little entertainment, which is often

interspersed with a brief address from some representative from the University. Sometimes the farm advisor puts on an educational reel furnished by the Agricultural Extension Division. The program is rounded out by a few musical selections by students or a snappy farce.

After announcements are made by the principal relative to school activities, the floor is cleared and the third, or social period, is entered into with an hour of dancing accompanied by the high school orchestra. Those who do not dance enjoy this time in a social chat with their neighbors.

Members of the agriculture club act as aids-de-staff for the principal on farm center nights by directing the people to the various rooms. There is another function of the farm center, which is being gradually worked out—namely, to serve as a community forum or a little community democracy. We are preparing the people for this new work by continually reminding them that the farm center should be supported by every person in the community, because it is the only non-political or non-sectarian organization in the community through which the people can work as a whole. It is the mouthpiece of the community in their demand for public welfare. At the last monthly meeting, the director reserved a few minutes at the men's section to present a few community problems. It was gratifying to see the hearty reaction. The high school, through the farm center, hopes to influence public-mindedness in a community which has for years rested in a state of self-satisfied individualism.



Your Child— and its School

Some Hints to Parents

ARRANGE the breakfast and lunch hours so that there is no rushing at home or to school.

ENCOURAGE punctuality and regular attendance, not permitting trifles to interfere.

SEE that the children are dressed simply, neatly, modestly, and suitably in accordance with the weather.

INSIST upon children under fourteen having at least ten hours' sleep.

FIND out how much time should be devoted to home work, and see that it is done.

PROVIDE a quiet place for home study, with good light and ventilation. Prevent interruptions as far as possible.

SHOW an interest in the children's school work, athletics, and other activities.

VISIT the classroom during Open School Week, and at other times, for a better understanding of conditions.

DO not criticize the teachers or school at all within the children's hearing. Always hear both sides of every question and ask the teacher about it.

INSTILL in the children habits of obedience and respect for authority.

PICTURE the school as a happy, desirable place, rather than as one children should dread.

KEEP in mind that the school offers unlimited opportunities to those who take advantage of them, parents as well as pupils.

A SCHOOL survey has been undertaken. The results of the investigation should be highly informative to parents. Watch for reports on it.

PLAN to meet other parents in the school. It will help you understand your children better. Mothers should arouse the interest of fathers in the school activities and get their cooperation. If there is a parents' association in your children's school, join it. If there is none, why not form one? Intelligent cooperation brings splendid results to all. The information bureau of the United Parents Association is available to all.

United Parents Associations
of Greater New York Schools, Inc.
152 West 42d Street New York City
Tel. Wisconsin 4183—Room 807
OFFICERS
PRESIDENT
Robert E. Simon
VICE-PRESIDENTS
Mrs. Arthur W. Courtney, Manhattan
Mrs. A. V. Markley, Brooklyn
Mr. Frederick C. Schmid, Bronx
Mrs. J. Elmer Klein, Queens
Gertrude I. Forre, Richmond

THIS leaflet was prepared by the United Parents Association of Greater New York Schools and circulated widely in connection with the opening of schools.

Our State Associations 1925-26

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

*Alabama Education Association, Frank L. Grove, President, Mobile; R. W. Cowart, Secretary, 415 First National Bank Building, Montgomery. Annual meeting April 1, 2, 3, 1926, at Birmingham.

Alaska Educational Association, W. Harold Evans, President, superintendent of schools, Cordova. Annual meeting, September 2-5, 1925, at Ketchikan.

Arizona State Teachers' Association, A. J. Matthews, President, Tempe Teachers College, Tempe; John Branigan, Secretary, superintendent of schools, Gilbert. Annual meeting probably at Phoenix, date to be announced later; County meetings, Southeastern section, November 19-21, 1925, at Tucson; Central section, November 19-21, 1925, at Phoenix; Eastern section, November 22-25, 1925, at Globe; Northern section, November 23-25, 1925, at Flagstaff.

Arkansas Educational Association, Ury McKenzie, President, Hot Springs; H. L. Lambert, Secretary, Box 1086, Little Rock. Annual meeting, November 12-14, 1925, at Hot Springs.

*California Council of Education, Mark Keppel, President, superintendent of Los Angeles County schools, 504 Thorpe Building, 132 N. Broadway, Los Angeles; A. H. Chamberlain, Secretary, 930 Phelan Building, San Francisco. Annual meeting, State Council, April 10, 1926. Division meetings; North Coast Section, Eureka, Sept. 14-16, 1925; Northern Section, Sacramento, Oct. 19-23, 1925; Central Section, Fresno, Nov. 23-25, 1925; Central Coast Section, San Luis Obispo, Dec. 13-16, 1925; Bay Section, Oakland and San Francisco, Dec. 14-17, 1925; Southern Section, Los Angeles, Dec. 16-18, 1925.

Colorado Education Association, Charles A. Lory, President, president, Colorado Agricultural College, Fort Collins; H. B. Smith, Secretary, 520 Commonwealth Building, Denver. Annual meeting, November 5-7, 1925, Western Division, at Grand Junction; Southern Division, at Pueblo; Eastern Division, at Denver.

Connecticut State Teachers' Association, Edwin C. Andrews, President, Greenwich; Samuel P. Willard, Corresponding Secretary, Colchester. Annual meeting, February 12, 13, 1926, at New Haven. Sectional meetings, October 23, 1925, at Hartford, New Haven, Bridgeport, and Norwich.

Delaware State Teachers' Association, M. L. Hydorn, President, Frederica; Robert E. Shilling, Secretary, Milford. Annual meeting, November 12, 13, 1925. Place to be announced later.

Education Association of the District of Columbia, Selden M. Ely, President, Gales School Building, Washington; Emma Jensen, Secretary, Central High School, Washington. Date and place of annual meeting to be announced later.

*Florida Education Association, Joseph Roemer, President, University of Florida, Gainesville; A. B. Johnson, Secretary, superintendent of Orange County schools, Orlando. Annual meeting, December 30, 31, 1925, and January 1, 1926 at Jacksonville.

Georgia Educational Association, W. P. Martin, President, superintendent of schools, Gainesville; Kyle T. Alfriend, Secretary, dean, Besie Tift College, Forsyth. Annual meeting, April 14-18, 1926, at Macon.

Hawaii Education Association, Benjamin O. Wist, President, president Territorial Normal and Training School, Honolulu; E. A. Brown, Secretary, Honolulu. Annual meeting, Christmas vacation, 1925-26, at Honolulu.

Idaho State Teachers' Association, Charles F. Dienst, President, superintendent of schools, Boise; Lura V. Paine, Secretary, county superintendent of schools, Boise. Annual meeting, December 29-31, 1925, at Boise.

*Illinois State Teachers' Association, E. C. Fisher, President, superintendent of schools, Peoria; Robert C. Moore, Secretary, Carlinville. Annual meeting, December 28-30, 1925, at Springfield.

*Indiana State Teachers' Association, W. P. Dearing, President, Oakland City; Charles O. Williams, Secretary, Room 208, Claypool Hotel, Indianapolis. Annual meeting, October 22-24, 1925, at Indianapolis.

*Iowa State Teachers' Association, E. C. Lynn, President, superintendent of county schools, Donnellson; Charles F. Pye, Secretary, 504 Youngerman Building, Des Moines. Annual meeting, November 5-7, 1925, at Des Moines.

*Kansas State Teachers' Association, A. J. Stout, President, superintendent of schools, Topeka; F. L. Pinet, Secretary, 923 Kansas Avenue, Topeka. Annual meeting, November 5-7, 1925, at Kansas City, Emporia, Salina, Dodge City, Wichita, and Coffeyville.

*Kentucky Education Association, M. E. Ligon, President, University of Kentucky, Lexington; R. E. Williams, Secretary, 4518 Southern Parkway, Louisville. Annual meeting, April 21-24, 1926, at Louisville.

*Louisiana Teachers' Association, G. O. Houston, President, superintendent of schools, Mansfield; P. H. Griffith, Secretary, Baton Rouge. Annual meeting, November 19, 20, 21, 1925, at Baton Rouge.

Maine Teachers' Association, John A. Partridge, President, Caribou; Adelbert W. Gordon, Secretary, State House, Augusta. Annual meeting, October 29, 30, 1925, at Portland.

Maryland State Teachers' Association, M. S. H. Unger, President, superintendent of schools, Westminster; Hugh W. Caldwell, Secretary, superintendent of schools, Chesapeake City. Annual meeting, November 27, 28, 1925, at Baltimore.

Massachusetts Teachers' Federation, John E. Lynch, President, 9 Stoneland Road, Worcester; Stanley R. Oldham, Secretary, 15 Ashburton Place, Boston. Annual meeting, April 17, 1926, at Boston.

*Michigan State Teachers' Association, E. E. Fell, President, superintendent of schools, Holland; Ernest T. Cameron, Secretary, 809 Prudden Building, Lansing. District meetings, October 29, 30, 1925, at Detroit; October 26, 27, 1925, at Saginaw; October 22, 23, 1925, at Jackson; October 29, 30, 1925, at Grand Rapids; October 22, 23, 1925, at Big Rapids; October 26, 27, 1925, at Cheboygan; October 8-10, 1925, at Houghton.

*Minnesota Education Association, R. B. MacLean, President, State Teachers College, Moorhead; C. G. Schulz, Secretary, Room 919, Pioneer Building, St. Paul. Annual meeting, November 5-7, 1925, at St. Paul.

*Mississippi Education Association, H. M. Ivy, President, superintendent of schools, Meridian; W. N. Taylor, Secretary, 425 Edwards Hotel Building, Jackson. Annual meeting, April 30, May 1, 2, 1926. Place to be announced later.

*Missouri State Teachers' Association, Ella V. Dobbs, President, University of Missouri, Columbia; E. M. Carter, Secretary-Treasurer, Columbia. Annual meeting, November 11-14, 1925, at St. Louis. District meetings, October 15-17, 1925, at Maryville; October 22-24, 1925, at Warrensburg and Rolla; October 29, 30, 1925, at Kirksville; October 29-31, 1925, at Cape Girardeau and Springfield.

*Montana Education Association, S. R. Logan, President, superintendent of schools, Hardin; R. J. Cunningham, Secretary, Room 9, Kohrs Block, Helena. District meetings, October 29-31, 1925, at Dillon, Great Falls, and Miles City; Delegate Assembly, December 29, 30, 1925, at Helena.

*Nebraska State Teachers' Association, Eva B. Shuman, President, Fairbury; Everett M. Hosman, Secretary, 311 Fraternity Building, 13th & N Streets, Lincoln. Annual meeting, December 9, 1925. Place of meeting to be announced later. District meetings, November 4-7, 1925, at Lincoln, Omaha, Norfolk, Hastings, Holdrege, and Alliance.

Nevada State Teachers' Association, H. A. White-neck, President, Las Vegas; Eva M. Wilson, Secretary, Las Vegas. Annual meeting, Fall of 1926; District meetings: Las Vegas, Oct. 12-15, Reno, Oct. 19-22, Lovelock, Oct. 19-22, Elko, Oct. 21-24, Ely, Oct. 23-27.

New Hampshire State Teachers' Association, Clifton A. Towle, President, Exeter; Florence H. Hewitt, Secretary, 24 Chauncey Street, Portsmouth. Annual meeting, October 23, 24, 1925, at Laconia.

New Jersey State Teachers' Association, William J. Bickett, President, superintendent of schools, Trenton; Charles B. Dyke, Secretary, Office of Administration, Room 304, Stacy-Trent, Trenton. Annual meeting, October 10-13, 1925, at Atlantic City.

New Mexico Educational Association, D. N. Pope, President, Roswell; John Milne, Secretary, Albuquerque. Annual meeting November 5-7, 1925, at Albuquerque.

*New York State Teachers' Association, Theodore A. Zornow, President, principal, Madison Junior High School, Rochester; Richard A. Searing, Secretary, 617 N. Goodman Street, Rochester; Harlan H. Horner, Field Sec-

retary, 212 State Street, Albany. Annual meeting of House of Delegates, November 23, 24, 1925, at Syracuse; District meetings, October 8, 9, 1925, at Potsdam; October 22, 23, 1925, at Syracuse; October 23, 24, 1925, at New York City; October 29, 30, 1925, at Schenectady; November 5, 6, 1925, at Rochester; November 5, 6, 1925, at Elmira; November 19, 20, 1925, at Buffalo.

*North Carolina Teachers' Assembly, W. A. Graham, President, Wilmington; Jule B. Warren, Secretary, Box 887, Raleigh. Annual meeting, March 18-20, 1926, at Raleigh.

*North Dakota Education Association, C. E. Allen, President, president, State Teachers College, Valley City; M. E. McCurdy, Secretary, Washburn. Annual meeting, October 28-30, 1925, at Minot.

*Ohio State Teachers' Association, H. C. Minnich, President, Oxford; Frank E. Reynolds, Secretary-Treasurer, 428 Chamber of Commerce Building, Columbus. Midwinter meeting, December 28-31, 1925, at Columbus; summer meeting, June 21-24, 1926, at Cedar Point.

*Oklahoma Education Association, J. E. Arendell, President, Miami; C. M. Howell, Secretary, 708 Continental Building, Oklahoma City. Annual meeting, second week in February, 1926, at Oklahoma City.

Oregon State Teachers' Association, Cornelia J. Spencer, President, Portland Hotel, Portland; E. D. Ressler, Secretary, dean, School of Vocational Education, Oregon State Agricultural College, Corvallis. Annual meeting, December 29-31, 1925, at Portland.

*Pennsylvania State Education Association, Jessie Gray, President, 1210 Fillmore Street, Frankford, Philadelphia; James Herbert Kelley, Secretary, 400 North Third Street, Harrisburg. Annual meeting, December 29-31, 1925, at Scranton.

Rhode Island Institute of Instruction, Clara E. Craig, President, College of Education, Providence; Clarence W. Bosworth, Secretary, Cranston High School, Auburn. Annual meeting, October 29-31, 1925, at Providence.

*South Carolina Teachers Association, Kate V. Wofford, President, Laurens; J. P. Coates, 709 National L. & E. Building, Columbia. Annual meeting, March 18-20, 1926, at Columbia.

*South Dakota Education Association, C. S. Hall, President, State High School Supervisor, Pierre; N. E. Steele, Secretary, Room 3, Perry Building, Sioux Falls. Annual meeting, November 22-25, 1925, at Mitchell.

Tennessee State Association of Teachers, John W. Williams, President, superintendent of schools, Portland; P. L. Harned, Secretary, State Capitol, Nashville. Annual meeting, Thursday, Friday, and Saturday before Easter, 1926, at Nashville.

*Texas State Teachers Association, Lee Clark, President, superintendent of schools, Gainesville; R. T. Ellis, Secretary, 708 Neil P. Anderson Building, Fort Worth. Annual meeting, November 26-28, 1925, at Dallas.

*Utah Education Association, J. T. Worlton, President, City and County Building, Salt Lake City; D. W. Parratt, Secretary, 317 State Capitol, Salt Lake City. Annual meeting, October 22-24, 1925, at Salt Lake City.

Vermont State Teachers' Association, Mrs. Bessie K. Thomas, President, Woodstock; Margery Adsit, Secretary, principal, Pomeroy School, 338 Pearl Street, Burlington. Annual meeting, October 15-17, 1925, at Rutland.

*Virginia State Teachers' Association, Fred M. Alexander, President, Newport News; Cornelius J. Heatwole, Secretary, 209-210 State Office Building, Richmond. Annual meeting, Thanksgiving week, 1925, at Norfolk.

*Washington Education Association, W. H. Grayum, President, superintendent of schools, Puyallup; Arthur L. Marsh, Secretary, 707 Lowman Building, Seattle. Division meetings, October 28-30, 1925, at Tacoma and Yakima; Representative Assembly, October 31, 1925, at Tacoma.

West Virginia Education Association, W. C. Cook, President, county superintendent of schools, Welch; W. W. Trent, Secretary, superintendent of schools, Elkins. Annual meeting, November 5-7, 1925, at Huntington.

*Wisconsin Teachers' Association, C. J. Anderson, President, State Capitol, Madison; E. G. Doudna, Secretary, 717 Beavers Insurance Building, Madison. Annual meeting, November 5-7, 1925, at Milwaukee.

Wyoming State Teachers' Association, J. C. Knode, President, Laramie; B. H. McIntosh, Secretary, Cheyenne. Annual meeting, October 13-16, 1925, at Casper.

Elementary School Principals

A. E. WINSHIP

Editor, Journal of Education, Boston, Massachusetts

THE MOST important present-day achievement in American education is the prominence attained by the elementary school principals. They are in capital letters now for the first time. They are no longer mere classroom teachers promoted, nursing aspirations for a high school principalship, or dabbling in some outside business in order to provide for the time when they will be retired at sixty-two, sixty-five, or at the latest at seventy.

The elementary school principal is no longer scared lest his teachers whine at him or scold about him; lest the supervisors ignore him, or the superintendent use him as an errand boy, or throw upon him all undesirable responsibilities in dealing with teachers whom the supervisors dislike professionally or personally.

The new deal is apparently due to the Department of Elementary School Principals of the National Education Association, which has come into great prominence in the last five years under the skilful management of a group of devoted and brilliant men and women represented by their presidents: Leonard Power, of Texas; Worth McClure, of Seattle; W. T. Longshore, of Kansas City, Missouri; Mrs. Jessie M. Fink, of Grand Rapids, Michigan; and Ide G. Sargeant, of Paterson, New Jersey.

We have taken unusual interest in the evolution of this prominence to which we were first attracted by the remarkable achievement of Ide G. Sargeant, principal of School Number Ten, Paterson, New Jersey, who was largely responsible for the leadership of the elementary school principals in the State Association of New Jersey.

The elementary school is the unit of democracy. A republic is no stronger than the elementary schools in cities, than the consolidated or union districts in counties, or than supervised rural schools in isolated communities.

While the classroom teacher is the spark plug that electrifies the intellectual motor of the individual child it is the elementary school that unifies the force in the cylinders that make the wheels go round with the vitalizing power that carries the civic, industrial, social, and moral functioning into the community as the unit of democracy.

The elementary school is the only

community activity which officially reaches every child who is to bear the burden of home and government industrially, commercially, and professionally, socially, civically, and morally.

The elementary school principal creates, maintains, and projects this unit of democracy into the tomorrow of America. Through the elementary school principal the superintendent must carry his administrative messages to the classroom teachers and through them to the children, who will take the spirit of the clarified and purified democracy to the homes of the community.

Through the elementary school principal the supervisors must carry the influence of their message of classroom methods, or of special arts and crafts, to the teachers who alone can carry any message of science or art, of fact or philosophy, of spirit or devotion to children and through them to the people.

The elementary school principal is to the school system what the functioning manager is to the industrial plant, or the commercial institution. The functioning manager is responsible for results. No change is ever made in machinery, in methods, in arrangements of any kind except through him. Nothing that affects the product or the processes that produce the product ever reaches any one except through some functioning manager.

Now, the elementary school principals will know in advance what each supervisor expects the classroom teachers to produce by way of results. A music or art supervisor, or a subject-method supervisor will no more go to the classroom teachers with some new scheme without the entire corps of elementary school principals knowing and approving of the departure than a man would go from the Studebaker plant to the Dodge plant and tell the workmen what to do, when and how to do it, without the knowledge of the functioning managers.

The traditional nonentity of the elementary school principals in supervision of school subjects is as much out of date as a yoke of oxen would be as the motive power of an airplane. The elementary school principals are a part of the system, and no one of them can run his school in some pet fashion any more

than any teacher can be allowed to have her pupils use method textbooks which she happens to like and which no other children in the building use.

The whole school system from bottom to top, the whole plan of community democracy is involved in the new and noble recognition of the elementary school as the unit of the republic and the elementary school principal as a commanding figure in all this.

It will disturb many traditions, especially with the incoming of the junior high school, whose principal will instinctively feel that he is higher than the elementary school principal, because the pupils of the fourth, fifth, and sixth grades have become students in the seventh, eighth, and ninth grades, and he may be a good deal disturbed as the senior high school principal will be when the salaries of the three classes of principals are the same, as they are sure to be.

The principals that have the guidance of children for six years, in the most formative period of their lives, will never be treated as if their work were less important than that of teachers of subjects. The elementary school principal deals with children, and not with subjects, and in the dawning of a new America there will be no less reward for teaching children than for teaching subjects.

The traditional claim that the teachers of subjects have devoted more time to preparation than teachers of children will be laughed out of court when the spending of public money is under consideration.—From *Journal of Education*.

THIS VERY WEEK, down in Jalisco, Mexico, a young Indian, ahead of his race and realizing the importance to his people of education, himself having been instructed at Guadalajara, returned to his village and began teaching the children. He was warned by the chiefs, was tried as a traitor to the customs of the tribe, was condemned to death and shot. Such an action is an example of the trials that education has ever undergone among the ignorant and primitive, and it is the last germs of such ideas that still have to be eliminated in civilized lands by a hearty coöperation of all who know and understand.

The school improvement plan now being put into effect in New Orleans is really a part of a national movement that is in progress and that is taking various forms in different cities and States.—From *New Orleans Times-Picayune*.

The Veteran from Virginia

CORNELIUS J. HEATWOLE

Secretary, Virginia State Teachers' Association, Richmond, Virginia

E. C. GLASS, superintendent of schools of Lynchburg, Virginia, has served the longest term of any school superintendent in the United States, having held that position in his home town for forty-seven years. He has been connected with the school system of the city of his birth for fifty-four years. He was teaching in a two-room wooden building in 1871, the second year of the life of Virginia's State public school system and has, therefore, served under every State superintendent of public instruction in the State. There is no other person now living in Virginia who enjoys such a purview of our educational progress, and we doubt that there is another instance in the United States where a man can point to a highly efficient city school system and say, "Here is the work of my hands."

Mr. Glass received his early training in the private schools of Lynchburg. He later attended the Norwood School for Boys, a private secondary school. This is the extent of his formal academic training. However, he has been a diligent student of education throughout his long experience as teacher and school administrator, keeping apace with the advancing educational thought during his long years of service. In this country he has visited and studied the school of Boston, Quincy, Brookline, New York, Philadelphia, Washington, Baltimore, and Chicago; in England the schools of London, Liverpool, and Chester; and in Scotland, Glasgow and Edinburgh. He made the first arrangement for an international exchange of teachers, and the Lynchburg High School was for three years benefited by the teaching of Miss M. G. Rottray, of the English schools. Mr. Glass carved out his own educational philosophy. No person or institution had a part in determining his educational thought and practice.

Mr. Glass was intimately connected with all the progressive movements in education in Virginia as well as those of the country at large. He was a member of the first State Board of Education in Virginia. He enjoyed a wide acquaintance with the leading men and women of this country, many of whom he was instrumental in bringing to Virginia as members of the faculty of the notable summer school of methods conducted by him and his associate, Willis

A. Jenkins, from 1889 to 1904. This school of methods was one of Mr. Glass's outstanding contributions to the progress of education in the State. It was the pioneer agency in Virginia in



E. C. GLASS, superintendent of schools, Lynchburg, Virginia, has the unique distinction of an unusually long record as teacher and school administrator.

disseminating scientific pedagogy. Here was begun the work of professionalizing education in the State. It was during the session of this school that a Virginia State Teachers' Association was inaugurated. Thus began the work of an organized teaching force in Virginia which has developed into such a powerful educational factor. The growth in attendance of the school of methods measures its popularity. From 425 in 1889, it increased to 710 in 1904. At this time, it will be remembered, it was an unusual occurrence for more than a few hundred educators to assemble voluntarily for the discussion of educational problems. State normal schools were few and poorly attended. Teachers colleges and departments of education in our State universities were rare and even these not recognized by the older academic faculties.

Mr. Glass's reputation as an educator will rest on his work as superintendent of schools of the city of Lynch-

burg. During his forty-seven years in this office, he maintained the confidence of the city authorities, his official board, the teachers, pupils, and patrons of his schools. Such a service requires all the consummate wisdom, patience, sympathy, and intellectual vision that is rarely combined in a single personality.

He is not a man who is blindly carried away with fads and innovations, nor has he wasted any of his powers of body, mind, and heart in fighting educational windmills or playing to the galleries. His schools have always been regarded as among the best in his own State and in the Nation whenever comparisons have been made. In 1907, the Lynchburg schools won the "gold banner" and every gold medal offered to Virginia schools.

Mr. Glass has introduced into his school consistently all the innovations in modern education as they have been proved and tested. In 1895 he provided for systematic instruction in music, dancing, and physical training, and a few years later manual training and domestic science—all organized under expert supervision. Recently a junior high school was erected at a cost of \$350,000.

Outside of his professional life Mr. Glass finds time and inclination for active participation in religious and civic affairs in his community. For twenty years he conducted a Wednesday night class for Sunday school teachers and taught a class of college girls every Sunday morning at Court Street Methodist Church until a recent illness prevented. He has served on important welfare committees in his community and on various educational boards of the State, including the Board of Trustees of the College of William and Mary. At its last convocation exercises he was honored with the degree LL.D., and the same degree was conferred upon him last June by Washington and Lee University.

Mr. Glass is a striking example of how some people preserve their youthful vigor of body and mind. He never became interested in, or associated himself with, any business or financial concern that would divide his time and energy, but he gave his undivided attention to the schools and the children of Lynchburg. He now goes about his daily duties with the same sympathetic interest and energy that he did years ago.

Three New Firsts

THE SECOND counting of ballots for Our Literary Heritage brings to the top three new first choices—Kipling's *Recessional* for Grade VIII, Longfellow's *Building of the Ship* for Grade VII, and Holmes' *Old Ironsides* for Grade VI. The balloting is still going on. A new tabulation will be made before the December JOURNAL goes to press. The count to date shows the following poems leading in each of the various grades. They are ranked according to the number of votes received.

GRADE I

Stevenson—My Shadow.
Stevenson—Swing.
Taylor—Twinkle, Twinkle, Little Star.
Alexander—All Things Bright and Beautiful.
Field—Why Do Bells for Christmas Ring?
From the German—Sleep, Baby, Sleep.

GRADE II

Longfellow—Hiawatha's Childhood.
Ingelow—Seven Times One.
Cary—Suppose.
Larcom—Brown Thrush.
Child—Thanksgiving Day.

Lear—Owl and the Pussy Cat.
Stevenson—Wind.

GRADE III

Brooks—O Little Town of Bethlehem.
Longfellow—Children's Hour.
Rands—Great, Wide, Beautiful, Wonderful World.
Longfellow—Hiawatha's Sailing.
Moore—Visit from St. Nicholas.
Jackson—September.

GRADE IV

Longfellow—Village Blacksmith.
Longfellow—Arrow and the Song.
Jackson—October's Bright Blue Weather.

Tennyson—Brook.
Thaxter—Sandpiper.
Lowell—First Snowfall.

GRADE V

Longfellow—Paul Revere's Ride.
Hemans—Landing of the Pilgrims.
Whittier—Barefoot Boy.
Morris—Woodman, Spare That Tree.
Whittier—Barbara Frietchie.
Longfellow—Day is Done.

GRADE VI

Holmes—Old Ironsides.
Longfellow—Psalm of Life.
Wordsworth—I Wandered Lonely as a Cloud.

Hunt—Abou Ben Adhem.
Drake—American Flag.
Longfellow—Builders.

GRADE VII

Longfellow—Building of the Ship.
Tennyson—Sir Galahad.
Bryant—To a Waterfowl.
Emerson—Snowstorm.
Miller—Columbus.
Macaulay—Horatius.

GRADE VIII

Kipling—Recessional.
Scott—Breathes There a Man.
Holmes—Chambered Nautilus.
Bryant—Thanatopsis.
Whitman—O Captain! My Captain!
Whittier—Snowbound.

Are these, in your judgment, the best poems for the grades indicated? If not, you still have an opportunity to register your choice. Tear out page 231 of the October JOURNAL and fill out the ballot, or *simply indicate on a blank sheet of paper the six selections for each grade which you think should be memorized, and send to Joy Elmer Morgan, 1201 Sixteenth Street Northwest, Washington, D. C.*

Below are printed the selections which now rank first in Grades VI, VII, and VIII; the ones now ranking second in Grades I-VI, and the poems ranking third in Grades III and IV.

Grade I

The Swing

ROBERT LOUIS STEVENSON

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

Grade II

Seven Times One

JEAN INGELOW

There's no dew left on the daisies and clover,
There's no rain left in heaven;
I've said my "seven times" over and over:
Seven times one are seven.

I am old, so old I can write a letter;
My birthday lessons are done;
The lambs play always, they know no better,—
They are only one times one.

O moon! in the night I have seen you sailing
And shining so round and low;
You were bright, ah bright! but your light is
Failing,—
You are nothing now but a bow.

You Moon, have you done something wrong
In heaven,
That God has hidden your face?
I hope if you have, you'll soon be forgiven,
And shine again in your place.

O velvet bee, you're a dusty fellow;
You've powdered your legs with gold!
O brave marshmary buds, rich and yellow,
Give me your money to hold!

O columbine, open your folded wrapper,
Where two twin turtle-doves dwell!
O cuckoo-pint, toll me the purple clapper
That hangs in your clear green bell!

And show me your nest, with the young ones
In it,—
I will not steal them away;
I am old! you may trust me, linnet, linnet—
I am seven times one today.

Grade III

The Children's Hour

HENRY WADSWORTH LONGFELLOW

Between the dark and the daylight,
When the night is beginning to lower,
Comes a pause in the day's occupations,
That is known as the Children's Hour.

I hear in the chamber above me
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

A sudden rush from the stairway,
A sudden raid from the hall!
By three doors left unguarded
They enter my castle wall!

They climb up into my turret
O'er the arms and back of my chair;

If I try to escape, they surround me;
They seem to be everywhere.

They almost devour me with kisses,
Their arms about me entwine,
Till I think of the Bishop of Bingen
In his Mouse-Tower on the Rhine!

Do you think, O blue-eyed banditti,
Because you have scaled the wall,
Such an old mustache as I am
Is not a match for you all!

I have you fast in my fortress,
And will not let you depart,
But put you down into the dungeon
In the round-tower of my heart.

And there will I keep you forever,
Yes, forever and a day,
Till the walls shall crumble to ruin,
And moulder in dust away!

The Wonderful World

WILLIAM BRIGHTY RANDS

Great, wide, beautiful, wonderful World,
With the wonderful water round you curled,
And the wonderful grass upon your breast,
World, you are beautifully dressed.

The wonderful air is over me,
And the wonderful wind is shaking the tree—
It walks on the water, and whirls the mills,
And talks to itself on the top of the hills.

You friendly Earth, how far do you go,
With the wheat-fields that nod and the rivers
That flow;
With cities and gardens and cliffs and isles,
And the people upon you for thousands of
Miles?

Ah! you are so great, and I am so small,
I hardly can think of you, World, at all;
And yet, when I said my prayers today,
My mother kissed me, and said, quite gay,

"If the wonderful World is great to you,
And great to father and mother, too,
You are more than the Earth, though you are
Such a dot!
You can love and think, and the Earth can-
not!"

Grade IV

The Arrow and the Song

HENRY WADSWORTH LONGFELLOW

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

October's Bright Blue Weather

HELEN HUNT JACKSON

O suns and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather;

When loud the bumblebee makes haste,
Belated, thriftless vagrant,
And goldenrod is dying fast,
And lanes with grapes are fragrant;

When gentians roll their fingers tight
To save them for the morning,
And chestnuts fall from satin burrs
Without a sound of warning;

When on the ground red apples lie
In piles like jewels shining,
And redder still on old stone walls
Are leaves of woodbine twining;

When all the lovely wayside things
Their white-winged seeds are sowing,
And in the fields, still green and fair,
Late aftermaths are growing;

When springs run low, and on the brooks,
In idle golden freighting,
Bright leaves sink noiseless in the hush
Of woods, for winter waiting;

When comrades seek sweet country haunts,
By twos and twos together,
And count like misers, hour by hour,
October's bright blue weather.

O sun and skies and flowers of June,
Count all your boasts together,
Love loveth best of all the year
October's bright blue weather.

Grade V

The Landing of the Pilgrim Fathers

(November 19, 1620)

FELICIA DOROTHEA HEMANS

The breaking waves dashed high
On a stern and rock-bound coast
And the woods, against a stormy sky,
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came:
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear,—
They shook the depths of the desert's gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods
rang
To the anthem of the free!

The ocean-eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared;
This was their welcome home!

There were men with hoary hair
Amidst that pilgrim-band;
Why had they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow, serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?—
They sought a faith's pure shrine!

Aye, call it holy ground,
The soil where first they trod!
They have left unstained what there they
found—
Freedom to worship God!



ALFRED TENNYSON

Grade VI

Old Ironsides

(September 14, 1830)

OLIVER WENDELL HOLMES

Ay, tear her tattered ensign down!
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Beneath it rung the battle shout,
And burst the cannon's roar;—
The meteor of the ocean air
Shall sweep the clouds no more.

Her deck, once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee;—
The harpies of the shore shall pluck
The eagle of the sea!

Oh, better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale!

A Psalm of Life

HENRY WADSWORTH LONGFELLOW

(What the heart of the young man said to the psalmist)

Tell me not, in mournful numbers,
Life is but an empty dream!—
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each tomorrow
Find us farther than today.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,—act in the living Present!
Heart within, and God o'erhead!

Lives of great men all remind us
We can make our lives sublime
And, departing, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

Grade VII

The Building of the Ship*

HENRY WADSWORTH LONGFELLOW

Thou, too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What Workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope:
What anvils rang, what hammers beat,
In what a forge and what a heat
Were forged the anchors of thy hope!
Fear not each sudden sound and shock—
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee,—are all with thee!

Grade VIII

Recessional

RUDYARD KIPLING

God of our fathers, known of old—
Lord of our far-flung battle line—
Beneath whose awful hand we hold
Dominion over palm and pine—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

The tumult and the shouting dies—
The Captains and the Kings depart—
Still stands Thine ancient sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

Far-called, our navies melt away—
On dune and headland sinks the fire—
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre!
Judge of the Nations, spare us yet,
Lest we forget—lest we forget!

If, drunk with sight of power, we loose
Wild tongues that have not Thee in awe—
Such boasting as the Gentiles use,
Or lesser breeds without the Law—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

For heathen heart that puts her trust
In reeking tube and iron shard—
All valiant dust that builds on dust,
And guarding calls not Thee to guard—
For frantic boast and foolish word,
Thy Mercy on Thy People, Lord! Amen.

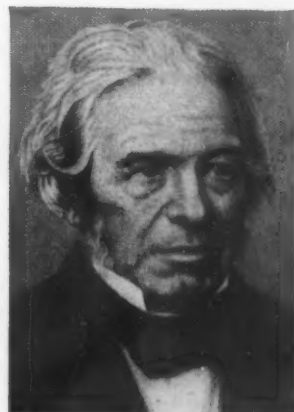
* This is the last stanza of a longer poem.

The World's Great Educators

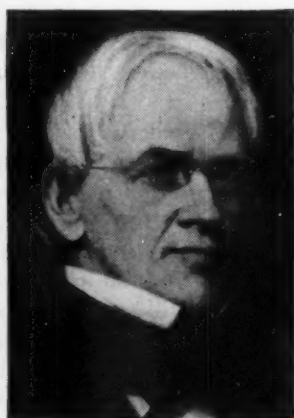
THE essential element of an institution is its faculty. The caliber of the faculty determines that of the university. Buildings are important, but men are essential. Charles W. Eliot, former president of Harvard and himself one of the most distinguished educators of all time, selected the ten men pictured here, when asked to choose from those who had lived in the past two hundred years, a faculty of ten for a new university. Three of these men are Americans. "These men, whether sheltered by walls of Parian marble or seated with Mark Hopkins on a log, would constitute a greater university faculty than the world has ever known."



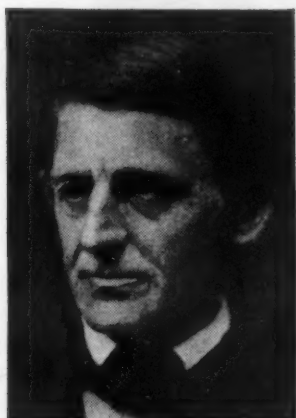
ADAM SMITH, Kirkcaldy, Fifeshire, Scotland; June 5, 1723—July 17, 1790. A Scottish political economist.



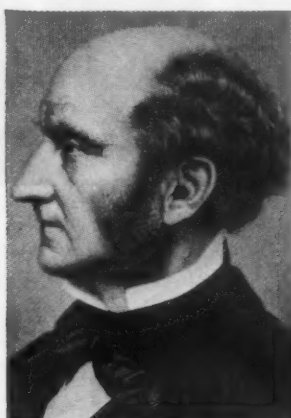
MICHAEL FARADAY, Newington Butts, England; September 22, 1791—August 25, 1867. An English physicist and chemist.



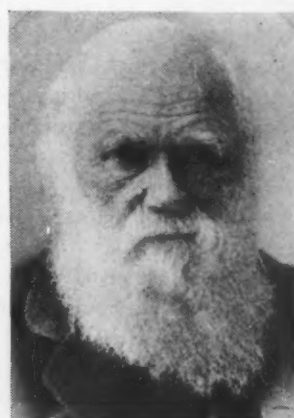
HORACE MANN, Franklin, Massachusetts; May 4, 1796—August 2, 1859. Pioneer American educator, one of the founders of the American public school system.



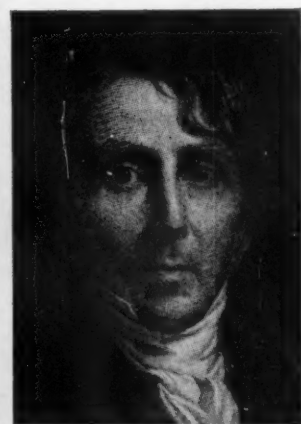
RALPH WALDO EMERSON, Boston, Massachusetts; May 25, 1803—April 27, 1882. American essayist and philosopher.



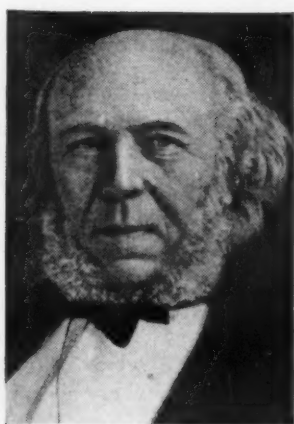
JOHN STUART MILL, London, England; May 20, 1806—May 8, 1873. English philosophical writer, logician, and economist.



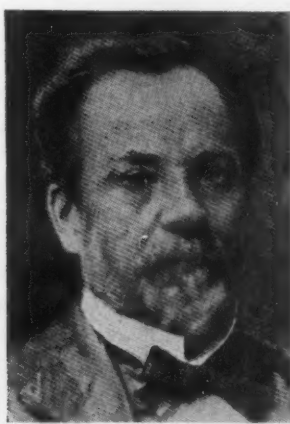
CHARLES ROBERT DARWIN, Shrewsbury, England; February 12, 1809—April 19, 1882. English naturalist, founder of the "Darwinian" theory of evolution.



WILLIAM ELLERY CHANNING, Newport, Rhode Island; April 7, 1780—October 2, 1842. American preacher and author.



HERBERT SPENCER, Derby, England; April 27, 1820—December 8, 1903. English philosopher, founder of the system known as the synthetic philosophy.



LOUIS PASTEUR, Dôle, Jura, France; December 27, 1822—September 28, 1895. French chemist and pioneer bacteriologist.



JOSEPH ERNEST RENAN, Tréguier, Côtes-du-Nord, France; January 27, 1823—October 2, 1892. French philologist and historian.

A Service to Childhood

TALES from *Silver Lands* is truly an appealing title. That the tales themselves interest children is indicated by the awarding of the Newbery medal to their author, Charles J. Finger, at the annual meeting of the American Library Association at Seattle, on July 9, 1925.

This medal is awarded each year by vote of the Children's Librarians' Section of the American Library Association for the most distinguished contribution to literature for children from the pen of an American writer. The award receives national publicity in the newspapers and is therefore a strong factor in increasing public interest in children's reading.

The name of the medal perpetuates the memory of John Newbery, of London, the eighteenth century bookseller who first thought of publishing books for children. In his day, the horn books, with their prayers and alphabets, and the chapbooks which peddlers carried about from village to village were practically the only books available for children.

Charles J. Finger, traveler, engineer, writer, has gone about the world "for to see what there was." Born in England, coming to America when a boy, he has been in Africa, South America, and the Antarctic. With unusual interest, he has explored in the Andes, in Tierra del Fuego, in all kinds of odd places little known. He has lived with those he met—Indians, miners, sailors.

Six years ago he began to write, his stories appearing in *The Youth's Companion*, *The American Boy*, and other magazines. Carl Sandburg, author of *Chicago Poems* and the children's book, *Rootabaga Stories*, discovered the gift of which the man himself was ignorant—a wealth of memories of things heard. From a rich store of experiences, traveling donkey-back and afoot through the Andes, prospecting for treasure in the forests, finding food and shelter at the straw-thatched huts of Indians, he discovered a wealth of curious folk-lore which he has transcribed in *Tales from Silver Lands*. Illustrated by Paul Honoré, the pictures have all the magic and color of the stories.

Mr. Finger's own words about children's stories is of interest to teachers: "Experience with all kinds of people, savage and civilized, leads me to believe that the chief thing to be achieved by the story teller is a sense of reality; without

that it is not possible to interest boys and girls. A story-teller who tries to talk either up or down to children will fail. The juvenile mind is active, alert, critical. Everything set before it is subject to swift, critical analysis. Lacking sincerity the story will be rejected."



CHARLES J. FINGER, whose "*Tales from Silver Lands*" won the Newbery Medal for the most distinguished contribution to children's literature published in America during 1924.

Mr. Finger lives in the mountains of Arkansas, where he raises sheep, writes, and is enthusiastic about his children's outdoor theater, their libraries, their music, and the natural beauty all about. He is at work on a romance for boys and for men with boys' hearts.

His prize-winning book, *Tales from Silver Lands*, is a collection of nineteen South American folk tales, taken from the lips of native story-tellers and retold with a fanciful charm and exotic beauty which adults as well as children will enjoy. The fascination of strange enchantments and ways of breaking them, of giants and witches and undersea people, shows Mr. Finger's understanding of childhood.

The earlier books of this prize series are also notable. The first Newbery medal was awarded to Hendrik Willem Van Loon for his *Story of Mankind*, published in 1921. *The Booklist* of the American Library Association comments on it thus: "A fascinating book that follows history from the earliest time to

today, bringing all times and all people into focus. Written in a conversational manner, clearly, without cluttering details. Interesting to any age, but especially to upper grades and high school. Illustrations, eight in colors, eight in half tones, and over one hundred drawings and animated maps, which represent ideas rather than events." Adults who have read little of history can get a comprehensive idea of world history from this book.

Of books published in 1922, the award was given to Hugh Lofting for his *The Voyages of Dr. Dolittle*. Hugh Walpole calls this the first real children's classic since *Alice in Wonderland*. This appraisal gives the reader at once a hint of the droll fun in this story of a queer old doctor who loves animals more than the "best people," turns his attention to curing their diseases and goes to Africa to check an epidemic among the monkeys. The many illustrations furnish very much of the enjoyment. Mr. Lofting has written four other Dr. Dolittle books.

The third Newbery medal was awarded to Charles Boardman Hawes, given after his death and received by his wife. His book, *The Dark Frigate*, is a story of adventure during the days of Cromwell. The hero, Philip Marsham, is a manly lad who will appeal to readers of any age. It is a pirate tale, full of action, and changing scene from lanes and highroads, inns and sailor haunts of England to the high seas.

Teachers and children who read these four prize books will have a variety of literature and enjoyment which will make subsequent Newbery awards an eagerly awaited pleasure. Every school may well add these prize books to its library each year as they appear.—E. B.

FROM what we know of isolated instances where mere chance has saved to the world great forces that make for the progress of humanity, we can infer what might have been realized under happier conditions. Every librarian of experience, every administrator of traveling libraries, will recall such instances. One boy comes upon the right book, and the current of his life is changed; another reads a volume, and in his brain germinates the seed that blossoms into a great invention; in a chance hour of reading, a third finds in a page, a phrase, a word, the inspiration whose expression sets aflame the world.—Henry E. Legler.

Books to Grow On

THE CURRICULUM COMMISSION of the Department of Superintendence wants to know which of these books teachers have found most useful. Every teacher is urged to vote for five books under each grade on *this and the following page*. If you think other titles should be added fill in on the blank lines. The opinions of many teachers based on close observation of children's preferences will be helpful to the entire profession. If you wish to preserve this printed list for reference or to give it to the editor of your local paper, please write your five choices for each grade on a blank sheet. Mail your ballot to Department of Superintendence Curriculum Commission, 1201 Sixteenth Street Northwest, Washington, D. C.

VOTE FOR FIVE FOR EACH GRADE

GRADE ONE

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

GRADE TWO

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

GRADE THREE

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

GRADE FOUR

Aanrud—Lisbeth Longfrock. _____
 Alcott—Under the lilacs. _____
 Andersen—Fairy tales. _____
 Andrews—Stories Mother Nature told her children. _____
 Asbjørnsen—Fairy tales from the far North. _____
 Babbitt, ed.—Jataka tales. _____
 Baldwin—Golden fleece: more old Greek stories. _____
 Browne—Granny's wonderful chair and its tales of fairy times. _____
 Carroll—Alice's adventures in Wonderland. _____
 Carryl—Davy and the goblin. _____
 Craik—Little lame prince. _____
 Grimm—Fairy tales. _____
 Howells—Christmas every day. _____
 Ingelow—Mopsa the fairy. _____
 Jacobs—English fairy tales. _____
 Kipling—Just-so stories. _____
 Lang—Blue fairy book. _____
 Morley—Donkey John of the toy valley. _____
 Otis—Toby Tyler. _____
 Sewell—Black Beauty. _____
 Spyri—Heidi. _____
 Thorne-Thomsen—Birch and the star. _____
 White—Magic forest. _____
 Wiggin—Posy ring. _____
 Zwilgmeyer—Johnny Blossom. _____

Books to Grow On

THE TWENTY-FIVE BOOKS for each grade listed on this and the preceding page were selected by workers with children in America's largest public libraries. They are good books to recommend to children and to buy for the school library. Some are better than others. The Department of Superintendence wishes an expression of opinion which will be useful to schools throughout the country. Out of your experience with children, kindly fill out this ballot, adding titles which in your judgment should be included. If you wish to preserve this printed list for reference or to give it to the editor of your local paper, please write your five choices for each grade on a blank sheet. Send it to the Department of Superintendence Curriculum Commission, 1201 Sixteenth Street Northwest, Washington, D. C.

VOTE FOR FIVE FOR EACH GRADE

GRADE FIVE

Alcott—Jack and Jill; a village story.....	_____
Arabian nights' entertainments.....	_____
Boutet de Monvel—Joan of Arc.....	_____
Brown—In the days of giants.....	_____
Catherwood—Rocky Fork.....	_____
Defoe—Robinson Crusoe.....	_____
Dodge—Hans Brinker; or, The silver skates.....	_____
Drummond—Monkey that would not kill.....	_____
Ewing—Jackanapes.....	_____
Hale—Peterkin papers.....	_____
Harris—Uncle Remus; his songs and his sayings....	_____
Hawthorne—Tanglewood tales for girls and boys....	_____
Hudson—A little boy lost.....	_____
Kingsley—Water-babies; a fairy tale for a land baby.	_____
Kipling—Jungle book.....	_____
Leamy—Golden spears.....	_____
Lofting—Story of Dr. Dolittle.....	_____
Macdonald—At the back of the North wind.....	_____
Page—Two little Confederates.....	_____
Ruskin—King of the Golden River; or, The black brothers.....	_____
Stein—Gabriel and the hour book.....	_____
Tappan—Old ballads in prose.....	_____
Thackeray—Rose and the ring.....	_____
Wyss—Swiss family Robinson.....	_____
Zollinger—Widow O'Callaghan's boys.....	_____
.....	_____
.....	_____
.....	_____

GRADE SEVEN

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

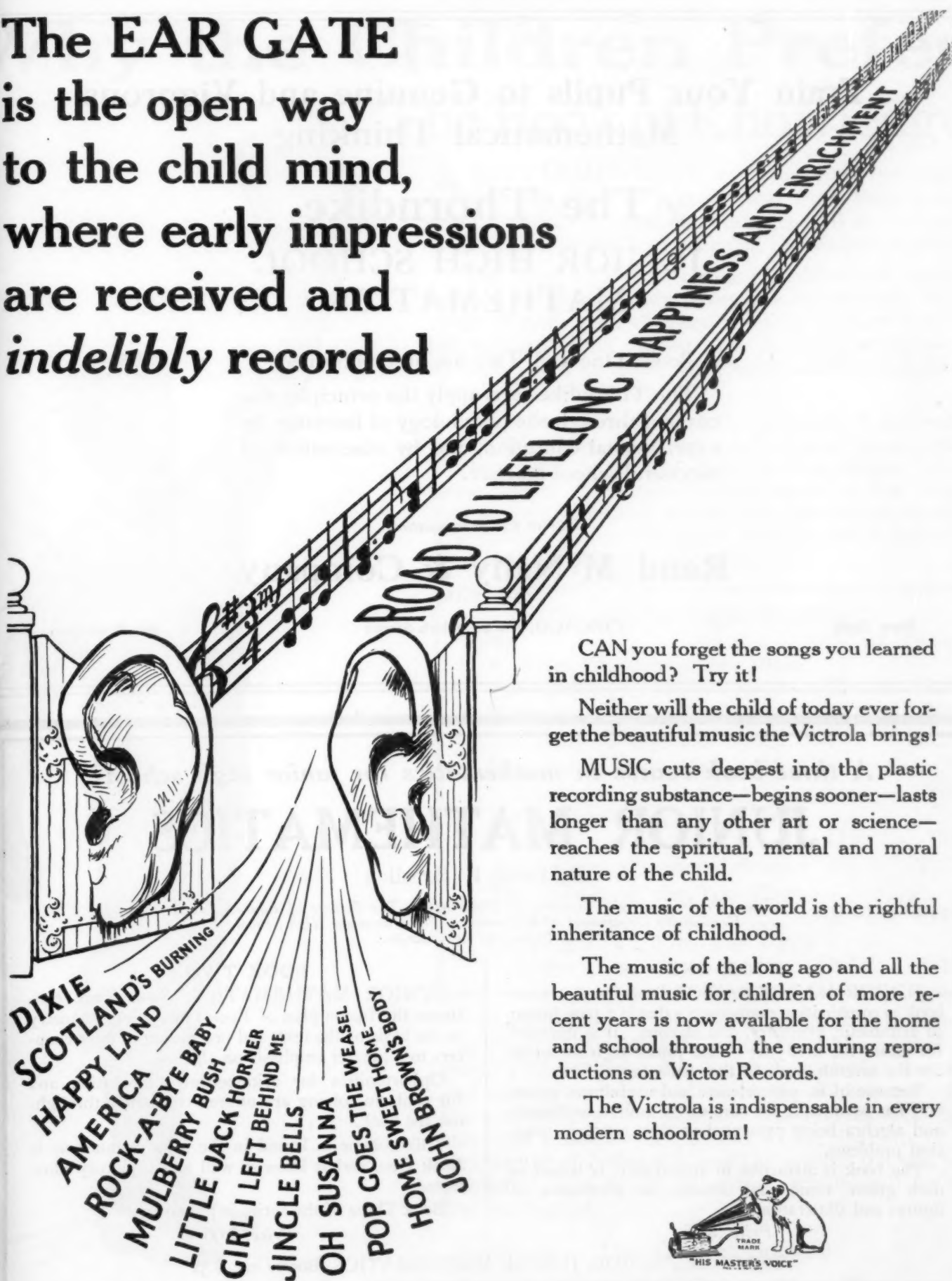
GRADE SIX

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

GRADE EIGHT

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

The EAR GATE
 is the open way
 to the child mind,
 where early impressions
 are received and
indelibly recorded



CAN you forget the songs you learned in childhood? Try it!

Neither will the child of today ever forget the beautiful music the Victrola brings!

MUSIC cuts deepest into the plastic recording substance—begins sooner—lasts longer than any other art or science—reaches the spiritual, mental and moral nature of the child.

The music of the world is the rightful inheritance of childhood.

The music of the long ago and all the beautiful music for children of more recent years is now available for the home and school through the enduring reproductions on Victor Records.

The Victrola is indispensable in every modern schoolroom!



Educational Department
Victor Talking Machine Company
 Camden, New Jersey

Train Your Pupils to Genuine and Vigorous Mathematical Thinking

The Thorndike JUNIOR HIGH SCHOOL MATHEMATICS

Books One and Two are just published.

The Thorndike texts apply the principles discovered through the psychology of learning, by experimental education, and by observation of successful school practice.

Write for Information

Rand McNally & Company

(Dept. K-156)

New York

CHICAGO, 536 So. Clark Street

San Francisco

A three-book course in mathematics for junior high schools

JUNIOR MATHEMATICS

By Ernst R. Breslich

*Assistant Professor of the Teaching of Mathematics, The College of Education, and
Head of the Department of Mathematics, The University High School,
The University of Chicago.*

BOOK ONE

JUNIOR MATHEMATICS, Book One, is a text-book in combination mathematics that is a true fusion of arithmetic, geometry, and algebra. It is intended for either the first year of the junior high school or for the seventh grade of the elementary school.

Because of its concreteness and usefulness, geometry has been made the core of the course, arithmetic and algebra being presented as they relate to practical problems.

The book is attractive in appearance, is bound in dark green, 12mo, and contains an abundance of figures and illustrations.

Price, \$.96

TEACHERS' GUIDE, JUNIOR MATHEMATICS, Book One, \$.32

BOOK TWO

JUNIOR MATHEMATICS, Book Two, continues the fusion plan of Book One, using geometry as the basis of the text, and proceeding in later chapters to a greater emphasis on algebra.

Opportunities for arithmetical computation and for problem solving are offered constantly throughout the book.

This volume is bound in the same manner as is Book One, and is likewise well and copiously illustrated.

Book Three of the series is preparing.

Price, \$.96

The Macmillan Company

New York
Chicago

Boston
Atlanta

Dallas
San Francisco

Why the Children Prefer The Book of Knowledge



A SUPPLEMENTARY work designed for school children must be a great deal more than a reference work. It must entertain as well as instruct, or the children will leave it upon the shelves, unread.

The Book of Knowledge is the children's choice, because every page is an adventure in learning. They study chapter after chapter, intently, without feeling the upward climb of learning, for the arrangement of topics is a natural, progressive order, following the child's own psychology.

What boys and girls ask, from school, from books, from their elders, is an interpretation of the complex world they live in. The Book of Knowledge, by its arrangement of subject matter under a few broad and simple headings, shows how the school studies are linked up to each other, and to wider fields of learning, and to every-day life.

Stories for Sight Reading

GRADE	VOLUME	PAGE
1. Why the Chipmunk Has Black Stripes	IV	1110
2. Rum-pel-stilt-skin	II	575
3. The Minstrel Queen of Spain... V		1526
4. Mona and the Forsaken Mer- man	III	976
5. How Napoleon Came From Elba	III	792
6. Some Modern Heroes of Science. X		3235
7. The March of the Ten Thou- sand	XVI	5114
8. Child Roland to the Dark Tower Came.....	XVI	5119

The hundreds of absorbing, instructive stories in The Book of Knowledge, culled from the best of the world's literature, offer suitable material for oral and supplementary reading in the classroom. For the convenience of teachers, these stories have been carefully graded by Professor J. W. Searson, of the University of Nebraska, and the graded list has been published in a handy pamphlet, which will be sent free on request.

The Grolier Society

2 West 45th Street, New York

Write for The Graded List of Children's Stories—Free to Teachers

Mention THE JOURNAL when writing our advertisers.

UNIVERSITY SERIES—World History—Set 28**EDITORS**

ROLLO MILTON TRYON, Ph. D.,
University of Chicago
CLYDE LECLARE GROSE, Ph. D.,
Northwestern University

ARTHUR GUY TERRY, Ph. D.,
Northwestern University
ERNEST LAUER, M. A.,
Northwestern University

ISAAC JOSLIN COX, Ph. D.,
Northwestern University

2. Ancient Peoples.
3. Ancient Empires.
4. Greek and Phœnician Colonies, 500 B. C.
5. The Greek and Persian Wars, 500-479 B. C.
6. Campaigns and Empire of Alexander.
7. General Reference Map of Ancient Greece.
8. General Reference Map of Ancient Italy.
9. The Mediterranean World in 264 B. C.
10. The Roman World, 14 A. D.
11. The Roman World, 117 A. D.
12. Rise and Growth of Christianity to 325 A. D.
13. Migrations to 486 A. D.
14. Europe after the Migrations, 526 A. D.
15. General Reference Map of Roman World.
16. Mohammedan Conquests at Their Height, 750.
17. Europe at the Death of Charlemagne, 814 A. D.
18. Roman and Anglo-Saxon Britain.
19. Early English Kingdoms.
20. Norman Conquests in England.
21. The Spread of Christianity in the Middle Ages.
22. Crusading Europe.
24. Industrial and Commercial Europe about 1360.
25. Europe and the Near East in 1519.
26. Christians and Mohammedans in 1600.
27. The Voyages of Discovery to 1610.
28. Europe in 1648.
29. Europe in 1740.
30. Europe in North America after 1713 and after 1763.
31. Colonial Empires in 1763.
32. Europe under Napoleon, 1810.
33. Colonial Empires in 1815.
34. Colonial Possessions of World Powers in 1914.
35. The Nations at War in 1918.
36. The Races of Europe.
37. World Commerce.
38. Hispanic America—Discovery and Settlements.
39. Hispanic America—Wars of Ind. and Inter-Am. Relations.
40. South America—Commercial and Present Day.
41. Asia—Economic and Industrial.
42. Asia—Present Day.
43. Africa—1885-1895 and Present Day.
44. Europe—Present Day.

Forty-two Maps, 52x40 inches. Edges bound with muslin. Price, with Adjustable Steel Stand or Wall Bracket\$58.00

McConnell School Map Co.

Dept. N. A., 213 Institute Place

Chicago

An All-Round Course of Stenographic Instruction

A Course That Makes Finished Stenographers and Secretaries

Gregg's complete stenographic course covers every detail of stenographic and secretarial training from the technique of shorthand and typewriting to the general duties of the office stenographer and private secretary.

The basal books making up this course already adopted in full by hundreds of schools are:

The Gregg Shorthand Manual.....	\$1.50
Gregg Speed Studies.....	1.20
The New Rational Typewriting.....	1.20
Applied Business English and Correspondence, Text, \$1.00; Exercises.....	.40
Secretarial Studies, Text.....	1.40
Laboratory Materials	.60

This complete course, which represents the minimum of stenographic instruction, means perfect harmony of instruction, no duplication or overlapping, no wasted effort, and finally a finished product.

You Are Invited to Examine These Books at Our Expense

The Gregg Publishing Company

New York Chicago Boston San Francisco London

Life Membership



AFTER spending much money and time in preparation for teaching, the teacher must continue in professional growth in order to realize the greatest rewards. The literature of one's professional organization will assure this growth, and life membership will bring all of the Association's

publications throughout life. The life membership card is the highest type of credential that any educational leader could carry.

The greatest battles on behalf of education for democracy are yet to be fought. Teachers' salaries, tenure, pensions, and working conditions are far from what they should be. Hundreds of thousands of children are not getting a square deal. The professional army that must lead in the fight for better conditions will be greatly strengthened by a large number of life enlistments. Are you willing to deposit One Hundred Dollars in the bank of Life Membership? You will receive more than compound interest on the investment.

If you want to see the leaflet on Life Membership, fill out this order blank.

LIFE MEMBERSHIP

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth St. N. W.
Washington, D. C.

To the Secretary:

I am interested in Life Membership and request you to send me the leaflet which gives complete information as to its benefits and which describes the plan of making payments.

Name.....

Address.....



Sims Song Slides

For Assembly Singing

Old Favorites New Copyrighted Songs
They Use Them in Daylight
Upon an Ordinary Screen

(Note picture.) Students of the Kirksville, Mo., Junior High School singing from Sims Song Slides. Mrs. Ermine Thompson White, the director, says, "It is astounding how this method improves the sight-reading ability of the students."

SIMS SONG SLIDE CORP., KIRKSVILLE, MO.
Write for Information Sample Slide on Request

Notable Putnam Books

A TEXT BOOK OF SIMPLE NURSING PROCEDURE FOR USE IN HIGH SCHOOLS, by Amy E. Pope. Nursing is slowly forcing its way into High School curriculum. This book has already been adopted by many of the more prominent school systems of the country. Miss Pope's wide experience as an author of nursing books, and as a teacher of nursing, particularly qualify her for the writing of a book for this particular field. Price \$2.50.

THE SCHOOL NURSE, by Lina Rogers Struthers, First Municipal School Nurse. Price \$2.00. A valuable survey of the duties and responsibilities of the nurse, to the maintenance of health, and the prevention of disease among school children. An authoritative study of the requirements of school nursing, which is the result of practical experience and study, to the schools. Fully illustrated.

PRACTICAL BUSINESS ENGLISH, A Textbook on Commercial Correspondence for Junior and Senior High School Students, by W. L. Mason, for many years teacher in the High Schools of New York City, now of the Santa Monica High School, Santa Monica, Cal. Price \$2.00. This new book will, it is believed, make a special appeal to teachers of the subject, and to pupils on account of its simple and logical method. Already adopted in a number of school systems.

PSYCHANALYSIS IN THE CLASSROOM, by George H. Green, with Introduction by Professor William McDougall of Harvard University. Price \$1.75. A book of actual practical assistance to the teacher in distinguishing and dealing with the different mental characteristics of pupils. The author has avoided giving the subject a Freudian significance; he is concerned only with the wholesome development of normal pupils. Adopted by school systems throughout the country.

Complete Educational Catalogue on Request

G. P. PUTNAM'S SONS

Educational Department

2 W. 45th Street

New York

Just Published

The Andrew Lang Readers

16 Supplementary Readers for Grades 2-5

SELECTIONS, from the wide range of irresistible fairy stories originally edited by Andrew Lang and known wherever English is read, are now offered in volumes specially edited and graded for school use.

These supplementary readers introduce the child readers in the most charming way to new worlds where fancy and fun, magic and thrilling adventure carry him far from home—and far ahead in his powers to find the joys of the written page.

LONGMANS, GREEN & CO.

New York

Chicago

Boston

WILL YOUR SENIOR CLASS COMPLETE THEIR EDUCATION?

Without a Trip to WASHINGTON, D. C.

Give Your SENIOR the Benefit of Personal OBSERVATION

MT. VERNON—

Home and Tomb of Washington



the Beginning of Our Country

ALEXANDRIA, VIRGINIA—with its Many Historical Points, Surveyed by WASHINGTON, its LEADING CITIZEN.

THE NATION'S CAPITAL

And its Wealth of Historical Associations.

Write for Folder and Information.

Itineraries and Costs Furnished Free.

WASHINGTON-VIRGINIA RAILWAY COMPANY

MT. VERNON ELECTRIC LINE

Station and Terminal:

**12th Street and Pennsylvania Avenue N. W.
WASHINGTON, D. C.**

CONVINCING Record of Use

The record of immediate adoptions of the *Schorling-Clark Modern Mathematics* textbooks is convincing evidence that this series meets present-day requirements of education. The list of users shows widespread recognition of the worth of the Schorling-Clark books in schools of every type. It is indeed an exceptional record.

Before selecting textbooks for seventh, eighth, or ninth school year, you should have complete information about the *Schorling-Clark Modern Mathematics* and their record of use. Send for it.

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago

Learn Spanish while you are reading the World's news

Read LA PRENSA of New York, the best known Spanish newspaper, written and edited by Spanish people for people interested in Spanish news, life and literature.

You will find the paper a very interesting one and a great help in your study of Spanish.

You can subscribe to LA PRENSA from now

	Twice a week Mon. and Thur. Tues. and Fri. Wed. and Sat.	Once a week Any day
until the end of May	\$1.75	\$0.90
until the end of Feb.	\$1.00	\$0.50

You can also buy LA PRENSA in bulk for classroom work at 2½ cents a copy—5 copies or more sent to one address only—any day or days of the week for any number of weeks.

LA PRENSA of New York, with the co-operation of *The American Association of Teachers of Spanish*, organizes every year a country-wide contest, open to all teachers and students of Spanish.

Ask us for information about this year's contest

Let's get acquainted

Write now

No obligation

LA PRENSA

245 Canal Street

New York, N. Y.

Twenty One-Reel Pictures

A PILGRIMAGE TO PALESTINE

Have you ever been to the Holy Land? Most people want to go, but very few are able to. Yet it's a land that for nearly two thousand years has been fixed in the minds and hearts of the civilized world.

In this series of pictures you see the Holy Land as it is today, practically unchanged by the flight of nearly seventy generations. If you can't go to Palestine, why not bring Palestine to you?

As motion pictures, they are fascinating; as educational helps, they are exceptional; as attention-getters, they are unique.

Write for booklet

EDUCATIONAL DEPT.

Pathe Exchange, Inc.

35 West 45th Street, New York

It Solves the Problem for both teachers and pupils



Dobson-Evans Industrial Outline Maps put life into school work by giving the student something tangible to work with. They stimulate his imagination and he remembers what they teach him.

Economic production zones and trade areas are indicated on the maps by printed guide lines which the student colors with crayons, thus securing a clear, well-defined impression of the subject.



Shumaker's English Series provides an ideal drill in the fundamentals in English study. It relieves you of an endless amount of searching for drill work, seeking examples and securing material for class work.

Order these three books on approval: "Building the Sentence;" "The Technique of the Paragraph;" "A Student's Guide to Theme Writing." After you see them you will send for enough for your classes.

Questions related to the subject appear on the back of each map.

Dobson-Evans Project Maps

cover climates, rainfall, topography, population,

minerals, agriculture

and many other subjects. Low in cost.

Send for samples, list of subjects and prices.

SEND FOR CATALOGUE.

Name.....

Address.....

City.....

J. N. E.—11

THE DOBSON-EVANS CO. COLUMBUS, OHIO

\$250,000.00 For College Loans to Boys

*F*OR more than a quarter century we have worked day in and day out with many thousands of boys.

As an expression of faith in our boys and in the character-building value of their training with us, we announce the Curtis College Loan Plan. Now any bright, worthy boy of grammar school age can secure a college education by doing good work both with us and in his school—by saving and by sticking to it.

For the consummation of this plan we pledge an initial investment of \$250,000.00 exclusively for loans toward the necessary college expenses of boys of sterling worth.

To every boy who qualifies we will loan needed amounts up to \$1500.00 until the total of \$250,000.00 is usefully at work. The security for each loan will be the boy's character as developed in his home, in his school and in his work with us.

In the past, under the guidance of local Curtis counselors and adults associated with the work, our boys have earned substantially by delivering the Curtis publications. Far more important, by securing their own customers they have developed in character, self-reliance and ability. Many leading employers have given preferred consideration to

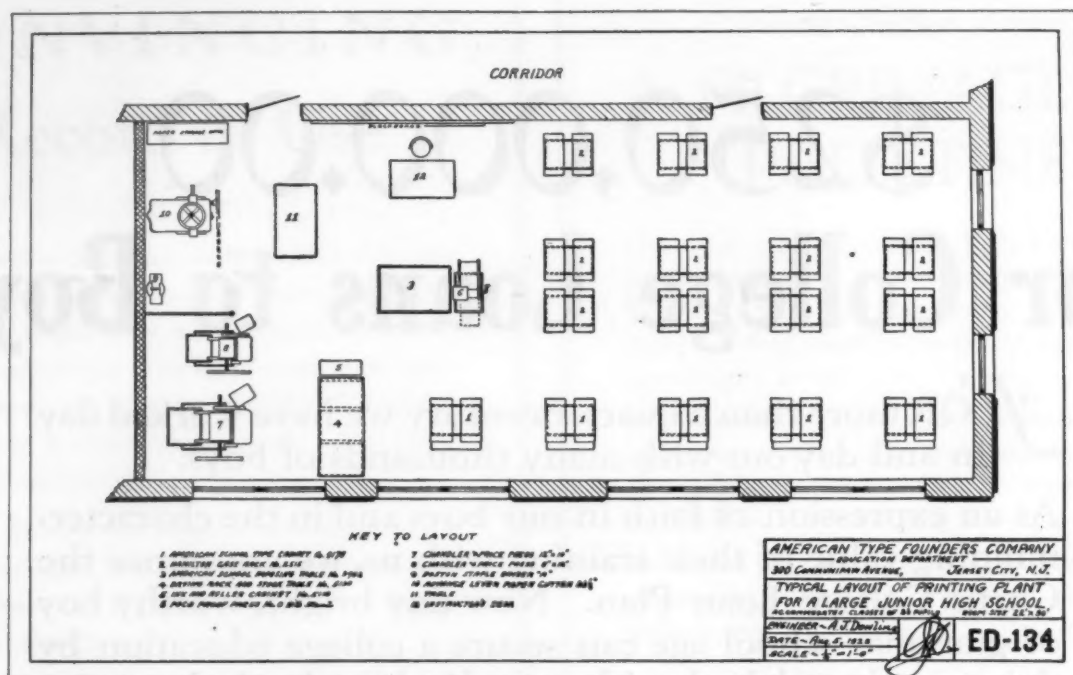
Curtis-trained boys, and today hundreds of our former boys hold responsible executive positions.

And now for boys anywhere in the United States we add this widening of educational opportunity which in its scope and influence is as broad as the country. Every parent, educator or business man who has at heart the future of any boy of grammar school age, will wish to become acquainted with the Plan.

Upon request an outline of the Curtis College Loan Plan will be sent to any boy or to anyone interested in a boy's future.

THE CURTIS PUBLISHING COMPANY

875 INDEPENDENCE SQUARE, PHILADELPHIA, PENNSYLVANIA



Layout of a School Printshop to accommodate Thirty-six Pupils

Thirty-six Pupils to one class in PRINTING

THE above sketch shows how thirty-six pupils can be efficiently handled and successfully taught at one time, in the School Printing Department.

Not always is it desired to have such a large number in one class, but the above layout proves that this number can be accommodated without loss of efficiency in teaching—and at a slight extra cost—when for economic reasons it is desired to enlarge the Printing Class.

Printing is the ideal industrial subject for all types of schools, but especially is it ideal for the Junior High School. It combines academic and trade instruction. Spelling, punctuation, paragraphing, margining, literary construction, grammar, even arithmetic, are all used in a practical way in the teaching of Printing.

The major activities of your school will center around your school printshop. Write for prices and other information regarding any size of printing outfit for educational purposes.

F. K. PHILLIPS, *Manager*, EDUCATION DEPARTMENT

AMERICAN TYPE FOUNDERS COMPANY

300 Communipaw Avenue, Jersey City, N. J.

This scale retains its accuracy

Hundreds of children, all sizes and ages, are being weighed daily on Fairbanks School Scales. In many schools regular weighing is recognized as a very helpful check on the health of growing children. And the Fairbanks is the ideal scale for school service.

It was designed with school requirements in mind. Constant use and frequent moving about will not disturb its precision. It may be read from standing or sitting position, an especial convenience where large numbers are to be weighed.

The school scale has enamel finish, mahogany in color, with nickel-plated beam and sliding poises. The scale weighs to 300 pounds by quarter pounds.

The Fairbanks Health Scale, a similar scale finished in white enamel, is suitable particularly for office and hospital use. The Fairbanks Clinic Scale, also finished in white enamel, is intended for small children and babies and weighs to 105 pounds by half ounces.

SPECIAL PREMIUM OFFER

For a limited period we are offering a special premium with each Health or School Scale sold to an educational institution. The coupon below brings complete information.

Fairbanks Scales, Dept. 000,
900 S. Wabash Ave., Chicago. (Write nearest address.)
Broome and Lafayette Sts., New York.
Please send full details about your special premium offer to schools.
Name..... School.....
Street.....
City..... State.....

FAIRBANKS SCALES

Preferred the World Over

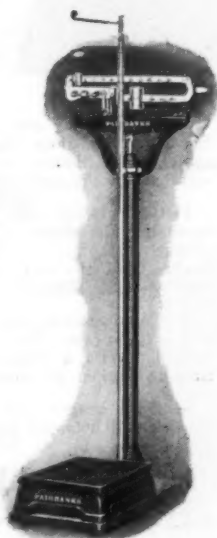
CHICAGO
900 S. Wabash Avenue



NEW YORK
Broome and Lafayette
Streets

And forty other principal cities in the
United States

1026



Fairbanks
School Scale



It fascinates pupils-

In the Louisville Girls High School pupils are actually fascinated in learning filing! What a contrast to the fidgeting of pupils and the strain on teachers under the old vague lecture system.

The introduction of the L. B. Practice outfits has made the teaching of filing interesting and easy to the student and teacher alike.

Each outfit is a complete miniature filing system. With it, each student actually files and finds correspondence, etc., as she would in a modern office.

Already over 600 schools have adopted L. B. Practice outfits and proclaim the method highly successful.

The coupon will bring you a free copy of "A new method of teaching filing," the interesting booklet that shows why the introduction of L. B. Practice outfits in your school will be a logical step in educational progress.

Library Bureau

Administrative school records and files for superintendents, principals, department heads and secretaries

Boston Chicago New York Philadelphia
89 Federal St. 214 W. Monroe St. 380 Broadway 910 Chestnut St.

Library Bureau, Educational Division, 380 Broadway, New York
Please send me your booklet, "A new method of teaching filing."

Name _____

School _____

Address _____ City _____

J. N. E. A. 11-25

Put the Guaranteed
LITTLE GIANT
ELECTRIC ERASER CLEANER

to Work in Your School



Price, \$32.50

The Little Giant is a modern hygienic device that should be in every school. Put this accepted aristocrat of blackboard eraser cleaners to work in your school under our guarantee of satisfaction.

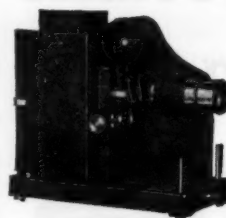
THE LITTLE GIANT ELECTRIC ERASER CLEANER
Silent • Swift • Dustless • Simple • Inexpensive

THE Little Giant has been tested by continuous use in thousands of schools throughout the country. It has proved to be efficient in all respects, noiseless, dustless, simple and swift in its operation. It is guaranteed to clean blackboard erasers to your entire satisfaction—or your money will be refunded.

The Little Giant is operated by a Universal motor, adapted to all electric currents; it is provided with nine feet of Underwriters' lamp cord with Universal plug ready to attach to any convenient lamp socket. Strongly made of malleable iron and aluminum, its weight is but eight pounds and can be shipped by parcel post.

Address Dept. J
JAMES LYNN CO.,
14 E. Jackson Blvd., Chicago

**The New Spencer Film Slide
Service and Projector**



Presented
for Educators
by Educators

A tremendously enthusiastic reception has greeted the new Spencer Film Slide Service prepared for educators by educators. The library includes many subjects, all edited and arranged in the order of the curriculum.

Pictures follow one after another on rolls of safe, unbreakable film slides. You can't mix them up—yet pictures change instantly, forward or back, by a simple turn of a knob. And the cost of this new service is only one-tenth that of glass slides.

The new Spencer film slide delineascope is simple, compact, and easy to use. You can operate it with one hand as you lecture. With a Trans-Lux daylight screen you don't even have to darken the room.

Send the coupon and see how this new Spencer Film Slide Service will help you in your classroom work.

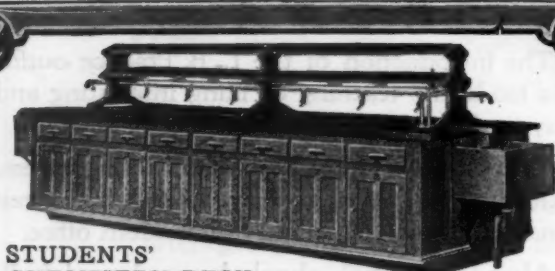
SPENCER LENS CO.

442 Niagara Street

Buffalo, N. Y.

Please send me full information about the new Spencer Film Slide Service and Delineascope.

Name
Street
City
Institution



**STUDENTS'
CHEMISTRY DESK**

A favorite in many laboratories. The gas and water pipes, with convenient outlets, are placed under the lower shelf and directly over the trough. Accommodates sixteen students, working in sections of eight.

Kewanee
Laboratory Furniture

The details of laboratory furniture manufacture are so intricate and require such a fund of scientific knowledge regarding laboratory operation that only a firm having back of it years of experience, years of conscientious experimentation and progress, and a record for having rendered consistently satisfying service can hope to meet modern requirements. Kewanee has that knowledge and has that experience.

Address all inquiries to the factory at Kewanee.

Kewanee Mfg. Co.
LABORATORY FURNITURE EXPERTS

C. G. CAMPBELL, Treas. and Gen. Mgr.
123 LINCOLN ST., KEWAUNEE, WIS.
New York Office, 70 Fifth Avenue
Branch Offices in Principal Cities

Research Bulletin

National Education Association

The payment of the \$5.00 membership fee in the National Education Association entitles one to receive the RESEARCH BULLETIN and certain other publications of the Association in addition to the JOURNAL. Those who hold \$2.00 memberships do not receive the RESEARCH BULLETIN, but may subscribe for this bulletin at \$1.00 per year for the five issues.

Important issues of the RESEARCH BULLETIN are already out of print. Insure having a complete set by subscribing now. The titles of some of the forthcoming bulletins follow:

Rebuilding the School Curriculum
Crucial Issues in School Finance
The Status of the Teaching Profession

SUBSCRIBE NOW! Send \$1.00 for one year's subscription to the RESEARCH BULLETIN to:

Research Division

National Education Association

1201 Sixteenth Street N. W. Washington, D. C.

Special Salary Service

National Education Association

Are you in need of salary data for cities the size of yours? Sets of 14 tables, giving complete distribution of salaries paid 14 groups of school employees in individual cities in 1924-25, arranged according to five population groups, are available. The cost of a set of 14 tables for any population group is \$5.00.

Teachers, School Executives, Committees, and other educational groups will find them valuable in salary campaigns during the coming year.

National Education Association
1201 Sixteenth St. Northwest Washington, D. C.



**Everybody is helped
—everybody
should help!**

TUBERCULOSIS in this country is a threat against your health and that of your family. There are more than a million cases in this country today.

The germs from a single case of tuberculosis can infect whole families. No one is immune. The only sure escape is to stamp out the dread disease entirely. It can be stamped out. The organized work of the tuberculosis crusade has already cut the tuberculosis death rate in half. This work is financed by the sale of Christmas Seals.

Everybody is helped by this great work—and everybody should help in it. Let every member of your family stamp all Christmas parcels, letters and greeting cards with these able little warriors against disease. Everybody, everywhere, buy Christmas Seals—and buy as many as you can.



Stamp Out
Tuberculosis
with this
Christmas Seal

THE NATIONAL, STATE,
AND LOCAL TUBERCULOSIS ASSOCIATIONS
OF THE UNITED STATES

COSTUMES for SCHOOL PLAYS

We furnish costumes, wigs, etc., for all school plays and operas. Shakespearian and historical costumes our specialty. 40 years' experience. For information address
Fritz Schaulitz & Co.
Box D
68 W. Lake Street
Chicago, Ill.



Study AT Home

Courses in 40 subjects commanding credit towards a Bachelor degree.

Keep abreast in your subject

Some courses in Education are "Genetic Psychology," "Story Telling in Primary Grades," "The Rural Teacher's Problems," "Study of Psychopathic Children," "Methods of Teaching in Elementary Grades," "The Junior High School Movement," "Elementary School Administration and Supervision," "Educational Measurements," etc.

Begin any time

The University of Chicago

91 Ellis Hall

CHICAGO, ILLINOIS



A Mighty Ship A Famous Tenor and a Little Piano

WHEN John McCormack recently sailed for Europe on the Leviathan a little Miessner Piano was placed, at his request, in the Imperial Suite he occupied. And the Miessner is the piano he bought for his daughter.

What better recommendation of quality could a piano have? The Miessner is the original small piano, quality built and created especially for school use. It has many advanced features. Substantially constructed to last. Children and teachers, too, love this "Little piano with the beautiful big tone." It's easy to play, easy to move. Mail coupon today for full information.

MIESSNER PIANO CO.

116 Reed Street Milwaukee, Wis.

MIESSNER

THE LITTLE PIANO WITH THE BIG TONE



Miessner
Piano Co.,
116 Reed St.,
Milwaukee, Wis.

Please send me
Miessner catalog,
special price to schools
and details of your 10-
day free trial plan.

Name

Address

Overworked Teachers!!

AVOID MISDIRECTED EFFORT

YOU will find a very important message in

"HOW TO STUDY"

A Hand-Book of Practical Hints on the Technique of Effective Study

by

WILLIAM ALLAN BROOKS

A GUIDE containing hundreds of practical hints and short cuts in the economy of learning, to assist teachers and students in securing **MAXIMUM SCHOLASTIC RESULTS** at a minimum cost of time, energy, and fatigue.

BASED on well established principles of educational psychology, it will save the teacher as well as the student a great deal of misdirected labor, worry and fatigue.

Some of the Topics Covered

The Technique of Effective Study.
Brain and Digestion in Relation to Study.
How to Study Modern Languages.
How to Study Literature.
How to Study Science.
Developing Concentration and Efficiency.
Examinations and Lecture Notes.
The Athlete and His Studies.
Advantages and Disadvantages of Cramming.
Why College, and After College, What?
etc., etc., etc., etc., etc., etc., etc., etc., etc.

Why You Need This Guide

"IT is safe to say that failure to guide and direct study is the weak point in the whole educational machine."—Prof. G. M. Whipple, U. of Michigan.

"Misdirected labor, though honest and well intentioned, may lead to naught. Among the most important things for the student to learn is how to study. Without a knowledge of this his labor may be largely in vain."—Prof. G. F. Swain, M. I. T.

"To students and teachers who have never learnt how to study, work is very often a chastisement, a flagellation, and an insuperable obstacle to contentment."—Prof. A. Inglis, Harvard University.

"Academic psychology, with its highly productive resources, gladly owes to these students the obligation of giving all it can to make this learning process easier, more pleasant, and more productive."—Prof. G. V. N. Dearborn.

You Need This Intelligent Assistance

CLIP →
AND MAIL
TODAY

AMERICAN STUDENT PUBLISHERS,
22 West 43rd St., New York.

Gentlemen:

Please send me a copy of "How to Study," for which I enclose \$1.00 cash; \$1.10 check.

Name
Address



*The most authoritative
Reference Work
in the world*

New from cover to cover

THE NEW LARNED HISTORY

For Ready Reference, Reading, and Research

The combined historical knowledge of all ages and all writers, in the actual words of the greatest historians, arranged under the famous **Larned system** that makes every detail as quickly and easily accessible as a word in your dictionary.

Back of the New Larned is the broad conception of history as the authentic record of the world's development in all fields of human activity—literary, political, economic, social, religious, scientific. The New Larned concentrates that wealth of information, in the light of modern research, more fully, with greater authority, and with higher literary excellence than any other work.

Textbook writers, teachers, and other educational authorities are urging the use of the New Larned for reference and supplementary reading in history, current events classes, etc. You will want to know more about it, so we offer you

FREE This 96-page Illustrated Booklet

with interesting specimen pages, illustrations, and full information about the scope, contents, and arrangement of this great work. Just send the coupon below.



**C. A. Nichols Publishing
Company**

Est. 1851

SPRINGFIELD : : MASS.

C. A. Nichols Publishing Co., Springfield, Mass.

Please send me, without cost or obligation, a copy of your 96-page booklet describing The New Larned History, with specimen pages, illustrations, and full information.

Name (Jrl. N. E. A. 11-25)

Address

Position

The Mark of Superior School Seats

*A*N infallible guide to the best seating... the trade-mark of the American Seating Company! Fifty years of research and experience... the perfecting of minute details of construction... these things contribute to the ultimate superiority of "American" seats.

Fifteen Different Models

Every need of the modern schoolroom is met by fifteen different models. Experts authorize each step in building; designers consider the child's health and comfort, as well as the beauty and stability of the desks in themselves.

A minor detail of major importance in the schoolroom is the seat hinge. In "American" seats the silent hinge is a patented device appreciated by teachers everywhere.

Promptness of delivery is assured by 53 distributing stations, throughout the United States, where a stock of many models is constantly awaiting your order. All year long our factories continue to build school seats so that they will be available whenever you require them, no matter how busy the season.

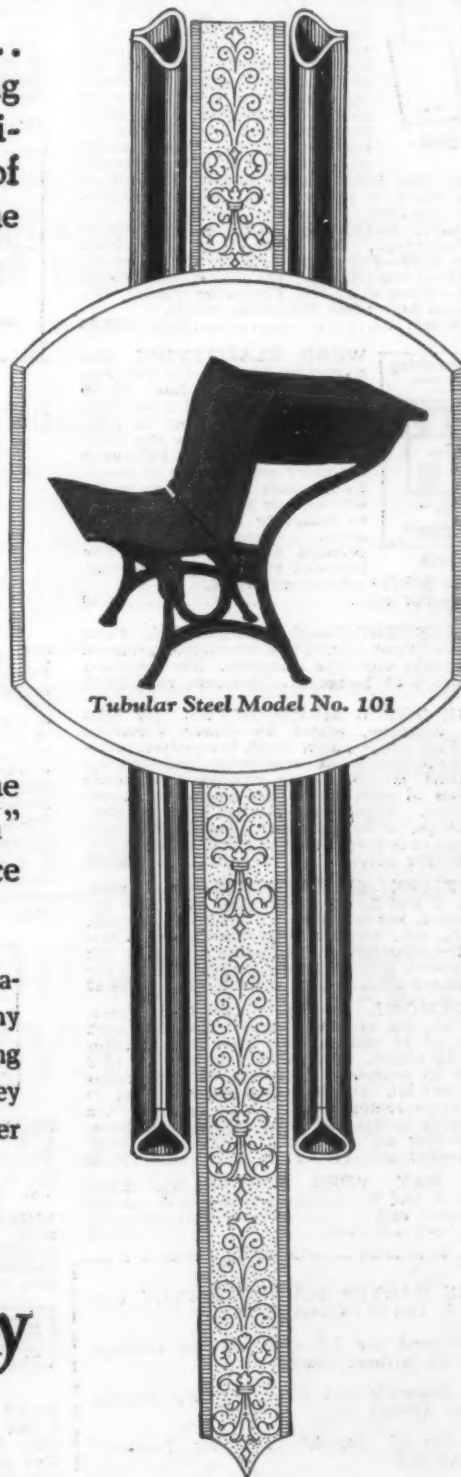
If these desks cost a little more in the beginning, that is only because they have been built to cost far less in the end.

American Seating Company



12 East Jackson Boulevard, Chicago

The Factory is in Michigan, but the Service is Local to you



Tubular Steel Model No. 101

New Self-Teaching Seatwork Materials

To help you solve your problems in curricular construction

New self-directed learning exercises based on extended scientific studies by Garry Cleveland Myers and associates.

Primarily designed to evoke greater pupil interest in self-learning processes, and to provide the teacher with

highly practical and helpful materials conforming strictly to the requirements of advanced pedagogy.

Superintendents and school boards find in Harter Seatwork an excellent means of reducing textbook expenditures.

SEND COUPON BELOW FOR FURTHER DETAILS DIAGNOSTIC TESTING PADS

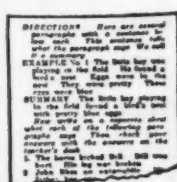
May be used either with or without the new Seatwork Material described on this page. Makes the problem of testing the ability of your pupil an easy matter and involves no great expense on your part. Tests average 15 to 20 cents per pad of 50 sheets. We supply tests covering every department of elementary school work. Write for our descriptive circular.

PUPILS' FUNNY PAGES—No. 2113, 2114 and 2115. Grades 2 and 3. By Garry Cleveland Myers.



No. 2113

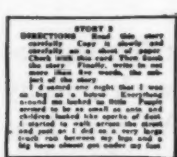
Same as above, but without printed stories. No. 2116. Grades 3, 4 or 5.\$0.40



No. 2079

SUMMARIZING PARAGRAPHS. By K. M. Persing and Garry Cleveland Myers. For all grades from 3rd to Senior High School. Set consists of 16 "Self-teaching by Samples" lessons in paragraph summarizing, which is the highest form of silent reading and study. No. 2079—For 3rd, 4th, and 5th Grades. No. 2080—For 5th and 6th Grades. No. 2081—For 7th and 8th Grades. No. 2082—For 8th and 9th Grades. No. 2083—For Senior High School. Price, per set.\$0.40

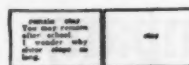
SENTENCE ARRANGEMENT—No. 2068. Grades 3, 4 and 5. Each of 16 cards contains a five to nine sentence paragraph with sentences in mixed orders. Pupils to rearrange and give story a title.\$0.40



No. 2086

STORY STARTERS—No. 2086 and 2087. Grades 4, 5, and 6. Highly motivated Silent Reading. The pupil learns by copying sentences and writing his own version of the climax of the story. Two sets, each.\$0.40

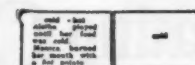
WHAT HAPPENED STORIES—No. 2096 and 2097. Grades 3 and 4. Two sets of 32 stories printed on 4 1/2 x 6 inch cards. Interesting Silent Reading Stories of children's experiences. Two sets, each.\$0.40



No. 2088

EASY SYNONYMS—No. 2088 and 2089. Grades 3 and 4. Self teaching of synonyms from Thorndike Word List with sentences to illustrate. Two sets, each.\$0.40

NOTE:—We publish several additional sets on Self Teaching of Synonyms, opposites and homonyms which help the pupil master word meanings by himself. Write for our Seatwork Catalog.



No. 2090

SELF-TEACHING ARITHMETIC—Self-supervised learning of all number combinations from 1 to 10 without help from the teacher. Problems printed on two sides of cards, with answer on one side, without answer on other side. 100 cards in each set. No. 2060 Addition, No. 2061 Multiplication, No. 2062 Division, No. 2063 Subtraction. See illustration. Four sets, each.\$0.40



No. 2060

NUMBER PUZZLE CARDS—No. 2085. Self-Checking arithmetic puzzle in addition combinations from 10 to 20.\$0.40

READING AND WRITING NUMBERS. By Garry Cleveland Myers, Ph.D. For 3rd and 4th Grades. 32 Self-teaching lessons in Reading and Writing Numbers. Lessons appear in sequence. Each lesson has 12 exercises from which child reads, per example, "Seventy-three—73." On the other side of this card, "Seventy-three" appears alone. Child is to supply 73. Child turns back to the lesson side whenever he needs help. No. 2072—Per set.\$0.40



No. 2072

READING AND WRITING DECIMALS. By Garry Cleveland Myers, Ph.D. For 3rd and 4th Grades. 16 self-teaching lessons in Reading and Writing Decimals. Lessons appear in sequence. Each lesson has 12 exercises in reading decimals from which child studies. On the other side of the card the decimal appears alone. No. 2073—Per set.\$0.40

FIRST STEPS IN NUMBERS—No. 2098. Grade 1. Reading and writing numbers from 1 to 10 taught by interesting animal pictures. 16 cards 6 x 9 inches.\$0.40

THE GROCERY STORE. By Garry Cleveland Myers. Self-supervised study for 2nd or 3rd Grades. Eight cards 9 x 12 inches with 160 interesting problems in buying groceries from pictured shelves of Store. One-half of each card pictures the grocery store shelves, with canned goods, fruit, vegetables, etc., all neatly arranged and priced. Problems printed on other half of each card. Set also includes answer card, to be placed on teacher's desk. No. 2067—Per set.\$0.40



No. 2067

HARTER'S NUMBER AND LETTER CARDS. We supply kindergarten and primary grade Number and Letter Cards in two sizes packed in boxes or in strips, also Cut-Out Letters 1 inch high, and Color Tablets for number work in squares, circles, triangles, etc. Write for our Seatwork Catalog which describes all of these numbers.

THE TOY STORE. For 2nd or 3rd Grades. Similar to the Grocery Store, above, but picturing the toy store, and with problems in toy buying. An exceptionally interesting set for children. No. 2071—Per set.\$0.40



No. 2071

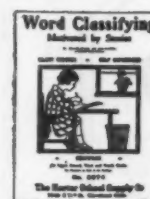
NO. 2000—DOMINO AND FIGURE COMBINATIONS. Eight new combinations (16 cards) in an envelope, to be cut apart and placed in individual envelopes. Pupils lay their cards in pairs, according to combinations, matching either side. Per set.\$0.40

FACTS AND NUMBER VALUES. By Garry Cleveland Myers. For 3rd, 4th and 5th Grades. Set consists of 32 cards, size 4 1/2 x 6 inches. Lesson side of card contains, for example, names of twelve largest U. S. cities paired with population and arranged in random order. Pupil is to put pairs in order. Answer side of card gives pairs in correct order with numbers spelled out. No. 2101—Per set.\$0.40



No. 2066

SELF-TEACHING VOCABULARY. By Garry Cleveland Myers. A group of five "self-teaching by samples" sets, each set consisting of 90 cards 2 x 3 inches, giving self-instruction in vocabulary of 90 words taken from Thorndike's list. One side of each card printed with drawing of a subject familiar to every child, including animals, birds, toys, etc., with name printed below the drawing. Pupil studies words until he feels that he knows each one, then tests self by turning to back of card, on which is printed name without picture. Includes complete instructions, self-testing, and word games, particularly suited to children of foreign parentage. No. 2066—From Thorndike's list. No. 2109—From first 500 Thorndike words. No. 2110—From second 500 Thorndike words. No. 2111—From third 500 Thorndike words. No. 2112—From first 1,500 Thorndike words. Price, per set.\$0.40



No. 2074

They have definite educational value. No. 2074—Per set.\$0.40

MIXED SENTENCES—No. 2125 and 2126. From Thorndike's Word List. Pupil rearranges group of words to make complete sentences. 320 sentences on 16 cards 6 x 9 inches.Two sets, each \$0.40

MOTHER GOOSE SILHOUETTES. By Miss Florence Sampson, edited by Garry Cleveland Myers. First-grade pupils teach themselves meanings of the printed word, word order, and sentence order in 32 Mother Goose rhymes. Silhouette illustrations of each rhyme are printed on cards 9 x 12 inches. Rhymes are printed in large, clear type in strips, to be cut apart. Pupils read each strip and place in proper sequence beside the picture. No. 2098—Per set.\$0.40

DESCRIPTIVE SILHOUETTES—No. 2004. Grades 1, 2 and 3. Similar to our No. 2098 described above, but including silhouettes of animals, birds, fish, etc., instead of Mother Goose Characters. See illustration. Sentences are to be cut up and placed by the pupils at the side of the proper picture according to context.\$0.40

VERB DEMONS. By Garry Cleveland Myers. For 4th, 5th, 6th and 7th Grades. Two sets each consisting of 16 self-teaching from sample cards size 9 x 12 inches. On lesson side of each of 8 cards are 25 sentences, including 11 verb forms of sit, lie and let. On the self-teaching side are 20 of these same sentences with verbs omitted. On 8 other cards appear the verbs set, lay and leave. No. 2091—Per set.\$0.40
No. 2092—Per set.\$0.40

EVERY DAY VERB DRILLS—No. 2095. Grades 4, 5 and 6. Gives extensive drill on the most common verbs. Correct form illustrated with sentences and exercises.\$0.40

To THE HARTER SCHOOL SUPPLY CO.,
2054 E. 71st St., Cleveland:

Please send the following checked catalogs, etc., to me without charge:

☐ New Seatwork and Silent Reading catalog-circular. (Free.)

☐ New list of "Helpful Hints for Teachers" titles. (Free.)

☐ Harter's New Teachers' Catalog, which describes and illustrates hundreds of good things that every teacher needs. (Free.)

Name

Title

Address

Order from your dealer, or

THE HARTER SCHOOL SUPPLY COMPANY
2054 East 71st Street . . CLEVELAND, OHIO

Mention THE JOURNAL when writing our advertisers.

A RICH AND VARIED READING PROGRAM

Basal

The Bolenius Readers.

This series lays the best foundation in all aspects of the teaching of reading.

Silent

Stone's Silent Reading.

The necessary training in all forms of silent reading is given in this series.

Literary

The Riverside Readers.

Bryant's The Story Readers.

Dramatic

Stevenson's Children's Classics in Dramatic Form.

Geographical

Perkins' The Twins Series of Geographical Readers.

Historical

Perkins' The Twins Series of Historical Readers.

Science

The Dallas Lore Sharp Nature Series.

The Science Readers.

Industrial

Tappan's The Industrial Readers.

General

The Riverside Literature Series.

This series offers an unexcelled selection in all forms of reading.

Boston
New York

HOUGHTON MIFFLIN COMPANY

Chicago
San Francisco



A Series of Vivid and Inspiring Motion Pictures, Now Available for Educational Use, which Reproduce with Historical Accuracy Outstanding Events in the Annals of America. Produced under the Supervision and Control of a Committee of the Council of Yale University.



THE CHRONICLES OF AMERICA PHOTOPLAYS

I don't believe I can overestimate the enthusiasm and interest displayed. I am thoroughly sold on the Chronicles.

F. E. CLERK,
*Superintendent of Schools,
Kenilworth, Illinois.*

There have been no pictures that compare, even remotely, with the Chronicles in matters of historic interest, true depiction and absolute educational value.

ELMORE PETERSON,
*Director, Extension Division,
University of Colorado.*

We feel that at last here are films which are adequate and satisfactory for teaching the history of our country.

GEORGE H. SHERWOOD,
*Acting Director, American
Museum of Natural History,
New York City.*

An intangible realism and sincerity distinguishes The Chronicles of America from all other motion pictures and characterizes them as absolutely different and unique.

New York Herald-Tribune.

Of the fifteen Chronicles we have seen, all of them have been placed on our Selected List.

W. A. BARRETT,
*Executive Secretary, National
Board of Review of
Motion Pictures.*

YALE UNIVERSITY PRESS FILM SERVICE

YALE UNIVERSITY, NEW HAVEN, CONNECTICUT

NEW YORK OFFICES, 522 FIFTH AVENUE

(Physical Distributors, Pathé Exchange, Inc.)

Yale University Press Film Service,
New Haven, Connecticut.
Kindly mail me 64-page illustrated booklet describing
The Chronicles of America Photoplays.

Name
School
City
State

NEA 11-25



The Teacher's Charge

TO THE teacher is intrusted the young mind of the world, the most precious heritage of every nation. To the teacher comes the little tot in his formative and most impressionable years, eager to learn, willing to obey, implicit in his confidence, anxious to be led. Upon the teacher devolves the great responsibility of taking that impressionable mind and moulding it, developing it and insuring that its fundamental principles shall be sound—a foundation from which may be developed greater power than the present generation has known.

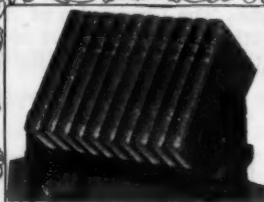
Upon the teaching profession depends the mental progress of the nation and of the world. That is its charge. Increased interest on the part of the public and greater expenditures for education show an appreciation of and confidence in the personnel of the profession.

Normal and College training has brought forth the highly trained teacher, has taught her the Method of teaching, has taught her to take the young mind as it comes and develop its highest faculties. It has given her that training and told her the kind of tools she must use, but there the Normal School and College must stop. It is not within their function to develop and supply these tools; that must be left for the specialist publisher with his corps of educational experts. The publisher who comes to his task with the same high purpose and sense of responsibility that animates the conscientious teacher.

With a realization of this responsibility and the satisfaction of having solved the teacher's greatest problem, The Compton Company announces its *National Teachers' Service*. This Company has a back ground of more

than thirty years' experience in developing and building educational helps. In preparing its Teachers' Service, it has, in addition, enlisted the services of more than eighty of the most prominent educators of America. Resulting is a service that supplies the teacher everything she can possibly need as professional equipment outside of her text books. It puts at the teacher's immediate command a wealth of material for every phase of every general or specific subject, whether the demand be for visual material, descriptive material or material on the current happenings of the month, the Service is ever ready to supply just what is needed. *Compton's National Teachers' Service* is at once the most complete and ideally modern teachers' help available. We should be glad to tell you more about this new Teachers' Service.

**F. E. COMPTON &
COMPANY**
58 E. Washington St.
CHICAGO



A letter or a postal
card will bring
you detailed in-
formation.

COMPTON'S PICTURED ENCYCLOPEDIA

Mention THE JOURNAL when writing our advertisers.

She's Attractive



From Her
Smart Fall Hat
To Her Trim

Cantilever Shoes

Vivacious, active, graceful; the type of woman who is so popular in modern American life. She cannot afford to be tired. So she has influenced the fashions in favor of comfort and freedom.

Shoes, she selects with the greatest care. She knows that the feet are the foundation of all activity and while she has a keen eye for style in her footwear, she must also have comfort and foot freedom.

Cantilever Shoes are finding much favor with the active modern woman because they are made with consideration for her good taste as well as her comfort. When she dances or goes out for an afternoon of bridge, she enjoys the comfort and the style of Cantilever pumps. For walking and general utility wear she finds helpful ease in trim Cantilever oxfords.

Why She Finds Cantilevers So Helpful

The flexible arch makes the Cantilever a wonderfully comfortable shoe. It nestles up snugly to the arch giving restful support without restricting the natural exercise of the foot muscles. The foot muscles are encouraged to build up the springy strength they need to hold the twenty-six bones of the foot in strong, tireless arches.



The lines of the Cantilever are the graceful natural lines of the foot. There's plenty of room in the modishly rounded toe; and the closely fitted heel keeps the sides from gaping. You will like the way Cantilevers look on your foot and you will find a splendid variety of good-looking pumps and oxfords that will give you attractive style combined with all-day comfort.



Cantilever Shoe



Go to one of the stores below or write the manufacturers, Morse & Burt Co., 404 Willoughby Avenue, Brooklyn, N. Y., for the address of a more conveniently located Cantilever agency.

Cantilever Stores Cut this out for reference

Akron—11 Orpheum Arcade (Main & Market)
Albany—65 Columbia St. (cor. N. Pearl)
Allentown—925 Hamilton St.
Altoona—Bendheim's, 1202-11th Ave.
Arkansas City—Newman Dry Goods Co.
Asheville—Pollock's
Atlanta—138 Peachtree Arcade
Atlantic City—2019 Boardwalk (nr. Shetburne)
Auburn, N. Y.—Dusenbury Co.
Augusta, Ga.—Basson-Cullum Shoe Co.
Baltimore—316 North Charles St.
Bangor—John Connors Shoe Co.
Berkley—The Booterie
Birmingham—Pastor City Shoe Co.
Birmingham—319 North 29th St.
Boise—The Falk Merc. Co.
Boston—109 Newbury St. (cor. Clarendon St.)
Bridgeport—1025 Main St. (2nd floor)
Brooklyn—516 Fulton St. (Hawover Place)
Buffalo—441 Main St. (above Chippewa St.)
Burlington, Vt.—Lewis & Blanchard
Butte—Hubert Shoe Co.
Cedar Rapids—The Killian Co.
Charleston, W. Va.—John Lee Shoe Co.
Charlotte—226 North Tryon St.
Chicago—162 N. State St. (3rd floor Butler Bldg.)
Chicago—1626 Leland (near Broadway)
Chicago—6419 Cottage Grove Ave. (Woodlawn)
Cincinnati—The McAlpin Co.
Cleveland—1785 Euclid Ave.
Colorado Springs—Waltz Shoe Co.
Columbus, O.—184 E. Broad St. (at 1st)
Dallas—Medical Arts Bldg.
Danville, Ill.—Cavanaugh & Meyer
Davenport—M. L. Parker Co.
Dayton—The Rike-Kumler Co.
Decatur—Raupp & Son
Denver—224 Foster Bldg.
Des Moines—W. L. Walter Shoe Co.
Detroit—2038 Park Ave. (at Elizabeth St.)
Dubuque—J. F. Stampfer Co.
Duluth—197 West First St. (near 1st Ave. W.)
Elizabeth—238 North Broad St.
Elmira—C. W. O'Shea
Erie—Weechler Co., 924 State St.
Evansville—North Shore Bootery
Evansville—318 So. 2nd St. (near Main)
Fargo—Hall-Allen Shoe Co.
Fitchburg—W. C. Goodwin, 242 Main St.
Fort Wayne—Mathison App's Sons
Fresno—The Bootery
Grand Rapids—Harpolsheimer Co.
Greensboro, N. C.—Robt. A. Sills Co.
Greenville—Pollock's
Hagerstown—Bike's Shoe Shop
Hamilton, Ont.—8 John St. North (near King)
Harrisburg—317 No. 2nd St.
Hartford—Trumbull & Church Sts.
Haverhill—Bennett & Co.
Holyoke—Thos. S. Childs, 275 High St.
Houston—205 Gulf Bldg. (take elevator)
Huntington, W. Va.—McMahon-Diehl
Indianapolis—L. S. Ayres & Co.
Ithaca—Rothschild Bros.
Jacksonville, Fla.—H. Hagan St. (opp. Seminole Hotel)
Jersey City—Bennett's, 411 Central Ave.
Johnstown, Pa.—E. Zang
Kalamazoo—The Bell Shoe House
Kansas City, Mo.—309 Altman Bldg.
Kingston, N. Y.—E. T. Stille & Son
Laurens—Spence Shoe Co.
Lawrence, Mass.—Geo. Lord & Son
Lawton—Laney-Wellman, 115 Lichen St.
Lexington, Ky.—Denton, Ross, Todd Co.
Lima—The Sill Shoe Co.
Lincoln—Mayer Bros. Co.
Little Rock—417 Main St. (Pugh Bldg.)
Long Beach, Cal.—316 Pine Ave.
Los Angeles—728 S. Hill St. (3rd floor)
Louisville—Boston Shoe Co.
Lowell—The Bon Marche
Lynch—Goddard Bros.
Macon—Macon Shoe Co.
Madison, Wis.—Family Shoe Store
Manchester, N. H.—Wm. Marcotte Co.
Marquette—Jacob Rose & Sons
Memphis—28 No. Second St.
Meriden, Conn.—Brown Shoe Co.
Milwaukee—Brouwer Shoe Co.
Minneapolis—25 Eighth St. South.
Missoula—Missoula Mercantile Co.
Montgomery—Campbell Shoe Co.
Montréal—Keefer Bldg. (St. Catherine, W.)
Mount Vernon, N. Y.—J. Rice & Co.
Nashville—J. A. Mendore & Sons
Newark—297 Broad St. (Second floor)
New Bedford—Olympic Shoe Shop
Newburgh—G. A. C. Van Beuren
New Haven—190 Orange St. (near Court)
New Orleans—109 Baronne St. (Room 209)
Newport, R. I.—Sullivan's, 226 Thames St.
New York—14 W. 48th St. (opp. Public Library)
New York—798 Third Ave. (3rd floor)
New York—13 John St. (Bet. D'way and Nassau)
Norfolk—Ames & Brownley
Oakland—514-15th St. (opp. City Hall)
Oklahoma City—Fessler's Boot Shop
Omaha—1708 Howard St.
Ottawa, Ont.—Murphy-Gamble, Ltd.
Pasadena—378 E. Colorado St.
Paterson—11 Hamilton Street (opp. Regent Theatre)
Pawtucket—Evans & Young
Peoria—105 So. Jefferson St. (Lehnman Bldg.)
Perth Amboy—Jos. Bruck & Son
Philadelphia—102 Chestnut St.
Pittsburgh—The Rosenbaum Co.
Pittsfield—Wm. Fahey, 254 North St.
Portland, Me.—C. Van Arsdale
Portland, Ore.—221 Washington St.
Poughkeepsie—Louis Schenberger
Providence—The Boston Store
Reading—Sig. S. Schwertner
Richmond, Va.—Seymour Cycle
Richmond, Ind.—The Hoosier Store
Ronsdale—L. Bachrach Shoe Co.
Rochester—237 Main St. E. (3rd floor)
Rockford—D. J. Stewart & Co.
St. Joseph, Mo.—216 N. 7th (Arcade Bldg.)
St. Louis—514 Arcade Bldg. (opp. P. O.)
St. Paul—43 E. 5th St. (Frederic Hotel)
St. Petersburg—W. L. Tillinghast
Sacramento—1012 K Street
Saginaw—Gonschke-Kulper Co.
Salt Lake City—Walker Bros. Co.
San Diego—The Marston Co.
San Francisco—127 Stockton St.
Santa Barbara—Smith's Bootery
Savannah—Coble Shoe Co.
Scranton—Lewis & Rellly
Seattle—Baxter & Baxter
Shreveport—Phelps Shoe Co.
Sioux City—The Pelletier Co.
South Bend—Ellsworth Store
Spokane—The Crescent
Stamford, Conn.—L. Speltz & Son
Syracuse—121 West Jefferson St.
Tacoma—253 So. 11th St. (Fidelity Trust Bldg.)
Tokio—LaSalle & Koch Co.
Topeka—The Pelletier Store
Toronto—7 Queen St. East (at Yonge)
Trenton—H. M. Voorhees & Bro.
Troy—35 Third St. (2nd floor)
Tulsa—Lynn's Shoe Store
Utica—31 & 30 Blenheim St. Cor. Union
Vancouver—Hudson's Bay Co.
Waco—Davis-Smith Bootery
Washington—1319 F Street (2nd floor)
Waterbury—Howland-Hughes Co.
Waterville, Me.—N. Hillson & Sons
Wheeling—Geo. R. Taylor Co.
Wichita Falls—Sunderford Bootery
Williamsport—John B. Irvin
Wilmington, Del.—Kennard-Pyle Co.
Winthrop—Hudson's Bay Co.
Worcester—J. C. MacInnes Co.
Yonkers—22 Main St.
Youngstown—B. McManus Co.

Agencies in 401 other cities

Mention THE JOURNAL when writing our advertisers.

NOTES and ANNOUNCEMENTS

THE FIFTY-SIXTH Annual Meeting of the Department of Superintendence of the National Education Association is to be held in Washington, D. C., February 21-25, 1926. Headquarters, general sessions, registration, and exhibits will be located in the new Washington Convention Auditorium. This building, which was recently completed, can comfortably seat six thousand persons. It is equipped with a splendid pipe organ and every modern facility of a great convention hall. Advance hotel reservations indicate that the attendance will break all records. Twenty-two of the largest hotels in the city are already reserved to capacity. Those who have not yet secured reservations will do well to write immediately to C. E. La Vigne, Executive Director, Washington Convention Bureau, Nineteenth Street and New York Avenue, Washington, D. C. Be sure to state precise time of arrival and give names of persons to be accommodated. Single rooms are exhausted.

The opening Vesper Service is to be on Sunday afternoon, February 21. General public sessions of the Department of Superintendence will be held on the mornings of Monday, Wednesday, and Thursday and on the evenings of Monday and Thursday. The annual executive session for members of the Department only will be Tuesday morning. The National Society for the Study of Education will have its meetings on Saturday evening and Tuesday evening in the Washington Auditorium. Wednesday evening is reserved for college dinners. Many State dinners are planned for Tuesday evening. Allied departments and organizations will hold meetings throughout the city on afternoons during the week. On Wednesday afternoon some interesting social functions and sight-seeing trips are scheduled.

The Fourth Yearbook of the Department of Superintendence will be distributed to members at the Washington Convention. Its preparation is in charge of a number of committees organized through the Commission on the Curriculum. A joint meeting of the Commission with the chairmen of these committees was held in New York City, September 25 and 26. Reports made

there were very encouraging for another useful yearbook. Chairmen representing their committees were: Art, William McAndrew, Chicago; Character Education, H. B. Wilson, Berkeley, Calif.; Elementary Science and Nature Study, Frank W. Ballou, Washington, D. C.; Health and Physical Education, W. J. Bickett, Trenton, N. J.; Language and Composition, A. L. Threlkeld, Denver, Colo.; Mathematics, Zenos E. Scott, Springfield, Mass.; Music, Will Earhart, Pittsburgh, Pa.; Reading, J. W. Studebaker, Des Moines, Iowa; Social Studies, R. G. Jones, Cleveland, Ohio; Spelling, E. E. Lewis, Flint, Mich.; Modern Foreign Languages, Michael J. Downey, Boston, Mass. Other members present were: Edwin C. Broome, Philadelphia, Pa.; John L. Alger, Providence, R. I.; Charles H. Judd, University of Chicago; Harold O. Rugg, Columbia University; Frank E. Spaulding, Yale University; Paul C. Stetson, Dayton, Ohio; John W. Withers, New York University.

THE RESEARCH DIVISION of the National Education Association issued a special number of the *Research Bulletin* for American Education Week, entitled, *Taking Stock of the Schools*. This Bulletin answers in terse and graphic form such questions as these: How much are we spending for education? Is the Nation able to support its public schools on the present basis? Do school costs prevent the production of an adequate supply of the material needs of life? Are the schools getting results? Is education a productive force? What relation has education to earning power, thrift, and production of men of eminence? Those preparing speeches for American Education Week will find this issue of the *Research Bulletin* bristling with timely and interesting facts about our public schools. The price of single copies is twenty-five cents.

A number of important issues vital to the teaching profession are being investigated by the Research Division. These findings will be included in forth-coming issues of the *Research Bulletin*, the first of which will deal with the curriculum.

THE FIFTH YEARBOOK of the Department of Elementary School Prin-

cipals is well under way. Arthur S. Gist, Principal of the B. F. Day School, Seattle, Washington, is again the editor. The Third and Fourth Yearbooks of the Department, which were also prepared under his direction, were outstanding contributions in the field of the elementary school principalship.

SECRETARY CRABTREE has sent the following letter to principals throughout the United States. The points which he emphasizes are of such importance that teachers generally will be interested in the letter:

This is our second letter to principals. The first one was on the importance of a stabilized membership. This one will urge the value of getting the entire profession at work on its problems. There is no way of estimating what it would mean for all teachers to give time and attention to the same vital problems, if for only a year.

Does the local association hold meetings? Are all your teachers members of the local association and do they participate in the discussions? Do the teachers of your building meet regularly to discuss problems of the building, problems of the system, and problems of the profession? How often do they meet? These building groups with the principal or other leader in the chair are among the most valuable meetings which can be held.

Are all your teachers members of the State and National associations? Do you belong to the Department of Elementary or Secondary School Principals? Does the county or city superintendent belong to the Department of Superintendence? These are among the efficiency tests applied more and more to the system of schools and to members of the profession. If your teachers are not members, see that they become members at once. Next, see that they become working members. To be members of a live, throbbing, organized profession will be of inestimable value to them and it will aid in promoting the great cause of education.

THE JOURNAL and the State educational paper can be made the basis of study. The volume of Proceedings would be your best reference book. The committee reports on special problems should be subjects of study and discussion. The divisions at headquarters can help you: If the problem is one of research, get help from John K. Norton. If you wish help on the Education Bill, ask Charl O. Williams. If you desire help on problems of the classroom, consult Agnes Winn. If you have a question on membership, ask T. D. Martin about it. If you wish information on the finances of the Association, ask Helen T. Hixson. If you wish information on educational and business rela-

(Continued on page A-232)

Here's the Answer!

to one of the most urgent needs of the upper grade teacher-



Here is something new—a "living weekly textbook" edited exclusively for classroom use and supplementary reading in upper grades and high schools. After traveling thousands of miles, securing the approval of educators in forty-seven states, and testing his plan upon twenty-five thousand pupils, Herbert Askwith presents THE WORLD REVIEW to the teachers of America. Everywhere this well known editor-educator found teachers asking for this new teaching material.

A 3 WEEKS' SUBSCRIPTION FOR EVERY PUPIL IN YOUR ROOM

THE WORLD REVIEW presents current topics specially prepared for classes in English, Civics, History, Geography, and Nature Study. It provides material for themes, allurements to the study of literature and language. It presents new lights on history, makes geography human as well as physical, pictures the romance of industry, and gives practical help in choosing vocations.

Test THE WORLD REVIEW in your class, without risk or obligation. [See Experiment Blank.] After you have had a copy each week for three weeks for every pupil in your class, you then decide if you wish to continue, in which case you pay the special school rate of 75 cents a semester (half year) or 5 cents a week for each student's copy. Your own personal copy is free.

Thousands Ordered Before First Issue

Already THE WORLD REVIEW has been adopted as the "living weekly text book" in scores of cities and towns. Several states have recommended it in the prescribed course of instruction.

Mail the Experiment Blank Now!

Address 162 East Erie St., Chicago

The World Review

The Living Weekly Text Book-

Mention THE JOURNAL when writing our advertisers.

Free Scholarships to Teachers

THE WORLD REVIEW has a plan whereby you may win a free tuition scholarship at any Summer School you may select. Write for full information on this offer.

Teaching Helps Free

We have a plan to supply reference books, maps, charts, globes, stereopticons and slides, motion-picture machines and reels, and complete radio sets free of charge. Ask for full details. Our Research Bureau will prepare bibliographies, give special references, suggest sources, maps, texts, etc. and work up projects.

Nationally Known Advisory Board

THE WORLD REVIEW is edited by Herbert Askwith, whose outstanding achievements as an editor-educator insure to the teaching profession the supreme usefulness of this publication. His staff of assistants tour the country, keeping in constant touch with actual teaching problems and methods. Associated with them is an Editorial Advisory Board selected from the most prominent educators of America. Among them are:

J. F. Bailey, Principal Oliver High School, Pittsburgh
 Frank W. Ballou, Supt. Public Schools, Washington, D. C.
 J. Lynn Barnard, Dir. Social Studies, Penn.
 John H. Beveridge, Supt. Schools, Omaha
 Luther Burbank, Naturalist
 W. W. Charters, Prof. of Education, Chicago
 M. G. Clark, Supt. Schools, Sioux City
 Randall Condon, Supt. Schools, Cincinnati
 William S. Gray, Dean School of Education, Chicago
 Howard C. Hill, University High School, Chicago
 Arthur J. Jones, Professor of Secondary Education, University of Penn.
 R. G. Jones, Supt. Schools, Cleveland
 Charles H. Judd, Director of School of Education, University of Chicago
 E. E. Lewis, Supt. Schools, Flint, Mich.
 A. B. Meredith, Commissioner of Education, Connecticut
 M. V. O'Shea, Head of Dept. of Education, University of Wisconsin
 Harold Rugg, Teachers College, Columbia
 Hendrick Van Loon, Author
 Estaline E. Wilson, Asst. Supt. Schools, Toledo
 Will C. Wood, State Supt. of Instruction, California

Features for 1925-26

"American Ideals"—A series of lessons in patriotic citizenship training.
 "Know Your City"—A project for the study of your own city.
 "Writers of Today"—Studies of contemporary authors, with selections.
 "The Romance of Words"—Fascinating studies in the life-history of words combined with original projects.
 "Making History Graphic"—The study of history pictorialized.
 "Pleasure Island"—A course in civic hygiene.
 "What I Want to Be"—A series on vocational guidance.

Projects and problems on interesting topics in the above subjects will be outlined frequently. Every issue contains questions and topics for study and discussion.

Experiment Blank

THE WORLD REVIEW
 162 E. Erie St., Chicago

I am willing to experiment with The World Review in my classes. If I decide not to continue using it and notify you before receiving the fourth issue, I pay nothing for the copies sent to me. Start with _____ copies, to reach me (date) _____. I may increase or reduce order at any time. If I reduce this order before the fourth issue, you will charge me only for the smaller order from the start. If I increase this order, I pay only for the actual copies received from the start. In any event, I pay at the special rate (5c per week, or 75c per half year) only in case I continue to use the World Review after experimenting with three issues.

Signed _____
 Position _____
 Name of School _____
 Address of School _____

If in a hurry for first copies, WIRE us collect! Then mail this blank!

A Formula Method of Teaching Arithmetic

**Separates the study
of Formula from
the study of Figures.**

**Makes Arithmetic
interesting to the
student.**

**Ask for a copy of the
article "A Formula
Method of Teaching
Arithmetic."**

MONROE

Calculating Machine Co.

General Offices

Woolworth Building, New York,
N. Y.

Monroe Machines and Service are Available in
all Principal Cities of the U. S., Canada, Great
Britain, Europe and throughout the World.

Notes and Announcements

(Continued from page A-230)

tionships, ask Harold A. Allan; and if concerning publicity and *THE JOURNAL*, ask Joy Elmer Morgan. Address each of these at the headquarters office.

In case you need helps of any kind for meetings or study, let us know. In case you need additional membership blanks, write immediately. Although schools have only just opened, one hundred schools have already reported a 100 per cent enrolment for this year. Others are reporting daily. If your school is not already on the 100 per cent list see that it secures a place on this honor roll immediately.

ENLISTMENT TIME—Membership in local, State, and National education associations is an obligation on every American teacher. The earlier in the year this obligation is made the better. Membership dues which are received early begin sooner to aid in the extensive services which the Association is rendering teachers and education. The fall months are enlistment time.

THE TEACHER of today is anxious to invest her money wisely. No investment could bring higher dividends than a life membership in the National Education Association. The Association stands today as the greatest educational body in the world. A life membership card not only serves as a credential but is the highest type of credential that can be carried by members of the Association. The life member contributes to educational progress through ages to come. The amount received from these members adds to the permanent fund of the Association and so is kept in perpetuity. The membership fee of \$100 can be paid in four instalments of \$25 each, covering a period of four years. Write the Secretary, J. W. Crabtree, 1201 Sixteenth Street Northwest, Washington, D. C., for the booklet on life membership.

AT THE MEETING of the Committee of 100 on Co-Inclusive Membership held at Indianapolis last June, Miss Mary Mooney, of California, made this significant remark, in discussing the importance of the coöperation of school principals in conducting a membership campaign:

We cannot expect to make individual progress; we must go forward in groups. The principal is the leader and his attitude is reflected by the membership of his group.

THE IDEA of earning a book in connection with Children's Book Week was started three years ago in Los Angeles. It is a commendable idea. Interest in books, as is true of any kind of property,

is enhanced by ownership, and ownership as the result of labor is more significant than ownership by gift.

THE AMERICAN BANKERS' ASSOCIATION has subscribed \$216,000 of the \$500,000 needed for the establishment of 100 five-thousand dollar scholarships in economics in every one of the States.

THE TEACHING LOAD—It is as grave a danger to education to allow teachers to be overloaded as it was in the days of sweat shops to permit factory workers to be overworked. It is far graver—for the children are the ones who suffer. The shortage of teachers in recent years, the sudden growth in the school population in certain districts, the almost entire stopping of building operations during the war, all have tended to overcrowding of rooms and classes. It is the business of our profession to protect its members and our schools from this kind of exploitation.

Experience has proved that a teacher can instruct a class of twenty-five or less with far greater success than more than that number. In subjects where a great deal of outside preparation and marking of papers is required, four teaching classes makes a full program and five should be the standard in all classes except possibly industrial subjects, where the limit should be six. In addition to regular class work there is, in high schools, the advisory group. This cannot be handled effectively if larger than thirty, but we sometimes find it as large as forty or fifty. There is also supervision of study, keeping of records, making reports, and such coöperative work as attendance on meetings, hall duty, etc. All this work in addition to class instruction must be taken into consideration in the teacher's load. The lack of preparation results in poor class work, and is an inevitable result of overstrain. Finally, the over-loaded teacher breaks down and then her class must pass through the disintegrating experience of substitute teaching.

On the other hand, a normal program with classes of not more than twenty-five in high school, or thirty-five in a grade room, with not more than five hours of actual teaching allows time for careful individual attention, careful preparation, successful written work, and successful progress on the part of the pupils. There is a great decrease in retardation and fewer substitutes, and this far offsets the cost of additional teachers.

The question of the teaching load is

(Continued on page A-234)

Experience and Experiment built

STERLING LIFELONG BLACKBOARD

© 1925 WEBER COSTELLO CO.



The Crowning Achievement of 40 Years as Blackboard Specialists

Time... years and years of Time... this is the most important factor in blackboard perfection. For fine blackboard is processed...built layer upon layer...seasoned and aged. Blackboard has been improved only in years of evolution...through years of experience. And even improvements can be questioned until time and actual usage tell the final story.

40 Years of Experience

When Old Reliable Hyloplate was accorded first place in manufactured blackboard...was given preference over all other blackboard...Weber Costello were not content. Our objective was an everlasting blackboard...not a super-fine product...but a perfect one.

We kept record upon record...throughout our 40 years in blackboard manufacture. We used our unexcelled facilities in countless experiments. Then...after 32 years...came the combination of two thoroughly time-tested materials. This gave us the key to the blackboard perfection we were seeking.

8 Years of Research

For eight years we experimented. When we were ready came a 3-year test in public and private schools.

That was our final experiment. And then at last we announced Sterling Lifelong Blackboard. More durable than natural slate...yet more elastic. A finer writing surface...and always uniform. Blacker...and black all through. Fireproof...warp-proof...and it will not buckle. A product which improves with age...and fully guaranteed by us and the distributor from whom you purchase.

Free Sample

Know this better-built blackboard. Send the coupon today...for free sample, prices and detailed information. And if you are interested in other superior Weber Costello products...check those items listed at right which interest you...and the facts will be mailed to you at once.

Time-Tested Products

Genuine Old Reliable Hyloplate Blackboard—for 41 years.
Geographical Globes—44 years' experience.
Andrews Tellurian—43 years; patented 1882.
Weber Noiseless and Dustless Eraser—31 years.
Andrews Dustless Eraser—48 years; patented 1877.
Liquid Slating—same formula 52 years.
Alpha Dustless Crayon—56 years; patented in 1869.

The more recent additions are:

Costello Hanging Globe—19 years.
Costello Double Sewed Noiseless Eraser—4 patents, 11 years.
Universal Eraser—18 years.
Wear Better Eraser—8 years.
Sanitary Eraser Cleaner—9 years.
Bacon Standard Series Wall Maps.
Bacon Semi-Contour Series of Political Wall Maps.
Costello Automatic Map Case—pat'd.
Perfection Tilting Map Rack—pat'd.

Weber Costello Co.

Send
this
Coupon

Chicago Heights



Illinois

If you want the facts and prices of other items than Sterling Lifelong Blackboard, check them on the list above the coupon, clip out the list and mail to us, with the coupon.

/// Coupon ///

(011)

WEBER COSTELLO COMPANY
Chicago Heights, Illinois

Gentlemen: Please send me, without obligation on my part, full information about Sterling Lifelong Blackboard, a free sample and the name of the nearest distributor. Also prices and information regarding products checked above.

Name _____

Address _____

EFFICIENT TEACHERS

are always searching for means to deepen their knowledge, broaden their view, add to their effectiveness. Each teacher has his or her own special problems. But all teachers face one thing alike.

THE MIND OF YOUTH

is plastic. The good teacher can mold and color and beautify the minds of his or her pupils and give them character and quality to last as long as life. To do this affects not only the pupil, but the pupil's home, the school authorities, the State, the Nation. It means reputation, advancement, that glorious feeling of content with conscientious work.

Art and Archaeology

is a magazine which enables the teacher of art, history, archaeology, architecture, geography, evolution, to lay a solid foundation in the minds of pupils, to interpret past and present—each in terms of the other. You can quote ART AND ARCHAEOLOGY without fear of contradiction, because its contributors are the men and women who are doing things themselves.

THE COMING MONTHS

will bring some exceptionally fine articles. American Art, Stained Glass, Dutch Sculpture, Historic Philadelphia, Roumanian archaeology and architecture, intelligently condensed news from the entire archaeological world and books of importance reviewed with authority are only a few of the many excellent features that every teacher will appreciate—and use.

DO NOT MISS

these valuable issues. They cost by the year about a cent a day less than your daily and Sunday newspaper. Send \$5 for a year's subscription, or, if you prefer to prove the quality of the finest magazine of its class in the world, ask for a Trial Subscription of 3 months for a dollar.

P. S. On page A-201 of the October Journal there is something of interest—and a coupon.

Teachers' Bureau
ART AND ARCHAEOLOGY
Octagon Annex
WASHINGTON, D. C.

(Continued from page A-232)

not confined to the large cities but extends throughout the State, to city, village, and rural schools.

In what way can we propose a maximum load in such a way that it will apply to all? I suggest that it be a five-hour teaching day and a class unit of twenty-five pupils in high school or departmental work, or 35 pupils in a room in the grades.—Mary Harris, in *The Minnesota Teacher*.

STUDIES in Public School Finance,—volumes III and IV, prepared under the direction of Fletcher Harper Swift, are now ready for distribution. Vol. III, the Middle West, contains studies of public school finance in Illinois, Minnesota, South Dakota, and Alaska. Vol. IV, the South, covers Alabama, Arkansas, Oklahoma, and Tennessee. The four volumes of the series cover one fourth of the States. Copies may be had by addressing the Librarian, University of Minnesota.

MISS MARY A. Hewitt, devoted teacher, ardent worker in the San Francisco Grade Teachers' Association, and delegate to the Indianapolis meeting, has recently passed away.

SUPERINTENDENT W. M. Davidson, Pittsburgh, told the Indianapolis Rotarians that no man will ever have a problem in life that will become as big as interest in the children of his own home. "I challenge you," he said, "to enrich the lives of the boys and girls in your own home. Then you will enrich the land in which all the future will be gloriously proud."

MEL FORSYTHE, N. E. A. State director for Washington, writes in the *Washington Educational Journal* for September of the Indianapolis convention:

The fine cultural spirit of the city, and indeed of the entire State, was distinctly manifest in all arrangements for the convention at large, as well as for the individual delegate.

The general sessions were made memorable by humorous and eloquent addresses. Albert J. Beveridge's oratory, opposing three proposed changes in the Constitution of the United States; Meredith Nicholson, novelist and essayist, on the cultural development of his native State, each gave distinguished contribution from Indiana's field of letters and statesmanship. From start to finish, a varied and excellent program of music preceded each general address.

Rides, receptions, breakfasts, luncheons, and dinners are recalled only with pleasant memories of this visit to Indiana. We walked again with Riley, Eggleston, Lew

Wallace, Charles Major, Gene Stratton Porter, William Vaughn Moody, and even Lincoln, in all their charm, sincerity, romantic and poetic possibility. Indiana made one understand that she is still in the thrill of her first literary potentialities and that she shares them gladly.

Let us try to realize that there is an N. E. A., that it is ours, that we are a part of it, and entitled to its benefits and privileges. In return for its never-ending service to individuals, or to smaller organizations, let it be ours to render the support within our power to give. Let the outstanding thought be service to the profession, to each other, and to the childhood of America.

A FOREIGN SERVICE SCHOOL at George Washington University has been permanently endowed by the National League of Masonic Clubs at its nineteenth annual convention held recently in Washington, D. C. The establishment of this school is part of the League's comprehensive educational program. The new branch will be placed under the department of arts and sciences with Dr. Howard L. Hodgkins as dean.

NEWS of the death of Thomas W. Bicknell, historian, lecturer, and scholar, comes as the JOURNAL goes to press. Dr. Bicknell was president of the National Education Association in 1884 and was an active participant in many educational movements.

PLAYGROUND beautification is a project worthy the encouragement of every teacher. It is to be forwarded by a National contest conducted by the Playground and Recreation Association of America. Entries for the contest close December 1, 1925. There will be three \$500 prizes, thirty \$50 prizes, and thirty-three prizes of \$50 each, the last to be paid in nursery stock. Full information may be had by writing to the Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

EDUCATION in South Africa, 1652-1922, is the title of a monumental study by E. G. Malherbe, which may be had from E. Steiger and Company, 49 Murray Street, New York City. Judging from the review of the book in the *Cape Times*, the problems of the South African States are not unlike those of our American States.

USING the JOURNAL in teacher training is emphasized in the following letter from Carroll D. Champlin, Education Department, Southwestern State Normal School, California, Pa.:

For some reason I have not received the
(Continued on page A-236)

HEALTH EDUCATION

**A program for public
schools and teacher-
training institutions.**

Prepared by the Joint Committee on Health Problems in Education, Thomas D. Wood, M. D., Chairman. The demand for this report has been so great that a third edition has been necessary.

164 pp.—\$1.00 a copy. 10% discount on orders of from 2 to 9 copies; 25% discount on orders of 10 or more

NEW REPORTS

Conserving the Sight of School Children

Prepared with the cooperation of The National Committee for the Prevention of Blindness,

48 pp.—Each 25 cents

Ventilation of School Buildings

Prepared in cooperation with the Elizabeth McCormick Memorial Fund,

8 pp.—Each 15 cents

Other School Health Publications

Prepared by the Joint Committee on Health Problems

Chart set—Fifty-eight charts, each 22x28 inches,

Per set (transportation extra) \$7.00

Sets tinned top and bottom with hangers \$9.00

Health Chart Report—showing miniature reproduction of all charts,

Each 25 cents; per hundred \$15.00

Minimum Health Requirements for Rural Schools,

Each 10 cents; per hundred \$5.00

Health Essentials for Rural School Children,

Each 15 cents; per hundred \$8.00

Health Improvement in Rural Schools,

Each 25 cents; per hundred \$15.00

Health Service in City Schools,

Each 25 cents; per hundred \$15.00

National Education Association

1201 16th Street Northwest
WASHINGTON, D. C.

**If You Are
Interested in
Ventilation
Send for
This Book**



**It is FREE
to School Superintendents
and others responsible
for the ventilation in
school buildings**

You know what good ventilation is. You know that when fresh outdoor air properly warmed comes into each schoolroom constantly, causing seven to nine complete air changes an hour, you have good ventilation.

The purpose of our special edition of Univent Ventilation is to show you how you can obtain these results for your school with the greatest ultimate economy.

You don't need to be an engineer to recognize, understand and prove the facts.

It is your right and duty to help decide intelligently how your school shall be ventilated. This book shows how to choose—and enables you to show others the unarguable reasons for your choice.

It covers the essential facts of good ventilation.

HERMAN NELSON CORPORATION
1925 Third Avenue, Moline, Ill.

UNIVENT

(TRADE MARK)

Ventilation

-----Mail Coupon Now-----

HERMAN NELSON CORPORATION,

1925 Third Avenue, Moline, Illinois

Gentlemen: Kindly send me without obligation special edition of your valuable book "Univent Ventilation" which I wish to read in the interest of my school.

Name.....

Title.....

School.....

Address.....

H-W School Seat Leadership

No. 1
Combination Desk,
16 x 24



FOR 99 years Heywood-Wakefield has specialized in seating equipment. H-W furniture for educational institutions has long been the standard.

No less experience than ours could equal the comfort, serviceability, appearance, economy, and sanitation represented by H-W school furniture. The pupil is postured for the greatest degree of physical and mental health by methods endorsed by the best educational authorities.

Our school seating experts will assist you without cost in solving your seating problems.

HEYWOOD-WAKEFIELD WAREHOUSES

BALTIMORE, MD.
113 W. Conway St.

BOSTON 45, MASS.
Winter Hill
Display Floor,
174 Portland St.

BUFFALO, N. Y.
Wells and Carroll Sts.

CHICAGO, ILL.
2653 Arthington St.
Display Floor,

KANSAS CITY, MO.
1310 W. Eighth St.

LOS ANGELES, CAL.
215 East 6th St.

NEW YORK, N. Y.
516 W. 34th St.

PHILADELPHIA, PA.
244 South 5th St.

PORTLAND, ORE.
148 No. Tenth St.

SAN FRANCISCO, CAL.
737 Howard St.

ST. LOUIS, MO.
Sixth and O'Fallon Sts.



Chair Desk
G1203-1SS Shelf



Chair Desk
G1203-1SS



Teacher's Chair
G1113-5XY SS



Portable Chairs
T242

Heywood-Wakefield
REG. U.S. PAT. OFF.

Chester M. Jones is secretary of the Bureau.

THE AMERICAN RED CROSS holds its ninth annual roll call November 11-26, 1925. It now has a membership of three and one half millions and an additional six million members in the Junior Red Cross. It is the recognized agency of the American people for extending mercy to suffering humanity. Your dues help carry on the work.

FROM the sheaf of material gathered in the editor's desk during the summer comes the following with no label as to its source, but it is worth passing on as a working platform at the beginning of the new school year:

Promise Yourself—To be so strong that nothing can disturb your peace of mind.

To talk health, happiness, and prosperity to every person you meet.

To make all your friends feel that there is something in them.

To look on the sunny side of everything and make your optimism come true.

To think only of the best, to work only for the best, and to expect only the best.

To be just as enthusiastic about the success of others as you are of your own.

To forget the mistakes of the past and press on to the greater achievements of the future.

To wear a cheerful countenance at all times and to have a smile ready for every living creature you meet.

To give so much time to the improvement of yourself that you have no time to criticize others.

To be too big for worry, too noble for anger, and too strong for fear.

To think well of yourself and to proclaim this fact to the world—not in loud words but in great deeds.

To live in the faith that the world is on your side so long as you are true to the best that is in you.

READING with a Purpose is the title of a series of reading courses organized by the American Library Association (86 East Randolph Street, Chicago, Illinois). Each course lists a number of books with descriptive notes and sufficient introduction to the subject to give the reader his bearings. These courses should appeal strongly to teachers who have finished their formal schooling and who wish to continue their education by means of thoughtful, well-organized reading. Among the topics covered are: Biology, English Literature, Ten Pivotal Figures of History, Some Readings in American Books, Economics, General Survey, Appreciation of Music, Sociology and Social Problems, Physical Sciences, Conflicting Ideas in American Government, Psychology, and Philosophy.

(Continued from page A-234)

September issue of the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, and I simply cannot get along without it. Will you please have one sent to me at once? I renewed my Association membership several weeks ago.

A large number of our Seniors are voluntarily subscribing for the JOURNAL, and I am going to use it in my classes again, more than ever. Also we are staging a drive to win as many of the faculty as possible for the N. E. A. I think we shall be almost 100 per cent.

A BOOK which contains much geographical information, *Around the World with Texaco*, may be had free by

JOURNAL readers from the Texaco Star, the Texas Company, Houston, Texas.

THE DES MOINES, IOWA, Bureau of Education of the Chamber of Commerce, a seven-year-old organization, meets twice a month at a downtown hotel. The attendance averages sixty. It holds annual picnics, directs excursions for summer school students at the local universities, takes an active part in American Education Week plans, and fosters a better professional spirit and fraternal relation among the educators and business men of Des Moines.

CARE of the Feet—Without doubt the feet are the most abused part of the human body. Little or no attention is paid to these important members until in great pain or distress. Gracefulness of carriage, ease of body and mind require that the feet be kept free from blemishes and deformities. Thousands of steps are taken every day by the average person, and with each step the entire weight of the body is transferred from one foot to the other. The balancing of the body's weight, with its intrinsic system of internal organs, depends greatly on the manner of standing and walking.

It should be the duty of every orthopedist and shoe fitter, and of school teachers and physicians, and all whose calling enables them to reach the public, to teach foot hygiene. Normal feet can be kept normal easily and inexpensively if proper advice is followed. The time to start is with the infant. Don't distort or interfere with the action or growth of the little baby's foot by forcing its feet and limbs into tight, unyielding stockings. See that the shoes are properly fitted, ample in width and length, free from nails, rough seams or stitchings.

Parents should not force a growing child to wear the same shoe for the sake of wearing it out. The size of the child's foot is constantly changing, and many cases of foot trouble result from this neglect on the part of the parents. Don't have a child's shoes repaired unless they are of ample length. Don't buy a child more than one or two pairs of shoes at a time, for he will outgrow them. Proper fitting of shoes and stockings are the chief items for foot comfort. Bathing and massaging the feet regularly is a habit that will reap a hundredfold reward.

Before having permanent comfort the cause must be removed, and as the usual cause of corns and callouses is friction and pressure; mechanical appliances and correct shoe fitting will accomplish permanent correction in 95 per cent of the cases where they are correctly applied. A pair of shoes should not be worn on two successive days. Have two pairs and alternate them. It is easy to rinse out stockings when you go to bed. Clean hosiery should be used each day. Patent leather, horsehide, and other air-tight finishes should be avoided as much as possible by those having tender and perspiring feet. Porous leather should always be recommended. Tight shoes, tight garters, or anything that may re-

(Continued on page A-238)



FOR more than fifty years Spencerian Steel Pens have been the standard among better schools. They outwear any two ordinary pens. Children quickly learn the art of good penmanship when they are given these smooth-writing, long-wearing pens for their work.

A sample card of one dozen assorted pens for a dime.

Please mention this publication.

Spencerian Pen Company
349 Broadway New York

No. 1—College, fine point; double elastic.
No. 2—Counting House, excellent for bookkeeping.
No. 5—School, fine point; semi-elastic.
No. 47—Intermediate, medium point; stiff action.

Spencerian School Pens

HELP for YOU

*If you need help
in any of your
art teaching
problems ~ ~*

WRITE TO

**The AMERICAN
ART AID**

STANFORD UNIVERSITY
• CALIFORNIA •

Founded by
THE AMERICAN CRAYON COMPANY

"YOUR PROBLEMS ARE OUR PROBLEMS"
THIS SERVICE IS ABSOLUTELY FREE

YOU WHO GUIDE PUPILS TO THEIR FUTURE
A reading knowledge of several modern languages for culture, plus
SPOKEN ESPERANTO
for use, will open up to your pupils not only Western Europe, but all countries from the Baltic to the Balkans and thence across Asia to Persia, China, and Japan; also Mexico and Brazil. Be fair to them; tell them so. Spoken Esperanto by the Direct Method for Beginners, a teacher's manual and class text book, 94 pp., 56c; 2, \$1. N. W. FROST, 12 Ash Place, CAMBRIDGE 38, MASS.

WILLIAM T. HARRIS
**His Educational and Related
Philosophical Views**
By DR. JOHN S. ROBERTS
District Superintendent of Schools, New York City
Price, \$2.00 per copy
National Education Association
1201 16th St. N. W. Washington, D. C.



**"My heart leaps up
when I behold
a rainbow
in the sky"**

So wrote Wordsworth and thereby put into immortal words the feeling for beauty which lies in the hearts of thousands.

In the daily life of every one of us little stories abound which you and you would like to tell. A row of funny old shoes in a bootmaker's window—what miles of misery or adventure have they traveled? A woman's light, care-free laugh tinkling above the splash of a fountain—what fate awaits her? The odd collection of faces on a trolley car—where are they bound? These are the very things which amuse, delight and touch you in stories you read. What would we give to tell in words all that we see and feel, to write in moving words the stories in our lives! The stories which editors are hungrily awaiting.

"Oh, I've got plenty to say," you have thought, "but I don't know how to say it." The tragedy of it is that we are mute, not that we cannot imagine. And what you are seeking is the trick, the method which once learned will enable you to amuse, delight and touch the hearts of others. That is the art of writing stories.

To teach the method and principle of narrative to those ambitious to write is the aim of the Palmer Institute of Authorship. Our course is the equivalent of the best college course in authorship—prepared by successful authors, editors and educators for your study at home. Famous writers of other days had to try and fail and try again—until they had worked out methods of their own. But if you have imagination, we can train it for you. We can show you how to create successful, salable manuscripts that will be your pride and bring pleasure to thousands. Palmer-trained writers are making a place for themselves in modern literature. Many of them are in the way of becoming noted.

The Institute cannot make an author out of any one. The student must have a reasonable education. He must have some spark of imagination, of ambition. Therefore, we do not accept every one who thinks he would like to learn to write.

Before you are enrolled or your money accepted, we invite you to take our creative test. This will clearly show if you have any talent, any imagination, any appreciation of the things that move people to laughter or tears.

If it is discovered that you have no promise, we will frankly tell you to save your money and turn your thoughts to something to which you are more suited. For full information sign and send the coupon below.

MAIL THIS COUPON TODAY

PALMER INSTITUTE OF AUTHORSHIP 74 Y
Palmer Bldg., Hollywood, Calif.

Please send me, without cost or obligation, full information about your home-study course of training in ☐ Short Story Writing, ☐ English expression.

Name.....

Address.....

All correspondence strictly confidential

(Continued from page A-237)

strict or interfere with normal circulation of the blood to the extremities should be avoided.—William M. Scholl, M. D., in *Child-Welfare Magazine*, May, 1925.

MISS MARY McSKIMMON, president of the National Education Association, is a brilliant representative of the teachers and other educators. She always has a timely and inspiring mes-

sage. No man or woman in the profession could represent everybody everywhere better than does President McSkimmon.—*Journal of Education*, September 24, 1925, p. 257.

A LEAFLET, *Word Study*, devoted to the better teaching of English, is a recent publication of G. & C. Merriam Company, Springfield, Mass. It will be sent free on request to any English teacher.

Renew Membership Now

To Active Members of the National Education Association:

The new membership year is at hand. It coincides with the school year. A prompt remittance of dues will increase the strength of the Association and hasten the realization of the ideal, "A stabilized all-inclusive membership and the entire profession at work on its problems."

The attached "Renewal Blank" and "Time Check" have been provided for your convenience. Do not hesitate to use them. The check will not be cashed until the date placed upon it.

Will you not assist in securing "A Complete Enlistment of the Profession" by getting at least one new member? Twenty-five thousand members did this last year.

Yours for a United Teaching Profession,

J. W. CRABTREE, Secretary.

MEMBERSHIP RENEWAL BLANK

The Enlistment of the Profession

I hereby apply for the renewal of my membership in the NATIONAL EDUCATION ASSOCIATION and again pledge my support for the improvement of the Association and for arousing a high degree of professional spirit among teachers. I am in favor of promoting the interests of local, state and national associations and I believe in a 100 per cent loyalty to the profession.

1. Name.....
(Print name or write plainly)

2. Position.....

3. Address for School Year.....
Street City State

NOTE—Send the renewal through office of school, local or state association or send it direct to the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C. Send immediately so as not to miss any number of THE JOURNAL.

Use this time check, making it payable after receiving September or October salaries.

TIME BANK CHECK

Date....., 1925

*Write here date you wish to pay
(any time before December 31).

Write here name of Bank or Trust Company

City

Address of Bank

State

Pay to the Order of the National Education Association

TWO (\$2.00) DOLLARS

Signature here

*This is a check on your own bank and will not be cashed before the date given above. It is given in payment of dues for the present school year, including a year's subscription to THE JOURNAL.

WISCONSIN'S Educational Program—1. A State equalization fund so constituted and distributed that each community can furnish with this State aid adequate educational facilities for its children without an excessive local school tax rate.

2. A teacher with a minimum academic and professional education of two years beyond high school graduation for every elementary classroom.

3. A teacher with a minimum of four years of academic and professional training obtained in a normal school, college, or university, for every high school classroom.

4. A good high school within the reach of every boy and girl in the State.

5. The consolidation of rural schools wherever practical by a vote of the people.

6. Certification of teachers on a uniform State plan.

7. Every pupil in our schools devoting at least thirty minutes each day, under competent direction, to the development of physical efficiency, to the formation of health habits, and to preparation for the wise use of his leisure time in recreation.

8. State provision for the enlargement of educational opportunity for mentally and physically handicapped children through the public schools in their own communities.

9. A school year of not less than nine months for every boy and girl in Wisconsin.

10. A compulsory education law with effective enforcement provisions adequate to insure the attendance regularly upon school of all children of compulsory school age for the full time that school is in session.

11. Music as a fundamental course in every public school in Wisconsin.

12. A law which will give permanent tenure for duly qualified teachers and supervisory officers who have satisfactorily served a reasonable probationary period.

13. A program for the removal of illiteracy.

14. The recognition of teaching as the most important form of public service.

VISITING TEACHERS are a regular feature of over sixty American cities. According to the Joint Committee on Methods of Preventing Delinquency in New York City, 186 visiting teachers

(Continued on page A-240)

*This Magazine is from
Our Presses*



Judd & Detweiler, Inc.
Master Printers



Eckington Place and Florida Ave.
Washington, D. C.

GENERAL PRACTICE IN KINDERGARTEN EDUCATION IN THE UNITED STATES

COMPILED by the Research
Committee of the Department
of Kindergarten Education of the
National Education Association.
Mary Dabney Davis, Editor.

A VOLUME OF SERVICE

to kindergarten teachers, supervisors,
administrators, and students of
teachers' colleges setting forth the
history and development of the kindergarten movement.

155 Pages . . . Price, \$1.00

*Discount on orders for 10 or
more copies*

PUBLISHED BY
NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street N. W. Washington, D. C.

A World-Wide Triumph



THE success of the New Remington Standard 12 is universal. It extends over the entire civilized world, and it includes every kind and character of use and user. Business houses, large and small, and business schools everywhere agree that this New Remington is the greatest value among standard writing machines.

Leading business educators testify that as a "teaching" machine it is incomparable. It is simple; it is strong; it will stand the hard knocks. It is swift, light running, and easy to operate. And it literally helps the operator to turn out good work. The writing machine which combines all of these qualities is the natural preference of school teachers and students wherever typewriting is taught.

REMINGTON TYPEWRITER COMPANY

374 BROADWAY NEW YORK
Branches Everywhere

REMINGTON

STANDARD SINCE THE INVENTION
OF THE WRITING MACHINE

The Child Laborers Of Today



Are The Unemployed Of Tomorrow

are employed in these cities. The movement is fast gaining in popularity.

CHILD LABOR is one of the giant evils of America. The truth is all with us, and we must educate the people, all the people, to realize it. There are three things to which education must be addressed. When the people are educated to these three points a child labor law will come and it will be enforced to the limit.

First—Parents must be educated to see their sin when they let their children leave school and go to work.

Second—Employers must be educated to see the enormity of their sin when they employ children who should be in school.

Third—The public must realize that it is a crime for a church or a college to receive money which was the result of child labor, and incidentally that a stockholder in a child labor factory is just as guilty as the manager of the factory who hires child labor in order to pay stockholders a good dividend.—*Journal of Education*, September 10, 1925.

EVEN THE WEALTH of a country can be calculated in advance by the system of education or learning it maintains. Look at the different countries of the world and form your own conclusions. Education produces wealth untold, and it can conservatively be said that every dollar spent in its advancement produces returns a hundredfold. An unenlightened individual can be compared to a mere cog, crude timber, or a rough ashler. His value is limited, and he is dependent upon someone else for proper use or shaping. Mere material. The enlightened individual takes the material and shapes it, from whence all wealth and progress emanate. For instance, crude timber is transformed into an invaluable musical instrument and so on down the line, and thus wealth is created. So it can be said that all we have, and are to be, may be based upon what efforts are put forth toward our advancement in education and knowledge.—Christopher F. Kleinknecht in *New Age Magazine*, September, 1925.

TOBACCO and Scholarship—A careful study of smoking among men stu-

THE PUBLIC is coming to its sober second thought on the child labor evil and local newspapers are asking for material useful in visualizing the broader aspects of the child labor problem. Mats made from this plate may be had for forty cents each, or electros at \$2 each; cash or stamps with order. Request Number A-4.

Members may wish to have reproduced in local papers during American Education Week material appearing in this issue of **THE JOURNAL**. Mats of any portrait or cut appearing in **THE JOURNAL**, including those in the article, Education and National Wealth, will be furnished for forty cents in stamps. Mats of complete **JOURNAL** pages, price one dollar each, cash with order, will be furnished if applied for before the type is destroyed. Address Division of Publications, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

dents at Antioch College, Yellow Springs, Ohio, does not disclose any permanent effects of smoking upon blood pressure, lung capacity or pulse rate, but a definite relationship is established between smoking and low scholarship. Among men students, 31.8 per cent of nonsmokers fail to maintain required grades, while 62.3 per cent of heavy smokers similarly fail. "Inhalers" fail most often. Before this study began, the more susceptible smokers had been eliminated, since many more smokers than nonsmokers had failed and been dropped from college.

AN APPROPRIATION of \$40,000 for the care and education of crippled children of the State was made at the recent session of the New York Legislature.

A SCHOOL for the training of colored librarians has been established at Hampton Institute. With the approval and cooperation of the officers of the American Library Association, the Carnegie Corporation, and the General Education Board, work has begun.

Evaluation of Instruction

Second report of progress showing the development of a standardized scale for measuring recitation units. Compiled by Dr. Guy M. Wilson, of Boston University, for the Department of Classroom Teachers of the National Education Association.

A Report

of value to teachers and students of teacher-training institutions; heads of departments of education in colleges and universities; supervisors and superintendents.

32 Pages Price, 25 Cents

10% discount on purchases of 2 to 9 copies

25% discount on purchases of from

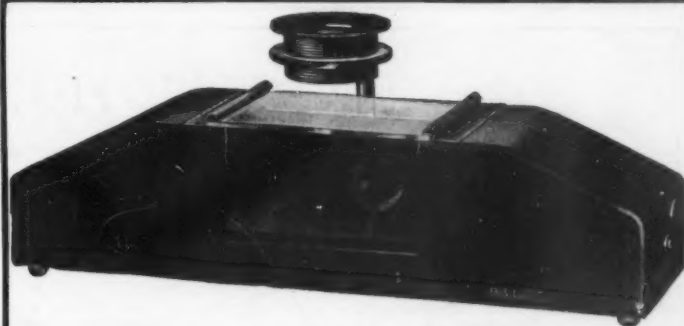
10 to 25 copies

Published by

National Education Association

1201 Sixteenth St. N. W.

Washington, D. C.



A Handy Dissecting Microscope

(Model TT)

AN excellent instrument for the examination of gross specimens and for dissections under comparatively low magnification. The double lens, giving a large, flat field, is in a threaded mount for focusing. Write today for details and prices.

Bausch & Lomb Optical Co.

630 St. Paul St., Rochester, N. Y.

Branch Offices and Display Rooms:

New York
San Francisco

Chicago
Washington

Boston
Washington

London
Frankfurt

ELEMENTARY SCHOOL Library Standards is the subject of a 36-page pamphlet just issued by the American Library Association, Chicago (40c.). It is the report of a joint committee representing the N. E. A. and the A. L. A., with C. C. Certain as general chairman. The report is reprinted from the 1925 Yearbook of the Department of Elementary School Principals.

The body of the report defines the school library in terms of its aims, scope and use. It discusses standards with reference to book collections, teaching materials, equipment, supplies, records, librarian, supervisor, architectural specifications, administrative requirements, library instruction and appropriations.

ARTHUR HOLMES, of the University of Pennsylvania, shows by fact and figures that every day a boy spends in high school is worth \$9—to the boy in after life.

When a parent takes a child out of school he is placing a heavy burden on the youngster's shoulders. It hardly seems worth while, especially since sweatshops seldom pay as much as a dollar a day to these young employees.—*Colliers*, The National Weekly.

PARENTS Expect Too Much of Child—In these days when parents have so much more time to observe their children than formerly, and have fewer children to observe, an unusual degree of attention is being given to the natural activities of children. This leads to the alarm on the part of those who may not be sufficiently informed as to what is normal child conduct.

We must not forget that children are naturally restless, active, flighty, volatile in their interests, and with but little sense of responsibility. We forget that both in judgment and in acquired information they do not have the ability of adults. We are, therefore, more inclined to be impatient than just. We are too prone to praise or to blame without much effort at trying to understand. We forget that the child is happier when he does well than when he does poorly, and that his most natural tendency is the desire to please, since this brings him happiness.

While we know that such things as erupting teeth and the physiological changes of adolescence are accompanied by emotional disturbances, we are all too careless in failing to give due weight to them. On the other hand, too much re-

gard for physical factors may result in the child's taking advantage of a too sentimental sympathy. In adult life, we must all control our emotions as best we can regardless of our physical condition.

When we remember that the majority of these emotional disturbances are natural and normal, are incidental to the child's social adjustments and are of comparatively brief duration, we can save ourselves time, energy, and worry by more or less temporizing with the condition until it is outgrown.—*Hygeia*.

A NATION-WIDE program of folk dancing was advocated at the Twelfth Recreation Congress held at Asheville, North Carolina, October 5-9. This Congress embraces every phase of recreational activity. Joseph Lee, of Boston, president of the Playground and Recreation Association of America, and of the Congress, says that the playground and recreation movement means more than an effort to provide worthy leisure-time activities. It aims to infuse the spirit of play and sportsmanship into all life's activities in a land where machine industry allows less and less opportunity for expressing beauty and individuality.

(Continued on page A-242)

SPECIAL HONOR SCHOOLS

A stabilized, all-inclusive membership (local, State, and National) and the entire profession at work on its problems.

THE following associations are in addition to the affiliations which have been reported in previous issues of THE JOURNAL:

CHICAGO, ILL., *Chicago High School Teachers Club*, Grace Irene Smith, Secretary.
 CLEARWATER, FLA., *Pinellas County Educational Association*, Kathleen Plumb, Secretary.
 PARSONS, KANS., *Parsons Teachers Association*, Rees H. Hughes, Superintendent of Schools.

THE FOLLOWING schools have completed their reports for one hundred per cent membership enrolment in the National Education Association for 1925-26 since the list was published in the October JOURNAL:

FIVE YEARS

BROOKLINE, MASS., *Pierce School*.
 IRONWOOD, MICH., *North Side School*.
 SAN FRANCISCO, CALIF., *Le Conte School*.

FOUR YEARS

DRAPER, UTAH, *Draper Park School*.
 EAST HARTFORD, CONN., *Meadow School*.
 HAZARDVILLE, CONN., *Scitico School*.
 HUNTSVILLE, OHIO, *McArthur-Huntsville School*.
 LYNCHBURG, VA., *Frank Roane School*.
 WOOSTER, OHIO, *Bowman Street School*.
 WRAY, COLO., *Wray Public Schools*, C. V. Dedman, Superintendent.

THREE YEARS

CHICAGO, ILL., *Pulaski School*.
 DULUTH, MINN., *Jackson School*.
 HAWORTH, N. J., *Haworth Grammar School*.
 KENOSHA, WIS., *Weiskopf School*.
 MINOT, N. DAK., *Roosevelt School*.
 ROCKY FORD, COLO., *Rocky Ford Public Schools*, James H. Wilson, Superintendent; *Rocky Ford Teachers Association*, Florence Mundy, Secretary; *High School*; *Liberty School*; *Lincoln School*; *Washington School*.
 ROME, N. Y., *Jay Street School*.
 ROSWELL, N. MEX., *Washington Avenue School*.
 SANTA BARBARA, CALIF., *Roosevelt School*.
 STOCKTON, CALIF., *Lincoln School*.
 WAUKEGAN, ILL., *Jackson School*; *McAllister School*; *West School*.

TWO YEARS

ALBION, MICH., *Central School*.
 ALVIN, ILL., *Alvin Township High School*.
 BEAUMONT, TEXAS, *Magnolia School*.
 BEVERLY, MASS., *Washington School*.
 CHEBOYGAN, MICH., *Cheboygan High School*.
 CHERRYVALE, KANS., *Central School*; *Cherryvale High School*; *Junior High School*; *Lincoln School*; *McKinley School*.
 COLUMBUS, OHIO, *Fourth Street School*.
 CORVALLIS, OREGON, *Harding School*.
 CYGNET, OHIO, *Cygnit Public Schools*, Charles S. Harkness, Superintendent.
 DELMAR, DEL., *Delmar High School*.
 DULUTH, MINN., *Oneota School*.
 ELMHURST, ILL., *Lincoln School*.
 FAIR HAVEN, N. J., *Fisk Street School*; *Willow Street School*.
 FREDERICK, S. DAK., *Frederick Public School*.
 GREENVILLE, MICH., *Greenville Public Schools*, W. R. Booker, Superintendent; *Cass Street School*; *Clay Street School*; *Junior High School*; *Pearl Street School*; *Union High School*.
 HOMESTEAD, PA., *Fourth Ward School*.
 HYNDMAN, PA., *Hyndman Public Schools*, George Carbon Wolfe, Supervising Principal.
 INDEPENDENCE, IOWA, *Independence Public Schools*, Thomas R. Roberts, Superintendent; *Emerson School*; *Hawthorne School*; *High School*; *Lincoln School*; *Washington School*.
 LAWRENCE, KANS., *New York School*.
 LAWRENCEBURG, IND., *Homestead School*.
 LEBANON, PA., *Washington School*.
 MAHANOTY CITY, PENNA., *Mahanoy City Public Schools*, H. A. Oday, Superintendent; *Centre Street School*; *D Street School*; *High School*; *Junior High School*; *Mahanoy Street School*; *Pine Street School*; *Spruce Street School*; *12th Street School*.
 MAPLETOWN, PA., *Monongahela Township High School*.
 MILLERS FALLS, MASS., *Highland School*.
 OMAHA, NEBR., *Florence School*; *Long School*; *Saratoga School*; *Webster School*.

PATERSON, N. J., *School No. 10*.
 PEKIN, ILL., *Pekin Public Schools*, C. B. Smith, Superintendent; *Douglas School*; *Franklin School*; *Garfield School*; *Jefferson School*; *Lincoln School*; *McKinley School*; *Roosevelt School*; *Washington Junior High School*.
 ROCHESTER, N. Y., *The Edward M. Moore Open Air School*.
 ROSWELL, N. MEX., *Central School*.
 RUTHERFORD, N. J., *Lincoln School*.
 SANDY, UTAH, *Jordan District Supervisors*.
 STELTON, N. J., *Stelton School*.
 SUMMIT, N. J., *Junior High School*.

VIAN, OKLA., *Vian Public Schools*, H. C. Carolan, Superintendent.
 WARREN, OHIO, *Tod Avenue School*.
 WATERTOWN, WIS., *Webster School*.
 WORCESTER COUNTY, MD., *Worcester County Schools*, A. C. Humphreys, Superintendent; *Berlin School*; *Ocean City School*; *Pocomoke School*; *Snow Hill School*; *Stockton School*.

Notes and Announcements

(Continued from page A-241)

THE fact that the New Education Bill is to be introduced by Senator Charles Curtis is proving a source of satisfaction to educational workers throughout the country. Mr. Curtis is the Republican Floor Leader in the Senate and is known to be high in party councils and in good favor with President Coolidge. His interest in the Bill is genuine and with reorganization of the Executive Departments in the air there is every prospect of action during this Congress.

CITIZENSHIP Through Character Development is the title of a new monthly periodical now being issued under the auspices of the School Committee of the City of Boston. The first number appeared in September. Persons interested in receiving the publication regularly may obtain it at the rate of \$1.50 a year by addressing Joseph B. Egan, Harvard School, Charlestown, Mass. The publication is being financed by the School Committee.

IT IS RELATED of a certain king, that, when embarked on a voyage, attended by some of his courtiers, and carrying with him some of his treasures, a storm arose, which made it necessary to lighten the ship; whereupon he commanded his courtiers to be thrown overboard, but saved his money. How is it with parents who are embarked with fortune and family on this voyage of life; when they need a better schoolhouse to save their children from ill health, or a better teacher to rescue them from immorality and ignorance, or even a slate or a shilling's worth of paper to save them from idleness; have we any parents amongst us, or have we not, who, under such circumstances, will fling the child overboard and save the shilling?—Horace Mann.

LOYALTY is a significant word. Know one's loyalties and you know his life; you have a measure of what he believes in, ties to, and works for. The greater his loyalty, the bigger the man. So with professions. They are measured by the depth of their loyalty to great purposes. The public expects much of teachers. They are detached from the ordinary selfishness of competitive life. They approach their problems with disinterestedness. The public expects teachers to be loyal to great ideals. Teachers are learning to give expression to their larger loyalty through professional organizations. This list of one hundred per cent schools might well be called "the honor roll of professional loyalty." The name of every school suggests a faculty of teachers loyal to their school and to the profession as a whole.

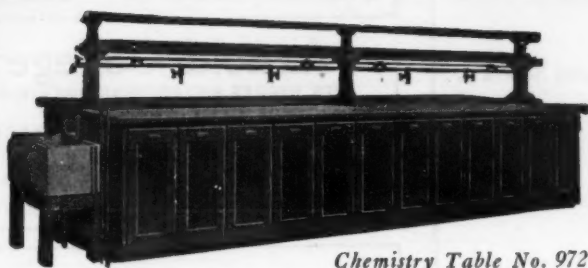
TIFFIN, OHIO, *College Hill School*; *Monroe School*; *Tiffin Junior High School*.
 TOCCOA, GA., *Toccoa Public Schools*, A. M. Stephens, Superintendent; *High School*; *Junior High School*; *Primary Department*.
 WARREN, OHIO, *Roosevelt School*.
 WAUKEGAN, ILL., *Central School*; *Andrew Cooke School*.
 WAUWATOSA, WIS., *Etna Park School*.
 WILLIAMSPORT, PA., *Transeau School*.

CURRENT YEAR

ATHENS, N. Y., *Athens High School*.
 BROWNVILLE, ME., *Brownville Junction School*.
 CASPER, WYO., *Junior High School*; *Park School*.
 CHICO, CALIF., *Bidwell School*; *Chapman School*; *Nord Avenue School*; *Oakdale School*; *Rosedale School*; *Sacramento Avenue School*; *Salem Street School*.
 EAST LIVERPOOL, OHIO, *McKinley School*.
 ELKHORN DISTRICT, W. VA., *Elkhorn District Schools*, R. Moore Dodrill, Superintendent; *District High School*; *Elkhorn Graded School*; *Mayberry Graded School*; *Powhatan Graded School*; *Switchback Graded School*.
 FAIR HAVEN, N. J., *Knollwood School*.
 LAKESIDE, OREGON, *Lakeside Public School*.
 MOLOKAI, HAWAII, *Kalaheo School*.
 NAMPA, IDAHO, *Lakeview School*.
 NEW YORK, N. Y., *Public School 9, Richmond*.
 PASADENA, CALIF., *John Muir Junior High School*.
 PLYMOUTH, MASS., *Hedge School*.
 READING, PA., *Berks County Public Schools*, E. M. Rapp, Superintendent.
 SHUMWAY, ILL., *Shumway High School*.
 TEXARKANA, ARK., *Texarkana Public Schools*, P. N. Bragg, Superintendent; *Central School*; *College Hill School*; *Fairview School*; *Junior High School*; *Orr School*; *Senior High School*; *Washington High School*.
 THIEDFORD, NEBR., *Thomas County High School*.

PETERSON

Laboratory and Library Furniture



Chemistry Table No. 972

Experience Counts!

When many of the leading educational institutions in this country use Peterson Laboratory and Library Furniture, they do so only after exhaustive study of competing makes.

The almost universal approval of the designs and construction of Peterson Furniture is due in a large part to our 34 years of specialized experience. Thirty-four years fulfilling the requirements of educational institutions the country over.

What is the result? Peterson Furniture has set a new standard for Laboratory and Library equipment.

Write for Catalog No. 14-N

LEONARD PETERSON & CO. INC.

Manufacturers of Guaranteed Laboratory Furniture
OFFICE AND FACTORY

1222-34 Fullerton Ave.,

Chicago, Ill.

New York Sales Office: Knickerbocker Building, 42nd and Broadway

SCHOOL HOUSE PLANNING

The Report of the Committee on School House Planning

associated with Committees of the National Association of Public School Business Officials, the American Society of Heating and Ventilating Engineers, and the National Fire Protection Association.

Graphically illustrated—complete, concise and definite in its conclusions. The result of a five-year study by experts.

Invaluable for those who have school-building problems. Should be in the hands of every administrator and board member.

164 Pages

Price, \$1.00 per copy

ORDER NOW

National Education Association

1201 Sixteenth Street N. W. Washington, D. C.

It's a Great Relief

to Have a
T.C.U. Umbrella
~ even in dry
weather



But, Oh Boy,
When It Rains!



When Misfortune Comes

in the form of Accident, Sickness or Quarantine—interrupting your salary when you need it most—that's when the T. C. U. umbrella means a lot.

Even when the sun is shining and there seems to be nothing to worry about today, the feeling of security that T. C. U. protection affords is worth the slight cost of protection. Read what B. Margaret Owens, Franklin, Nebr., says: "Your advertisement of protection under an umbrella is certainly true, only it doesn't tell all. The wonderful sense of financial security in case of sickness means more to me than I could possibly express in words. 'I have not been sick for two years, and know a big lot is due to the knowledge of my membership in the T. C. U.'"

But when misfortune does come, that's when T. C. U. protection means so much. As Hilda S. Symons, Long Beach, Calif., wrote: "In less than two weeks after I had made my claim I received my check. I am reminded of your rainy day umbrella. It was a rainy day when I received my check. Nevertheless, I was so pleased that I ventured forth and cashed it immediately."

See What the T. C. U. Will Do for You

It will pay you \$50 a month when you are totally disabled by Accident or Confining Sickness. It will pay you \$25 a month for illness that does not confine you to the house, but keeps you from your work. It will pay you \$11.67 a week when you are quarantined and your salary stopped. It pays from \$333 to \$1,000 for major accidents, or for accidental loss of life. All benefits doubled for travel accidents. Protects during the vacation period, too.

Policies with increased benefits issued to those enjoying larger incomes. The T. C. U. protection is exclusively for teachers and is low in cost. It is yours if you want it, but how can it do anything for you—when the time of need does come—unless you enroll in advance?

Just fill out and mail the coupon. We will then mail you full particulars of how we protect teachers. Please do it today.

TEACHERS CASUALTY UNDERWRITERS

570 T. C. U. Building

LINCOLN, NEBR.

FREE INFORMATION COUPON

To the T. C. U., 570 T. C. U. Bldg., Lincoln, Nebr.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name

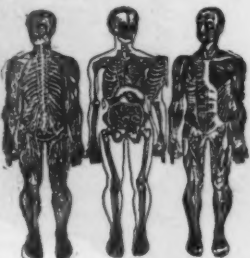
Address

(This coupon places the sender under no obligation)

PILZ ANATOMICAL MANIKIN

Every School and College Should Have These Manikins

Physiology and Anatomy courses of study take a new aspect when illustrated by these life-size Manikins. The student visualizes every organ and part of the body as it is unfolded, layer after layer, examined and replaced in its structural position. Every part is natural, in vivid, life-like color, and numbered for reference.



The Pilz Manikin is as far ahead of the old "charts" as a high-power automobile may be compared to a horse and buggy.

No course complete without a life-size PILZ Manikin.

Life Size (5' 5" high): Male or Sexless \$15
Female (with obstetrical supplement) \$18
455 Parts—30 Folds

Money-Back Guarantee. Write for Circular "J."
American Thermo-Ware Co., Inc.
116 Warren Street New York, N. Y.

Temple University

PHILADELPHIA, PA.

Phone, Columbia 7600

College of Liberal Arts and Sciences

Teachers College

School of Commerce

Professional Schools:

Theology, Law,

Medicine, Dentistry,

Pharmacy, Chiropody

School of Music

Training School for Nurses

University High School

SEND FOR BULLETIN

Perry Kindergarten NORMAL SCHOOL

Founded 1898 by Annie Moscley Perry. Three-year course of training for kindergarten, primary and playground positions. Supervised practice teaching. Enroll now for 1926.

HARRIOT HAMBLEN JONES, Principal
25 Huntington Ave., Room 316, Boston, Mass.

Arnold College

FOR HYGIENE AND PHYSICAL EDUCATION
Three-year Degree Course

NEW HAVEN NORMAL SCHOOL OF GYMNASTICS
Two-year Diploma Course

Strong faculty. Complete indoor equipment and outdoor facilities, including camp. Appointment Bureau successful in placing graduates.
1466 Chapel Street, New Haven, Connecticut

EUROPE IN 1926

JOIN our European Summer School for travel and study abroad! Tours include England, France, Italy, Greece, Egypt, Spain and other countries. University leaders. Fifty scholarships to teachers to reduce cost.

Write now for our plans



Bureau of University Travel

56 Boyd Street, Newton, Mass.

The Draper Sanitary Roller Shade



Patented Jan. 8, '07; Aug. 7, 1923

The Draper Line of Adjustable Cotton Duck Shade Meets School Requirements

Sold by Most of the Leading School Supply Houses

Manufactured by

The Luther O. Draper Shade Co.
Spiceland, Ind.

TEACHERS WANTED

For Schools and Colleges Every Day of the Year
NATIONAL TEACHERS' AGENCY, INC.
D. H. COOK, Gen. Mgr.

Home Offices Philadelphia, Pa.
Branches: Pittsburgh, Pa.; Indianapolis, Ind.; Syracuse, N. Y.
Northampton, Mass.; Auburn, Maine; Memphis, Tenn.

No charge to employers. No charge to candidates till elected.
Positions waiting. Correspondence confidential.



WEDDINGS

Engraved INVITATIONS and ANNOUNCEMENTS—VISITING CARDS
Correct in form. Perfect in execution. Direct from the nation's capital. Moderate prices. Samples on request. Established 1906.

HAUSLER & CO., Dept. H.
Washington, D. C.
100 Script Engraved Visiting Cards (name only) \$3.00

Public School Salaries, 1924-1925

RESEARCH BULLETIN

Vol. III

Nos. 1 and 2

50c per copy

DISCOUNT ON LARGE ORDERS

The first edition of this report (26,000 copies) has been exhausted. The Association has ordered the report reprinted, due to the continued demands. Order your copy now for immediate or future use. Address the National Education Association, 1201 16th Street Northwest, Washington, D. C.

Professional Placement for Progressive Teachers

Discriminating Service to School Officials

THE J. M. HAHN TEACHERS AGENCY

We fill every sort of educational position from the kindergarten to the university. Our field is the twelve westernmost States, the Islands, Alaska, the Orient and Latin America. We are always in quest of outstanding people for important positions.

October Bulletin: We note a rapid growth of our College and University Department. We have just absorbed the local Fisk Teachers Agency.
J. M. HAHN and Blanche Tucker, Managers

2161 Shattuck Ave., Berkeley, California

FISK TEACHERS' AGENCY

120 Boylston Street, Boston
225 Fifth Avenue, New York

402 Dillaye Bldg., Syracuse
1420 Chestnut St., Philadelphia
549 Union Trust Bldg., Pittsburgh
210 Title Bldg., Birmingham
28 East Jackson Blvd., Chicago

1090 McGee St., Kansas City
409 Journal Bldg., Portland
2161 Shattuck Ave., Berkeley
548 Spring St., Los Angeles
11 Leader Lane, Toronto

Send for Circular and Registration Form to any address above

THE YATES-FISHER TEACHERS' AGENCY

PAUL YATES, Manager

620 SOUTH MICHIGAN AVENUE, CHICAGO

Other Office: PORTLAND, OREGON, 911-12 Broadway Bldg.

Telephones: Harrison 2642
Harrison 2132

Mention THE JOURNAL when writing our advertisers.

