

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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

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The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

VOLUME XV

JANUARY-DECEMBER, 1926

(For index see page 301)

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

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

Persons binding their copies of the JOURNAL into an annual volume will use this sheet for a title page. The 1926 volume includes *nine* issues, one for each month except July, August, and September.

THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET NORTHWEST
WASHINGTON, D. C.

1926



GOOD-NIGHT PRAYER

Our Father, You have given me
So much of love and joy to-day
That I am thinking joy and love
To other children far away
Wherever they lie down to sleep
Happy and tired with work and play
Yellow and brown and black and white
Our Father, bless us all to-night!

Amelia Josephine Burr



An Answer to Pessimism¹

THEODORE CHRISTIANSON

Governor of the State of Minnesota, Saint Paul, Minnesota

FOR some years past, education seems to have been a subject upon which almost anyone dared to comment. The schools have been criticized freely and at will. Interest in the subject of education seems to be perennial. Nearly every month some one of our leading magazines carries an article upon the subject. Thus, in the *Atlantic Monthly* for October, Abraham Flexner presented an article on "The Modern University." *The Century Magazine* for the same month had a stimulating and suggestive article on "What Our Children Might Have," by Charlotte Perkins Gilman. For the reason that education is being treated so fully and so exhaustively in our periodicals, both popular and technical, and also for the further reason that I regard "safety first," in speaking before educational specialists, I am not going to treat directly of education. At a certain period of my life I was a teacher. Perhaps that fact makes me a little reticent in what I say about teaching and teachers.

On every side it is evident that we are in a period of criticism and doubt relative to many phases of modern civilization. The efficacy of education; the adequacy of democratic institutions to meet man's need for government; the permanency of our social and industrial order—these are all being challenged, not only by the man in the street but by the thinkers and students who seek to apply the learning of books to the problems and situations of life. Is it not well, therefore, that we consider some of the points of reaction and criticism, in order, if possible, to get our bearings in a world of doubt and misgivings?

The period which gave birth to the French Republic and our own was one of hope and joy. The French philosophers of the eighteenth century who gave us the rallying cry of "Liberty, Fraternity, Equality" believed that

Utopia would be at hand if only citizens were freed from the maleficence of kings, queens, and emperors. They felt that human nature would speedily and readily



THEODORE CHRISTIANSON, governor of Minnesota, recognizes that appreciation of education and a frank facing of its problems is one of the first duties and opportunities of a statesman.

become almost perfect when the restraints of absolutism and privilege were abolished. With political equality and freedom, they believed that there would be ushered in a new social order which would bring prosperity and happiness to all.

This was the hope that smiled and beckoned over the cradle of democracy. The enthusiasm of the period was well expressed in those oft-quoted lines of the poet Wordsworth:

Bliss was it in that dawn to be alive,
But to be young was very heaven.

Wordsworth went on to tell in glowing terms how the whole earth then wore the beauty of promise. The budding rose was then above the rose full-

blown. Such was the expectancy and temper of the eighteenth century and of the first half of the nineteenth. Then began the period of disillusionment. Men still clinging to the ideals of the French philosophers began to see that the formula of democracy, although the best to be had, did not hold a solution for every human ill.

James Bryce, profound interpreter and critic of America, writing near the close of his life in his *Modern Democracies*, thus summarized human experience with democratic institutions:

As respects progress in the science and art of free government, experience has established certain principles that were unknown to those who lived under despotism, and has warned us of certain dangers unforeseen by those who first set up free governments; but when it comes to the application of these principles, and the means of escaping these dangers, the faults that belonged to human nature under previous forms of government have reappeared. Some gains there have been, but they have lain in the way of destroying what was evil rather than in the creating of what is good; and the belief that the larger the number of those who share in government, the more will there be of wisdom, of self-control, of a fraternal and peace-loving spirit, has been rudely shattered. Yet the rule of the many is safer than the rule of one. As Cavour said, however faulty a legislative chamber may be, an ante-chamber is worse, and the rule of the multitude is gentler than the rule of a class. However grave the indictment that may be brought against democracy, its friends can answer, "What better alternative do you offer?"

Since James Bryce wrote these words of wisdom and reserve, the voices of criticism and gloom have multiplied. The increased physical unity of the world and the rapidly developing improvements in communication and transport did not save us from a World War that shook civilized nations to their foundations. Following that cataclysm there has been a resurgence of despair, intolerance, and gloom.

Glenn Frank, before he relinquished the editorship of *The Century Magazine* to assume the presidency of the University of Wisconsin, summarized, perhaps

¹ An address before the Minnesota Education Association, Saint Paul, Minnesota, November 6, 1925.

as clearly as any one, the various fears that now obtain among many people. He pointed out that as registered in literature these fears grouped themselves into the biological, the psychological, the administrative, and the economic fear.

The biological fear is represented by such writers as Albert Edward Wiggam, who in his *New Decalogue of Science* and *The Fruit of the Family Tree*, points out the danger of breeding weaker and poorer human stock because of sentimentalism and the softening refinements of civilization. In the same class of writers is Lothrop Stoddard who forewarns of a *Revolt Against Civilization*, brought about by the breeding of under-men and the depletion of those superior stocks that have not only built civilization but alone have the capacity to sustain it.

The psychological fear is set forth in part by such men as Walter Lippmann and E. E. Martin, who point out the dangers of the mob mind and who fear that individual initiative will be submerged if not entirely snuffed out by mass opinion and the will of the majority.

Those who hold the administrative and economic fears believe that modern society is becoming so mechanized and complicated that it is becoming top-heavy. The individual, they say, is being smothered in machinery. Machinery, they think, is going to clog the working of freedom and progress.

This administrative fear impinges upon education with peculiar intensity. It is seen in such studies as that of Rollo Walter Brown, formerly professor in Carleton College, in his book, *The Creative Spirit*, and also in a story entitled, "Nowhere Else in the World," by Jay William Hudson, professor of philosophy in the University of Missouri. Both men agree that students and teachers have become disillusioned about the saving grace of what they call large-scale, mechanical education. They plead for more simplicity, sincerity, and genuineness in the pursuit of knowledge and culture.

These voices of gloom and despair comprise no mean company, and he would be a bolder man than I who would attempt to prove to them the error of their ways. Many of the shortcomings and perils which they cite are all too real and forbidding. It is not my purpose to confound these critics. I wish rather to look into their thought processes with a view to detecting some of the reasons for their pessimism. For

we can understand men and women only as we come to see why they think and act as they do.

Is not the chief reason why we today have a flare-back of cynicism and pessimism about democratic institutions that the faith of the founding fathers in democracy was based on too simple a

IF IT IS a proud thing to be the mother of a man, it must be a proud thing to be a mother to men. If a woman is wonderful who adopts and develops one child, she must be wonderful when she has charge of the development of twenty or forty or a hundred for the greater part of a waking day. If a woman can rule her own spirit in caring for a family of three or five, she is a rare and fine being; then it must be a fine and rare being who can rule her own spirit in directing the development of a room full all day long. In short, the modern school teacher, if she lives up to her work, must be a wonderful woman, a rare and fine being, fulfilling a proud task.

The school mother can no more be dreaded and cartooned and ridiculed than can a mother. The school mother is bound to be revered and loved in any community which she enriches.

That is her job—to enrich the community by enriching human lives. The old idea of a teacher with a birch rod in one hand is as dead as duelling. The new idea of a community school mother has come to stay.—Zona Gale in *Child Welfare Magazine*, October, 1925.

formula? They thought that Utopia could be achieved by the mere adoption of a certain type of political machinery or social philosophy.

The problem of democratic government is more complicated and exacting than our forefathers imagined, or than ever we imagine today. The political salvation of a people is not achieved by giving them the ballot. We have discovered that the franchise does not always awaken the desire to use it, nor the disposition to use it intelligently.

The fathers who founded the Republic and wrote its Constitution expected too much from certain formulae. Those who share their faith without caution and reserve are quite likely to be disappointed. In establishing the Republic, the fathers did not complete a process; they began one. They started a great experiment in representative government to which we must still dedicate "our lives, our fortunes, and our

sacred honor" today, even as they did then.

The same thought can well be applied to education. Our faith in formal education needs to be tempered and broadened if we are to escape the disappointments and pessimism of some of those thinkers whom I have cited. What I mean is hinted in Edward Everett Hale's autobiography, *A New England Boyhood*, wherein he says:

It is hard to make boys and girls of today understand how much was then expected from reforms in education. There was the real impression that the Kingdom of Heaven was to be brought in by teaching people what was the relation of acids to alkalis and what was the derivation of the word cordwainer.

If people insist on believing that the Kingdom of Heaven is to be brought in on such easy terms as teaching the relation of acids to alkalis or the derivation of certain words, then they are due to be disappointed and to turn out pessimists and cynics.

The investor who puts all of his savings into one investment runs the risk of losing what he has. Likewise, the doctrinaire who pins all his faith to one formula or to one factor in the human equation runs the risk of having his faith wrecked. History abides no such simple thinking about complicated questions and relationships. Our faith in democratic institutions and in popular education must rest upon a broader basis. The real foundation of our hope and faith in these values is that the business of training citizens for democracy has only begun. Educational ideals have heretofore been largely dominated by aristocratic preconceptions. In the past the aim was to train the few to rule the many. Education was the badge of a superior class.

To those who take democratic institutions seriously, education becomes the most difficult as well as the most fundamental part of social economy and statesmanship. Its aim is to enable the many to govern themselves wisely and to realize the possibilities of their own lives, as individuals and as commonwealths. Thus education becomes an affair, not only of scholars, but of citizens and patriots as well.

I have attempted to show that the first mistake the pessimists and cynics made is to expect too much from single and detached forces. Their second crucial mistake is to overemphasize one phase of individual and social life to the neglect of another. They overstress the tendency of man to repeat and to imitate

and underemphasize his inventive and variant powers.

The two fundamental factors in the life of the individual and of society are retentivity and plasticity. From retentivity spring memory, habit and imitation, factors which make for order, unity, and social cohesion. Parallel with retentivity in the life of the individual, and no less important, is plasticity, from which spring variation, imagination, and up-reaching. Human nature is extremely plastic in the child. It is also plastic, although less so, in the adult. It is therefore always capable of education and improvement. On the plasticity of human nature rests our hope of change and progress.

Do not the pessimists and cynics who harp on the discouraging maladjustments which we see in the world today make the mistake of placing undue emphasis on retentivity, upon stereotyped responses rather than on the capacity of human nature to make new responses to changed conditions?

It is because of the creative plasticity in the human fabric that we live in a different world from that our forefathers knew. Most of the advantages which were enjoyed by only a small group of people at an earlier time are possessed by nearly all people today. The advances in the control of physical forces is nothing less than marvelous. Famine and pestilence have been all but abolished in civilized nations, and great inroads have been made on poverty. Space and time no longer separate; they rather unite states and countries in communication and fellowship. The economic order has developed a triumphant mastery in the arts of production. Capital is widely distributed and almost as widely owned. Education and opportunity are within the reach of all. Even the ancient evil of war promises to yield itself to more orderly and peaceful methods of adjudication and adjustment through courts of international justice.

Because we live in a different world, a larger and more complex world than our forefathers conceived of, we must formulate education in larger terms. While the three R's and the classics are still important and must always be, education can no longer be defined in terms of these alone. Education must hereafter be regarded as a continuing method of adjustment, by which the individual integrates himself with his surroundings and with the life of society. This conception is at its roots biological, but it reaches beyond biology and comprehends

the remolding of environment to suit more adequately the needs and demands of the individual and society.

In what ways is the conception of education as a process of adjustment and orientation changing our educational practice? Not many years ago it was

with many people it does mark the end. You may remember that adult life has been described by a wit as the period when individuals cease to grow at both ends and begin to expand in the middle. It is to be regretted that so often intellectual enlargement does not keep pace with abdominal expansion. The old idea of education as a formal and short affair is exemplified in the story of the student who, upon receiving his high school diploma, presented it to his parent with the exclamation, "Educated, by gosh!"

Applying the modern idea that education is a continuous process of adjustment and adaptation in the life of the individual, the formal school course now marks only one phase of it. Vocational or professional training follows, for those who wish it. Night schools, part-time schools, extension courses, correspondence courses, Y. M. C. A. courses, and numerous libraries make it possible and inviting to make education continuous with life itself.

In many ways the idea is taking hold that education should be an organic process synonymous with life. Dr. Richard C. Cabot, of Boston, in a delightful and thought-provoking book, *What Men Live By*, shows that education is always in pursuit of each one of us. He points out that men continue to be educated after they leave school; they are educated by their work, their play, their love, their worship. Work gives a man a place in the world and integrates him with it. Play releases and recreates his energies. Love, whether for a person or for a cause, binds him in loyalty to something larger than himself. And, finally, worship extends the vista and gives perspective, enabling the mariner to take a larger view of life.

Reviewing briefly the development of my argument, I have sought to show that the pessimists and cynics make the mistake of expecting too much from single influences and neglect to take account of that progressive capacity in human nature which has given man a larger world in which to live and a new conception of education, less formal than that held in the past but much broader and infinitely more challenging.

The last point that I desire to make is that we need to remind ourselves continuously just what is the nature of true criticism. Since it is evident that we live in an age wherein everyone feels free to criticise custom, traditions, time-honored institutions, industry, the school, the state, and even the church, it be-



DO YOU KNOW

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83 elementary schools, with
1680 teachers and principals?

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School lunchrooms where scientifically balanced lunches are served at cost?

That the Seattle Public Schools conduct—

Part-time classes for employed boys and girls under 18 who attend school four hours per week?
Vacation schools for pupils who wish to remove deficiencies or work for advanced credit in elementary and high school subjects?
Evening schools for Americanization, vocational training, and cultural instruction?

That the last two named are self-supporting?

That the Seattle Public Schools offer—

Classes for the deaf and partially deaf?
Speech correction classes for boys and girls with serious speech defects?
Clear type classes for children with impaired vision?
Bedside teaching for pupils at the Children's Orthopedic Hospital?
Special classes for mentally backward boys and girls?
Parental schools for boys and girls who need guidance to prevent their becoming delinquents?
Instruction for boys and girls who are held at the Juvenile Detention Home and for older girls under the care of the Ruth School for Girls?

assumed that a child could not begin its education until it was seven or eight years of age. Then it was found that, by means of the kindergarten, children could be trained to use their eyes and hands and taught the principles of fairness in play at a much earlier age. Psychologists now tell us that even in the cradle children should be habituated to a regular mode of life and disciplined by refusing to yield to their every whim.

According to the older conception, education was merely a formal affair, of short duration, extending for most people only through the grammar grades, for more favored individuals through high school and college. Even today many people think of commencement as marking the end rather than a beginning of the educational process. Indeed,

hooves us to be mindful of what criticism in its highest sense is. Criticism is not mere "knocking." Neither is it mere pessimism, nor cynicism. It is not satire. While pointing out shortcomings and defects, criticism should carry constructive suggestions of a better way. Modern education and democratic institutions have of late come in for a vast deal of criticism. Some of it is, no doubt, justified, but much of it is pure "knocking."

I do not need to remind this audience that the ages of criticism have not as a rule been the constructive ages. They have been, for the most part, periods of extreme conventionality and artificiality. The periods of satire have not been the most conducive to constructive work. When men and women have been busy in great constructive work, as they were in the age of Pericles, in the period of Shakespeare, in that of the Renaissance, and in that later period of discovery and invention, they had little time or inclination to find fault. Criticism as I conceive of it should be like the light from the sun, which not only reveals

defects where they exist, but kills the germs of disease, heals the wounds of the flesh, and builds up vegetable and animal tissues. Like the light of the sun, criticism should reveal ugliness, but it should also help to build up the spirit of fellowship and cooperation in society.

The greatest task of each one of us is to keep ourselves normal, fair-minded, kindly, and constructive. Even the critics and pessimists whom I have cited, without exception, place their greatest reliance on education and on teachers, in the schools and outside, in building better men and women and in bringing in a better society. H. G. Wells, in one of his many interesting books, invokes the conception of Plato that teachers should be especially honored and esteemed as the greatest conservators of society. Our hope of wiser and better men and women, who shall make a better world, rests largely on the teachers in this state and nation. You are not wreckers but builders. And, as Daniel Webster said, you build in materials of mind and spirit, which outlast monuments and empires.

month after ten years of age, he has done something, wholly apart from the school course of study, by which he has either earned money—money which is his own, as in school gardens, calf clubs, poultry clubs, pig clubs, etc., or in some study by which he or she can earn a living later as in music or art, or some handicraft. Certainly every high school student should do something that he will regard as "work."

In Cook County no child can do any of these outside activities unless there is reasonably sure to be a market for the fruit of his labor. He must know where he is to market his product and how and when. If he can send to market every day he can raise an entirely different crop than he can if he can send to market but once a week; a different crop if it can be got to market at 5 A.M. rather than at 8 A.M. Every child in every one of the one hundred seventy-two country schools in Cook County learns to think and do as men think and do in labor and in marketing.

In spirit this must be true of every high school student in America. Some one has said there is as good culture to be had in knowing beet roots as Greek roots. There is more culture for some persons in the culture of beet roots than in conjugating Latin verbs. There is no occasion to know how to decline a French part of speech because one needs to know the percent of butter fat in the milk of a Langwater Guernsey.

The tragedy of some high schools is that teachers think their professional business is to teach subjects as though reasonable perfection in that subject would be necessary in order to enter the Kingdom of Heaven.

There has been a Dixie highway in spots for several years, and we have been happy when we struck a piece of it, but there was no celebration until it was complete every foot of the way from Sault Ste. Marie to St. Augustine, from Michigan to Florida. The high school will never be a high school unless it has an educational highway for every boy and girl, so that under all circumstances he can go from the cold world of want to the warmth and glory of independence as the harvesting of his schooling.—A. E. Winship, in *Journal of Education*.

THOSE WHO believe in America, in her language, her arts, her literature, and her science, will seek to perpetuate them by perpetuating the education which has produced them.—Calvin Coolidge.

The High School Principal

THERE are probably 4,000,000 young people in the high schools of the United States, and the mission of the high school is entirely different from that of the elementary school. The graduate of the elementary school should be educated to manliness, womanliness, and citizenship.

With the compulsory school laws, which will soon be universal and generally enforced, all children in this country will complete the elementary school courses and with professional enlightenment they should all possess personal character and citizenship qualifications.

No subject attainment in the elementary school is adequate unless the graduates possess good personal character and training for good citizenship. The elementary school principal and his corps of teachers must develop the community in which they are as a vital and functioning unit in the government, making it every way safe for everybody and providing prosperity for all.

Nothing of this creation should be passed on to the high school. The fruitage of the elementary school should be character and citizenship. The mission of the high school should be the harvesting of the fruitage of the elementary school. The elementary school should

make boys and girls good; the high school should make them good for something.

Every graduate should be prepared for higher education if circumstances and inclinations make a continuance of school activities desirable, and incidentally, there should be, and soon will be, colleges, universities, or other institutions to provide any higher education wisely desired. At the same time every high school graduate should be prepared to earn a good living if for any reason it is not feasible to continue school life. It is a civic and industrial crime for any one to be allowed to graduate from a high school who is not equipped to earn a respectable living. Every student should have as a part of his work every day the learning of something or learning to do something by which men or women are earning a living.

That which led Herbert Quick to say that Edward J. Tobin, superintendent of schools in Cook County, Illinois, is "America's greatest educator and probably the greatest American," is the fact that Tobin believes, first, that the school must be a distinct community affair functioning as such every month, and that no boy or girl in the one hundred seventy-two country schools can get an eighth grade diploma unless in every school

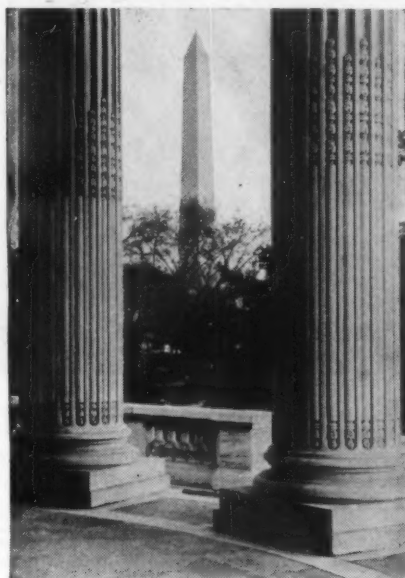
The Journal's Annual Roll Call

EDUCATIONAL WORKERS face the morning of the new year with the determination that teachers and schools shall be better at the end of 1926 than they were at the end of 1925. That is the clear impression that comes to one as he reads the replies from forty-eight states in response to THE JOURNAL'S fourth annual roll call. Not every locality can report progress. Not every state can report an achievement that everyone recognizes as outstanding. But for the nation as a whole there is decided advance. The professional improvement of teachers is indicated by higher grades of certificates, improvement in service, and attendance at summer schools, which in a number of states included more than fifty percent of the teachers for 1925. Other vital matters emphasized are improvement of the curriculum, lengthened school term, more expert supervision, better financial support, new buildings, and attention to rural education. These are key movements. Back of them stands the great army of teachers, each trying to be faithful in his chosen post. The achievements of 1925 give a vantage point from which to look into the future of better plans and more perfect achievements. Often the experiences of one state are rich in suggestions for other states.

Alabama—Professional improvement of teachers in service and a continuation of the publicity program of the Alabama Education Association, having for its object the interpretation of the schools to the people.—John W. Abercrombie, state superintendent of education, Montgomery.

Campaign of publicity conducted by the Alabama Education Association and other friends of the public schools to acquaint the citizenship of the state with prevailing conditions.—P. W. Hodges, N. E. A. state director, secretary, division of certification and placement, Montgomery.

Improvement of teachers in service and the steady increase in the number of professionally trained teachers. About sixty percent of our teachers attended summer school in 1925. Professionally trained teach-



WASHINGTON, like all national capitals, contains many a memorial to the nation's leaders. The Washington Monument is the city's most characteristic feature. It recalls the greatness of our first president, George Washington, just as the magnificent Lincoln Memorial brings to memory the words and deeds of the immortal Lincoln.

ers gained about five percent.—R. W. Cowart, secretary, Alabama Education Association, Montgomery.

Arizona—Rules and regulations regarding certification of teachers. After July 1, 1925, no one can be an applicant for examination for a trial certificate unless they are a graduate of an approved four-year high school and have had thirty semester hours of training in normal school or university. That means no more untrained teachers in Arizona. These rules were adopted in 1920, and gave untrained teach-

ers an opportunity to receive training before July 1, 1925, so now we have trained teachers in every school in the state.—Helen L. Brown, N. E. A. state director, superintendent of Cochise County schools, Tombstone.

Arkansas—Through regulations of the state board of education we have made an effort to raise the standard for certification of teachers. As a result many of our teachers attended summer schools in Arkansas and in other sections of the country last summer. We have also made an effort to secure a correct school enumeration, and have succeeded in reducing the school census by approximately fifty thousand children. By this means the state apportionment has been increased.—A. B. Hill, state superintendent of public instruction, Little Rock.

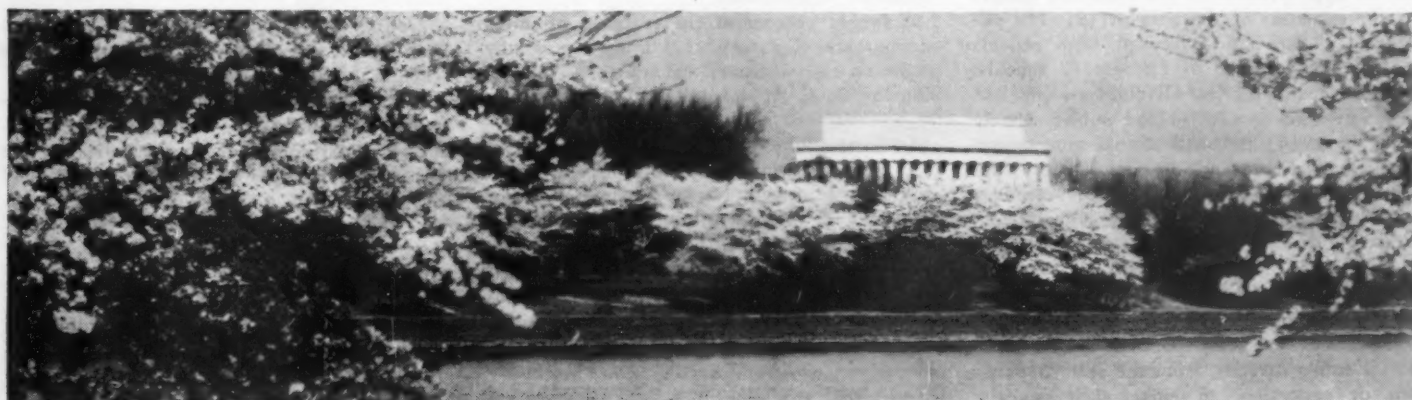
California—The scientific study and reorganization of the elementary school curriculum to effect the saving of time and the elimination of irrelevant subject-matter.—Will C. Wood, state superintendent of public education, Sacramento.

Noticeable increase in an already high professional attitude on the part of all teachers and a closer working unity of all groups for the upbuilding of local, state, and national interests.—Arthur H. Chamberlain, executive secretary, California Teachers Association, San Francisco.

Colorado—The spirit of professionalism has made rapid strides forward. This is evidenced in a dozen ways: notably, in the record-breaking enrolment in the State Association, and that in spite of the increased membership fee.—H. B. Smith, N. E. A. state director, secretary, Colorado Education Association, Denver.

Connecticut—Professional improvement of supervisors of instruction through a series of clinics and conferences at which the work of the supervisor was observed and afterwards discussed. The center of interest was the technique of the supervisor and not the performance of the teacher.—A. B. Meredith, state commissioner of education, Hartford.

Publication of a new course of study by the state board of education and its wide adoption by towns and cities throughout the state. A monograph prepared by J. L. Meader, principal, New Haven Normal





THE CAPITOL is the most visited building in Washington, a structure of such perfect proportions it ranks high with renowned architecture of other lands. In front of the imposing rotunda portico the inaugural ceremonies are held. Here, before a standing audience of thousands assembled on the plaza, the President of the United States takes his oath of office.

School, served as a basis for the preparation of the course of study.—John A. Young, N. E. A. state director, assistant superintendent of schools, Bridgeport.

Delaware—The increase of average number of days attended by all pupils of the state from 147.3 days in 1923-24 to 155.9 days in 1924-25.—H. V. Holloway, state superintendent of public instruction, Dover.

District of Columbia—The organization of an adequate supervisory and administrative staff for the public school system of the District of Columbia, in accordance with the most improved principles of administration and supervision.—Frank W. Ballou, superintendent of schools, Washington.

The scientific reorganization of the public school system of the District of Columbia in accordance with the approved results of modern educational research and testing.—Harry English, N. E. A. state director, chief, Board of Examiners, Washington.

Florida—Provision by the legislature for: (1) A state educational survey commission and an appropriation of ten thousand dollars for the expenses of the survey. (2) The positions of state supervisor of high schools and state supervisor of elementary schools. (3) Free textbooks for all children enrolled in the first six grades of the public schools of the state. (4) A constitutional amendment permitting direct appropriations by the legislature for the maintenance of common schools.—W. S. Cawthon, state superintendent of public instruction, Tallahassee.

Georgia—The passage of a law to require county boards of education and boards of education of all independent systems, receiving funds directly from the state department of education, to make each year a

budget of estimated receipts and expenditures.—F. E. Land, state superintendent of schools, Atlanta.

The fight led by the Georgia Education Association before the General Assembly for better schools, emphasizing: \$5,000,000 for public schools, carried; \$1,000,000 for equalization, lost but strong vote indicates it will win; budget bill, carried. High school inspector, carried. Better support for higher institutions, carried by increase of 25 percent.—Kyle T. Alfriend, secretary, Georgia Education Association, Forsyth.

Idaho—The introduction of daily Bible reading, without comment, by each teacher in our public schools. The list of selections was prepared by the state board of education.—Elizabeth Russum, state superintendent of public instruction, Boise.

Illinois—The submission to the people of an amendment to the revenue article of the state constitution, the enactment of a law permitting higher school tax rates in unit administration districts, and the prevention of reactionary school legislation.—Robert C. Moore, secretary, Illinois State Teachers Association, Carlinville.

A larger percent of the teachers attended summer school during 1925 than during any previous summer vacation.—Sarah L. Thomas, N. E. A. state director, Rockford.

Indiana—The completion of the second year demonstration in rural supervision last July.—H. L. Smith, N. E. A. state director, dean, school of education, Indiana University, Bloomington.

The demonstration under the auspices of the General Education Board and state department of public instruction in rural supervision. This was completed last June. It covered a two-year period. The first year showed that the boys and girls in a county

with two supervisors helping the county superintendent made 14.3 percent more progress than boys and girls in a county without the help from the supervisors.—Henry Noble Sherwood, state superintendent of public instruction, Indianapolis.

Iowa—Extra-curricular activities in the state of Iowa have expanded to the place where they require the employment of a full-time executive. The Iowa State High School Athletic Association, the Iowa State Declamatory Association have both employed secretaries within the year, and the Musical Activities Association is rapidly approaching the time when there will be a necessity for a similar action.—Charles F. Pye, secretary, Iowa State Teachers Association, Des Moines.

Kansas—A law increasing high school tuition fifty percent. Library law requiring annual purchase of five dollars' worth of approved books for each school room each year. Junior high school defined and legalized. Raising standards for elementary teachers' certificates.—Jess W. Miley, state superintendent of public instruction, Topeka.

The new library law providing for a stipulated amount to be spent by each school board in the state each year. Already thousands of dollars' worth of books have been purchased. The law provides for the amount of five dollars per teacher each year. It is found that school boards, in purchasing five dollars' worth of books, become interested and purchase many times that amount of books.—M. E. Pearson, N. E. A. state director, superintendent of schools, Kansas City.

Enrolment in the Kansas State Teachers' Association for the current year is in excess of 16,500 members. This is significant in view of the fact that the total number of persons engaged in the teaching profession in Kansas is only about 17,000.—F. L. Pinet, secretary, Kansas State Teachers' Association, Topeka.

Kentucky—More liberal financial policy with reference to public education, local bond issues, and additional tax levy amounting to about three million dollars; dormitories and other buildings for the University of Kentucky and the state normal schools amounting to \$1,250,000.—McHenry Rhoads, state superintendent of public instruction, Frankfort, and R. E. Williams, N. E. A. state director, secretary, Kentucky Education Association, Louisville.

Louisiana—The percent of normal or college graduates employed in the public schools for the session of 1924-25 was 56, and that percent was raised to 70 for the session of 1925-26. I consider this of superior importance because it indicates that we are supporting in Louisiana the ideal of trained teachers for practically all children instructed.—T. H. Harris, state superintendent of education, Baton Rouge.

Establishment of a vocational guidance department in six public schools in New Orleans, using an experimental course of study in guidance, which will be used in all schools, if a success.—Loretta Rose Doerr, N. E. A. state director, New Orleans.

Maine—The growth of the professional spirit among our teachers as manifest in large attendance in teacher training schools; increased sentiment for good schools on the part of our people; and taking effect of the new progressive system of certification which gives Maine a trained teaching staff by 1930.—Augustus O. Thomas, state commissioner of education, Augusta.

Maryland—Improvement of classroom teaching by means of a supervisory teacher for every fifty elementary teachers in every county, and a high school supervisor of instruction for every two hundred and fifty high school teachers; and the placement of more than half of all our two-year normal school graduates in rural schools.—Albert S. Cook, state superintendent of schools, Baltimore.

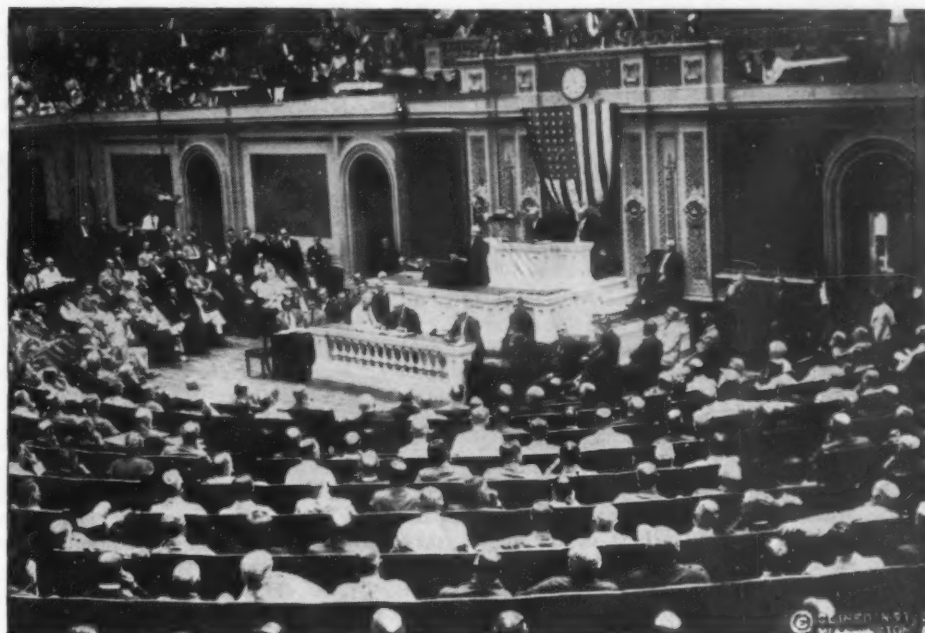
Massachusetts—Further extension of educational opportunities to all children regardless of mental or physical handicap. Classes now maintained for deaf, for hard of hearing, for mentally retarded and mentally advanced, speech improvement, sight improvement, and for crippled and physically ill.—Payson Smith, state commissioner of education, Boston.

Michigan—Improved public sentiment toward education as evidenced by the fact that the legislature made larger appropriations for educational institutions, particularly the teacher-training institutions, than ever before. In addition there was a degree of public interest shown relative to every educational matter before the legislature.—T. E. Johnson, state superintendent of public instruction, Lansing.

Minnesota—An amendment to the law governing the institutes for rural teachers under the state department of education. By its terms, the institute instructors now employed by the department on a school year basis and paid from state funds may conduct a five-day institute as heretofore, or they may spend one or more days in visitation of schools, with the county superintendent, as he may elect. The time for which the teachers are assembled for institute instruction will then be shortened accordingly.—J. M. McConnell, state commissioner of education, Saint Paul.

The importance of professional organization to educational development was realized when the National Education Association proved its significance to the teachers of the state by supplying from the Research Division statistical information on the national salary situation which caused the salary schedule of Minneapolis to be maintained. This is a practical experience which answers for every teacher throughout the land the question, "What good does the National Education Association do me?"—Effie MacGregor, N. E. A. state director, Minneapolis.

(1) A reorganized state institute service in rural schools which provides that part of time be spent by the state institute instructors, under direction of the county superintendent, in visits to schools. (2) Progress in the last legislative session towards revision of the State Teachers Retirement Fund, aiming to place this on a sound, equitable, permanent basis. Adoption by



ONE of the largest halls in the Capitol is that of the House of Representatives. From the gallery, when the House is in session, crowds of visitors daily hear their representatives discuss matters of national interest. It has been the scene of many a famous debate and many a speech destined to outlive the speaker.

the House and progress to third reading in the Senate, of the Teachers Tenure Act. (3) A definite, united, aggressive program by the M. E. A. for public school policies having the support of the state education department and educational institutions. (4) A united and organized teaching profession; advancement of public education, higher standards of the profession, recognition by the public of the factors which concern teachers' economic, social, and personal interests.—C. G. Schulz, secretary, Minnesota Education Association, Saint Paul.

Mississippi—The hearty response on the part of the people to an appeal made by school people for better educational facilities in the way of better buildings with better equipment shows that our people are awakening to the needs of the state. This is an index to the awakened school spirit.—H. V. Cooper, N. E. A. state director, superintendent of schools, Kosciusko.

Missouri—Professional improvement of teachers in service as shown by the fact that more than 16,000 teachers attended summer school in this state this last summer, and more than 20,000 teachers have joined the State Teachers Association.—Charles A. Lee, state superintendent of public schools, Jefferson City.

Montana—The recognition by our legislature of the larger responsibility of the state for school support in the passage of a referendum measure providing for increased state funds and an acknowledgment of the state's indebtedness and obligation to return to our permanent school funds certain moneys used by the state for current expenses in former years in violation of our constitution.—May Trumper, state superintendent of public instruction, Helena.

Recognition of education as a state function by the legislative assembly (1925), and the offering of a referendum measure for

larger state support. The measure is a five-mill state-wide levy for support of all public schools so that more nearly equal educational opportunities may be provided for all children and to make it unnecessary for many local districts to run such excessive levies in order to have schools for their children.—R. J. Cunningham, N. E. A. state director, secretary, Montana Education Association, Helena.

Nebraska—(1) Amendment to free high school law providing a payment of high school tuition to non-resident pupils on a county-wide basis which will stimulate attendance at high school of boys and girls who reside in the rural districts. (2) New certification law placing the issuance of all teachers' certificates in office of state superintendent of public instruction except institutional certificates. It reduces number of certificates materially, provides recognition and reward for professional growth, is constructive, definite, simple, and progressive. The incentive of this law to better preparation was evidenced in an enrolment of over ten thousand out of a total of fourteen thousand teachers in summer school, the largest in the history of the state.—John M. Matzen, state superintendent of public instruction, Lincoln.

The organization, growth, and development of the state-wide Parent-Teachers Association. The development of this organization has done more to bring the home and school into mutual understanding of the problems of child welfare than anything that has happened during the past year. One significant piece of new legislation in Nebraska is that providing for a county-wide levy in raising moneys to be used in providing free high school attendance to boys and girls living in districts not maintaining high schools.—M. C. Lefler, N. E. A. state director, superintendent of schools, Lincoln.

The adoption of an advanced certification policy by the state of Nebraska which materially raises the academic standards of teachers, and in addition to this, the enactment of the so-called Bock Bill, which equalizes educational opportunities for a high school education among rural children in Nebraska.—E. M. Hosman, secretary, Nebraska State Teachers' Association, Lincoln.

Nevada—The passage by the legislature of a resolution proposing to remove the two-mill limitation on state tax for public schools and the university, and the defeat of ill-advised radical measures which would have set back educational progress in Nevada; also quickened professional interest on the part of teachers by increasing enrolment in the State Teachers' Association and the N. E. A.—W. J. Hunting, state superintendent of public instruction, Carson City.

The professional improvement in the professional spirit of the teachers of the state as shown by the fact that all five of our district institutes enrolled one hundred per cent in both state and national associations.—H. A. Whiteneck, N. E. A. state director, principal, Las Vegas high school, Las Vegas.

New Hampshire—Normal school membership has quadrupled in eight years. For the first time, we now are able to supply trained teachers for all elementary schools

—city, village, and rural.—E. W. Butterfield, state commissioner of education, Concord.

New Jersey—A general movement for revision of school curricula in cities such as Paterson, Passaic, Trenton, Montclair, Elizabeth, Bloomfield, Nutley, Orange, Millville, Atlantic City, Secaucus, Cliffside Park. This movement is being extended. The coordinate recognition and standing of the department of education at the state university, and a four-year course for junior high school teachers at the Trenton Normal School.—Charles B. Dyke, N. E. A. state director, secretary, New Jersey State Teachers' Association, Short Hills.

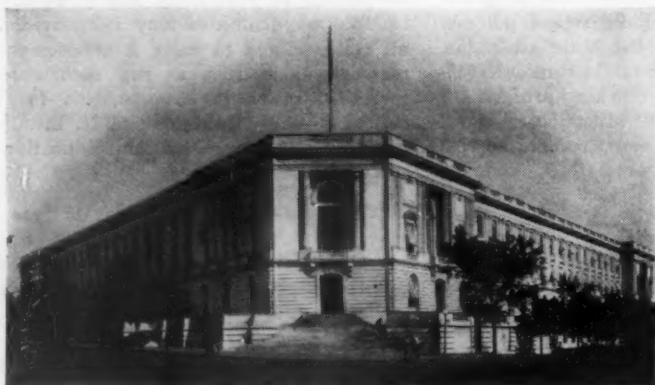
New Mexico—The placing of a rural school supervisor in the department of education. She has made lesson plans covering practically the entire course of study and these, with a great deal of additional help, have been sent to every rural school teacher in the state. This type of assistance has been very greatly needed in New Mexico and is certainly proving a great help to the teachers.—Isabel Lancaster Eckles, state superintendent of education, Santa Fe.

New York—The most constructive rural school legislation in many years providing for the organization of central rural schools.

Higher salary schedules for state normal schools. State aid for general educational purposes increased by approximately \$10,000,000, including equalization quota.—George M. Wiley, assistant state commissioner of education, Albany.

(1) Building program providing thirty-eight elementary schools with 60,639 sittings and nine secondary schools with 21,445 sittings and letting out contracts for twenty-one elementary schools and two high schools; changes from the plan of building five-story structures to building four-story structures, and building to be of flexible character permitting additions in the form of wings or additional stories over partly finished wings; standardizing plans so as to economize architect's work, figuring, etc.; conferences with directors and teachers on the subject of building plans, especially for the placing of special rooms and the layout of these rooms and of laboratories and offices.

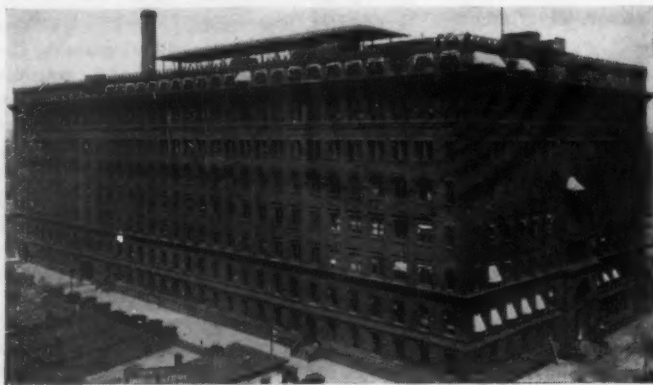
(2) In administrative work of the professional staff, a notable achievement is the development of continuation schools. (3) The development of senior and junior high schools with classification of pupils according to native ability (intelligence quotients) and the consequent development of vocational and industrial training. (4) Raising the standard and efficiency for both the teachers and the pupils in the evening high schools, resulting in recognition of the even-



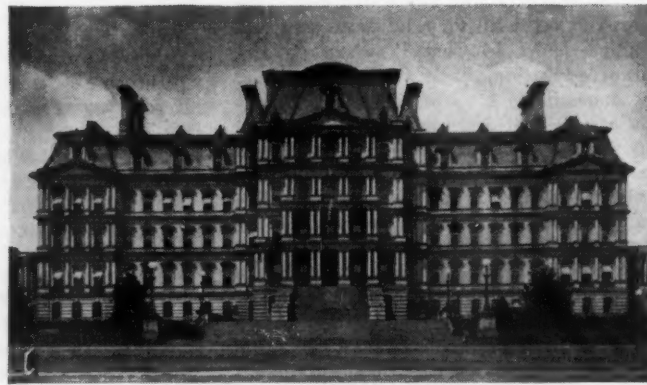
House Office Building



Bureau of Engraving



Government Printing Office



State, War, and Navy Building

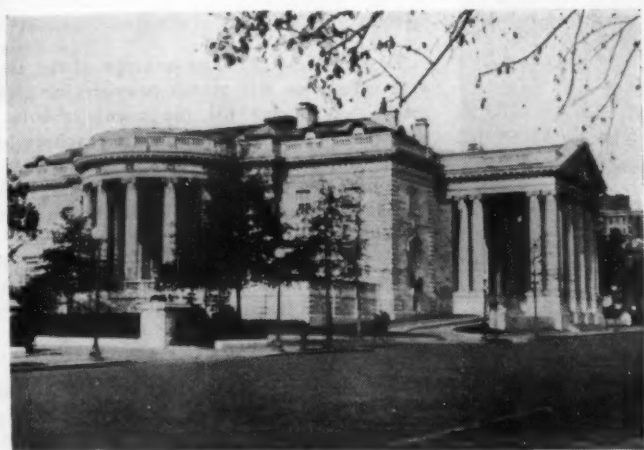
NEAR the Capitol may be seen the House Office Building, where the business of the United States Representatives is transacted. In this vicinity is the colossal plant of the Government Printing Office, the largest printing establishment in the world. The Bureau of Engraving and Printing, a branch of the Treasury Department, takes care of the printing of the national currency and stamps. The State, War, and Navy Building houses multitudinous interests. It has more than 500 rooms and two miles of halls.



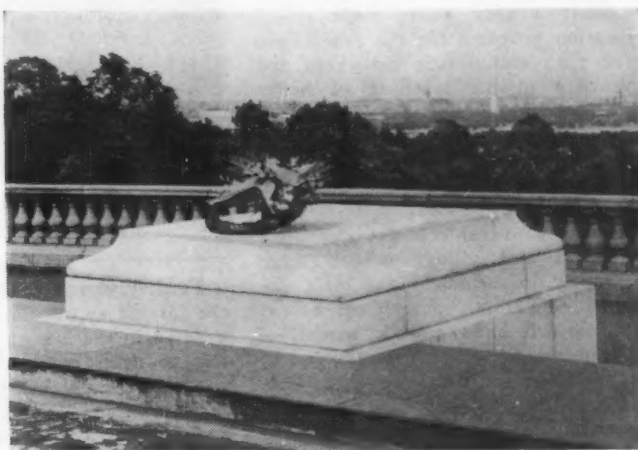
Where the President lives



American Red Cross Headquarters



Memorial Continental Hall—D. A. R.



Tomb of the Unknown Soldier, Arlington

THE WHITE HOUSE, as the home of the President, appeals to all visitors. The grounds are as interesting as the house itself. The north front faces Sixteenth Street, on which is situated the headquarters of the National Education Association. In the immediate neighborhood of the White House is a group of imposing buildings, among them headquarters of the American Red Cross and the Daughters of the American Revolution. Seventeenth Street, leading past these buildings, runs into the Speedway skirting the Potomac. On the Virginia side may be seen the wireless station at Arlington, and one glimpses through the trees the white pillars of the Memorial Amphitheater, where the Tomb of the Unknown Soldier attracts all who visit Washington.

ing high schools by the Board of Regents. (5) The appointment by Governor Smith of a commission to study means of financing education in the larger cities.—Bridget C. Piexotto, N. E. A. state director, New York City.

Increase of state subsidy for public education to one fourth of the total expenditures and the growing acknowledgment, not only in theory, but also in actual financial practice, that education is a function of the state.—Harlan H. Horner, field secretary, New York State Teachers Association, Albany.

North Carolina—The General Assembly of 1925 authorized an additional loan of five million dollars making a total of fifteen million dollars to be loaned to the counties of the state for the purpose of building large rural schools. The interest of our teachers in professional improvement is shown by the fact that more than twelve thousand out of a total of twenty-two thou-

sand were in summer school last summer.—A. T. Allen, state superintendent of public instruction, Raleigh.

The raising of the certificates of teachers who hold low grade certificates to higher grade. Five hundred sixty-one white teachers holding non-standard certificates have raised these certificates to standard type. Second, the creation in the minds of high school graduates of the idea that it is to their advantage to attend college, thus bringing to the colleges of North Carolina a larger number of high school students than the colleges are able to accommodate.—Robert H. Wright, N. E. A. state director, president, East Carolina Teachers College, Greenville.

A decision of educational forces in the state to make a drive for an amendment to our constitution increasing the constitutional minimum school term from six to eight months, and to ask the 1927 legislature to begin a normal school program. Professional improvement of teachers, as indi-

cated by the fact that for the first time in our history a majority of certificates outstanding indicate at least one year's training after high school graduation. Increased enrolment in the State Teachers Association.—Jule B. Warren, secretary, North Carolina Education Association, Raleigh.

North Dakota—Advancement of qualifications of teachers made possible by new law and regulations. Since 1925 no person can enter the teaching profession in North Dakota without normal school training. Another achievement is the organization of parent-teacher associations in fifteen percent of the rural schools; also the progress of adult education.—Minnie J. Nielson, state superintendent of public instruction, Bismarck.

Ohio—Education in Ohio has had no marked or meteoric experience in the past year. Some progress in legislation, a more settled school attitude and policy on all

hands, a growing willingness on the part of the people to support local educational programs noted, and a growing willingness to concede school management, without question, to experts (the teachers in charge).—R. J. Kiefer, N. E. A. state director, superintendent of schools, Niles.

A survey started to ascertain the percent of incompetent teachers in the state, the causes of their incompetency, the extent to which defective training is a factor, and the best way to eliminate them.—Vernon M. Riegel, state director of education, Columbus.

Oklahoma—College and university summer school enrolment totaling 16,856, teachers comprising practically the whole enrolment; the emergency legislative appropriation of \$500,000 for the aid of financially weak districts; submission of an amendment to the state constitution, yet to be voted on, to provide a state apportionment of \$15 per pupil in average daily attendance throughout the state; a very active night school adult education program for the eradication of illiteracy; an enthusiastic campaign and actual practice in the teaching of better reading, especially in rural schools; standardization of 1500 rural schools by our model school score card plan.—M. A. Nash, state superintendent of public instruction, Oklahoma City.

Improvement of rural schools; over two thousand rural and village schools have been personally inspected by the state department of education, more than fifteen hundred of which have scored "model."—M. P. Hammond, N. E. A. state director, president, Northeastern State Teachers College, Tahlequah.

Professional improvement of teachers in service is shown by the fact that 14,000 teachers attended the summer schools in this state and elsewhere and engaged in educative travel. This is especially significant since there are only 17,000 active teachers in the state.—C. M. Howell, secretary, Oklahoma Education Association, Oklahoma City.

Oregon—The state legislature passed an act by which thousands of children in the public schools are permitted to attend week-day classes in religious education on school time. The department of education prepared the course of study for the week-day religious schools.—J. A. Churchill, state superintendent of public instruction, Salem.

Establishing of an additional normal

school, as giving evidence of increased public interest in providing an adequate number of trained teachers for the children of Oregon.—C. A. Howard, N. E. A. state director, superintendent of schools, Marshfield.



Bethlehem Chapel, where Woodrow Wilson is buried

Pennsylvania—The legislature, through the largest appropriation for education ever granted in the history of the commonwealth, left no debts outstanding and supplied the funds to finance every statute requiring an appropriation.—Francis B. Haas, state superintendent of public instruction, Harrisburg.

The amending of the retirement system and the securing of all overdue payments from the state has given us the most liberal and sound retirement system and made all teachers happier.—Jessie Gray, N. E. A. state director, president, Pennsylvania State Education Association, Philadelphia.

The zoning of the state into convention districts with local autonomy is significant. This development puts the State Education Association on wheels and takes it to its members.—J. H. Kelley, secretary, Pennsylvania State Education Association, Harrisburg.

Rhode Island—Unprecedented increase in school accommodations, with building

program still gaining; larger physical plants for both state colleges; wholesome development of professional attitudes among teachers.—Walter E. Ranger, state commissioner of education, Providence.

South Carolina—Lengthening the average school term twenty-three days, the elimination of 285 one-teacher schools, the expenditure of two million dollars more than has ever been spent on public education in any year, and the training in service of teachers as is shown by the fact that more than 700 teachers passed examinations in study center work and over 2200 enrolled in summer schools.—J. P. Coates, secretary, South Carolina Teachers Association, Columbia.

South Dakota—The increase of standard schools and the substantial increase and appropriations for such schools.—C. G. St. John, state superintendent of public instruction, Pierre.

Tennessee—(1) The passage of the General Education Bill which provides an eight-months' term for all the rural schools of the state, a salary schedule for teachers and more efficient county administration. (2) The passage of the tobacco tax law which levies a tax of ten percent of the retail price on all manufactured tobacco sold in the state. One third of the total tax plus \$250,000 will go to the elementary school fund.—P. L. Harned, state commissioner of education, Nashville.

Texas—The Texas teacher has awakened to a realization of the full value of professional organization—national, state, and local.—Mamie S. Bastian, N. E. A. state director, Houston.

An appropriation by the legislature of three million dollars from the general revenue for the biennium of 1925-1927 to be used as an equalization fund to be given to the small schools to increase salaries and length of terms. The enactment of a law authorizing county boards of trustees to group as many as seven common school districts to form a rural high-school district and to designate the high schools and the elementary schools. The revision of the free textbook law limiting the funds to be used for free textbooks, and providing for a gradual introduction of new textbooks when changes are made, thus preventing extravagance and waste. The large increase



Union Station and the Plaza, Washington, D. C.

in the enrolment in the teacher-training courses of the summer schools of the higher institutions of learning and the remarkable decrease in the number taking examinations to secure teachers' certificates.—S. M. N. Marrs, state superintendent of education, Austin.

The opening of the Texas Technological College and the South Texas State Teachers College; the numerous consolidations of small districts; and enormous expenditures authorized by cities and towns for school buildings and equipment; and the effective educational publicity work done by the Texas State Teachers Association.—R. T. Ellis, secretary, Texas State Teachers Association, Fort Worth.

Utah—The initiation of a movement which will result in securing a survey, under the direction of the Federal Bureau of Education, of the entire public school system of the state. The survey therefore will include the institutions of higher learning as well as the high schools and elementary schools of the state. The survey will be undertaken in the very near future and completed this biennium.—C. N. Jensen, state superintendent of public instruction, Salt Lake City.

Vermont—Significant achievements in the remodeling and improvement of rural schools throughout the state; an increased number of students in teacher-training institutions; a distinctively constructive attitude on the part of the public toward educational improvement; good results in improving rural education through state supervising teachers.—C. H. Dempsey, state commissioner of education, Montpelier.

The state board of education is working for the standardization of the high and graded schools of Vermont. The purpose is to improve these schools through better buildings, better equipment, better teaching, and definite community cooperation.—M. Lillian Edgerton, secretary, Vermont State Teachers' Association, Bennington.

Virgin Islands.—Improvement in clarifying and encouraging the professional spirit and aims of the teacher through a unified 100 per cent enrolment in the local and national education associations.—Arthur E. Lindborg, director of education, St. Thomas.

Virginia—Improvement in the professional training of teachers, as evidenced by the fact that much the larger percent of certificates issued by the department of education this year was based upon at least one year of professional training. The improvement in the qualifications of teachers in 1925 as compared with 1918 is the most hopeful indication of real progress in the public school system.—Harris Hart, state superintendent of public instruction, Richmond.

Professional and academic improvement of teachers; nearly 10,000 teachers, or sixty percent, attended summer schools last year. The state department of education announced that after 1926 it would discontinue issuing any teachers' certificates based on less than one year of professional training in an accredited institution of higher learning.—C. J. Heatwole, secretary, Virginia State Teachers Association, Richmond.

Washington—There seems a silent unified resolution throughout the state to see

and use new and added values, an upward and onward trend. A broadening of the general conception of education, a realizing of long-desired objectives as evidenced in the adoption of the single salary standard, and the 3-3-3 plan in Tacoma, and sabbatical-year leave in Seattle. A clear-cut call for what has real merit as against retrenchment at any cost. Our universities were thronged with summer students, teachers working to raise standards.—Mell Forsythe, N. E. A. state director, Tacoma.

New Year Resolutions

1. I will be professional.
2. I will be a member of local, state, and national associations.
3. I will study the programs of professional organizations.
4. I will maintain the standards of the teaching profession.
5. I will encourage strong young men and women to enter the profession.
6. I will maintain broad civic and social interests, that my professional work may have a rich background.
7. I will seek to make childhood happy.
8. I will be loyal to my associates.
9. I will manage my work and not be managed by it.
10. I will keep in mind the real objectives of education and the improvement of the race.

West Virginia—Professional improvement of rural teachers; an awakening on the part of the people as to the importance of an equalization of educational opportunity and of the financial burden of school support; a greater sympathy on the part of the richer sections of the state toward the less wealthy sections of the state.—George M. Ford, state superintendent of free schools, Charleston.

The attendance at summer schools of about 70 percent of all teachers. The action taken by the delegate assembly of the State Education Association on November 7, recommending the employment of a full-time secretary for the association, his duties to begin in the summer of 1926. The remarkable growth in the professional spirit of our teachers as evidenced by a greatly increased enrolment in state and national associations; McDowell County with more than six hundred teachers enrolls one hundred percent in local, state, and national associations. A resolution was unanimously adopted at the recent State Education Association meeting, recommending a campaign to enrol and maintain one hundred percent of our teachers in West Virginia State Education Association.—J. H. Hickman, N. E. A. state director, Hinton.

Defeat of reactionary measures proposed before the legislature January, 1925, and professional improvement of teachers shown by large attendance at summer schools; an increased attendance at the annual meeting of the State Education Association and increased membership in the state and national

education associations.—W. W. Trent, secretary, West Virginia State Education Association, Elkins.

Wisconsin—Increased appropriations for normal schools and the University of Wisconsin. Endorsement by lay bodies of Wisconsin's program of education. Notable increase in the professional improvement of teachers through attendance upon summer schools.—C. J. Anderson, first assistant state superintendent of schools, Madison.

(1) The inauguration of Glenn Frank as president of the University of Wisconsin. (2) Increased appropriations to the University and to the normal schools. (3) The enactment of a law whereby Wisconsin normal schools are now empowered, under the direction of the Board of Normal Regents, to grant a degree in education. (4) Renewed and greatly increased interest in State Superintendent Callahan's constructive educational program.—John F. Sims, N. E. A. state director, president, State Normal School, Stevens Point.

(1) Increased appropriations for University and state normals. (2) Increased appropriations for county rural normals. (3) Election of Glenn Frank to presidency of University. (4) Power to normals to grant degrees. (5) Endorsement by lay organizations of Wisconsin's educational program. (6) Increased interest in State Association. Membership increase of over one thousand this year.—E. G. Doudna, secretary, Wisconsin Teachers' Association, Madison.

Wyoming—This state ranked next to the highest in the amount spent per capita for education, yet Wyoming ranked lowest in the proportion of its school expenditure derived from taxation.—Katharine A. Morton, state superintendent of public instruction, Cheyenne.

Tremendous growth of the University of Wyoming and the maintenance at this university of a summer school remarkable for its large enrolment and the excellence of its faculty. In all parts of the state many fine new high school buildings have been completed.—A. A. Slade, N. E. A. state director, superintendent of schools, Casper.

A TEACHER'S PRAYER—Let my heart find contentment in my work, and give me faith in the fulfilment of my efforts. Let my sympathies be universal, that I may deal gently with ignorance and have no scorn for stupidity. Make me content to advocate no creed. Seat deep in me conviction that my work is my religion. Teach me to become as a little child, that I may better understand my task. Make me to rejoice in the fancies of youth, that my sympathies may be warm and tender. Let me understand the rights of childhood and at all times pay homage to the Golden Rule. Give me wisdom to inspire and a warmth of heart that will make the world of childhood my friend. Forbid that I should mold others to my thought and will. Enable me to inspire others to their own possibilities. Give me grace to serve, fortitude to endure, and a smile that fadeth not in the face of adversity. Give me faith in humanity and thus in myself, with patience to await the harvest.—M. L. Wright, *North Carolina Teacher*.

Among Progressive Schools

GERTRUDE HARTMAN
Editor of *Progressive Education*

MODERN PSYCHOLOGY, based upon fundamental biological principles, makes us realize clearly that no two human beings are sufficiently alike to be identically educated, that learning is essentially an individual matter, and that the chief business of education is to stimulate and provide opportunity for the development of native capacities. If this is true, it seems self-evident that mass teaching, set periods of instruction in subjects, the recitation, simultaneous promotions, and in fact all the machinery which is the operating expression of the older view of education, must be abandoned. Accepting the new philosophy of education means committing oneself to working out the means by which the ideal of individualizing instruction may become a practical reality. The two best-known efforts at individualizing instruction are the Dalton Plan and the Winnetka System.

In the Dalton Plan, Miss Parkhurst has provided a method of reorganizing the mechanics of the school and furnishing a vehicle for administering any curriculum in accordance with the rate of learning of the individual child. The plan does away with the usual grade room with the classroom teacher and in its place provides academic workshops and laboratories, each of which is presided over by a specialist or a subject-teacher. The pupils move in and out of these laboratories at will, seeking the necessary help in their work.

The Winnetka System is based upon the hypotheses that every child has a right to mastery of those knowledges and skills necessary to successful adult life, that he has a right to live fully and naturally as a child, and that the welfare of society requires the development of a strong social consciousness on the part of the growing child. Mr. Washburne, believing that socialized activities demand that the whole group work together and that they do not spontaneously provide enough opportunity for satisfactory individual progress in the common skills and knowledges, divides the school day into two parts. By means of carefully worked out self-instructive and self-corrective practice materials and diagnostic tests, he has found it possible to teach these knowledges and skills in about half the school day, releasing the other half of the day for cooperative activities and

free creative work. Those who have not already read the *Twenty-fourth Year Book of the National Society for the Study of Education* will find there a thorough treatment of the whole subject of individualized education.

Less well known in this country than the Winnetka System and the Dalton Plan is the method of individual instruction of the eminent Belgian physician, psychologist, and educator, Ovide Decroly. In the eighteen years of its existence, Dr. Decroly's school in Brussels has attracted students and observers from all over the world, and is exerting a strong influence upon schools not only in Belgium but all over the continent of Europe. The organizing principle of the Decroly curriculum is found in his answer to the question: *What is it that all children need to know?* The answer is: *The child needs to know himself and the world in which he finds himself.* This answer makes society and nature the subject-matter of the school curriculum. The vastness and complexity of the field Dr. Decroly overcomes by the simplifying and unifying principle of admitting nothing to the curriculum except as it meets the needs of the growing child. Mlle. Hamaïde, who has assisted Dr. Decroly in his work for a number of years, has written a full description of it in *La Méthode Decroly*, which was this last year translated into English by Jean Lee Hunt and is thus put into available form for American readers. Mlle. Hamaïde has been invited to America and is working in a private school in Florida, thus introducing the Decroly method for the first time into an American school.

Schemes of individual instruction as they are applied in many places still cling to required subject-matter logically arranged in advance by the teacher and directly imposed upon the pupil, the chief distinction between this method and the old being that instead of performing the assigned work in mass formation with his classmates, the individual may take his own time about it. The purposes that control education are still received from the teacher; they are not the pupil's own purposes. In other words, such schemes apply the principle of individual differences in its quantitative aspect only; they fail to recognize its qualitative aspects. Children are still

comparable units in a predetermined system of progression; child personality, in spite of the prolific case-study records now available, is not yet regarded by educators in general as a unique combination of characteristics and abilities, the result of a myriad of deeply hidden, subtle, and almost untraceable influences, and capable of an unpredictable development. This latter point of view is typical of the best work being done in private experimental schools. The literature of actual school experiments is only now coming into existence.

The Francis Parker School has for a number of years published its *Studies in Education*. The Lincoln School has printed many pamphlets dealing with its work and now has to its credit *Creative Youth*, a fascinating book of original poems by its pupils with an illuminating foreword by Professor Hughes Mearns, in whose classes they were written.

The records kept by Caroline Pratt for a number of years and now being published as *Experimental Practice in the City and Country School* will be of value to students of education everywhere. In the realm of the public school we have in *Fitting the School to the Child*, by Elizabeth Irwin and Louis Marks, the record of the work carried on by them for four years in Public School 64, one of the large schools of the New York City system, and at present maintained in The Little Red Schoolhouse on East Sixteenth Street under the joint auspices of the Board of Education, the Children's Aid Society, and the Public Education Association. In *An Experiment with a Project Curriculum*, Ellsworth Collings writes a clearly organized report of progress in three rural schools in Missouri which were granted a new and enriched educational experience. These concrete records of achievement are both a confirmation of faith and a prophecy. They herald the coming of the day when the educational opportunities now offered to a few scattered groups of children will be available for all the children of the land. Such opportunities are the inalienable birthright of every living child.

HORACE MANN on Education—The common school is the greatest discovery ever made by man. It is supereminent in its universality and in the timeliness of the aid it proffers. . . . The common school can train up children in the elements of all good knowledge and of virtue.—*Essay in the Common School Journal*, 1841.



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Thoroughness in Teaching

WILLIAM ANTHONY AERY

Director, School of Education, Hampton Normal and Agricultural Institute
Hampton, Virginia

THE IDEA of units of credit, both in high schools and in colleges, has become overworked. Schoolmen everywhere are too much concerned with units of credit and amounts of material which have been covered. Men ask too often: "How much work has been covered?" "What studies have been taken?" They should learn to ask more often: "How well has the work been done?" "What have students learned?" "Do they know what they pretend to know?"

Schoolmen are the victims of circumstance. The colleges have rather arbitrarily said that for entrance a student must present fifteen or sixteen units to be distributed in a rather prescribed fashion. What magic is there in any set number of units? Who is sure that the division is wise? What shall be done with a person of intelligence who has had an irregular course and cannot present the right combination of units?

Within certain limits the colleges act wisely in requiring freshmen to know a minimum amount of English, science, mathematics, and social studies. There is, however, a vast difference between asking for achievement which may be measured by the standardized tests in fundamentals and demanding that students present required units as evidence that these students have covered certain amounts or fields of learning.

Too often teachers and students, both in the elementary and in the secondary schools, are unduly concerned about getting through a specified number of pieces of literature, topics in mathematics, pages of Latin, experiments in science, or periods in history. Students often cover vast areas of learning, but dig down into knowledge only slightly. Is it any wonder that so much of education is mere veneer? Need there be surprise that education does not wear well? Why should there be surprise that educated men—men educated after this fashion—are so frail intellectually?

Fundamental tests—Schoolmen should never cease to praise the few pioneers in the collegiate field, who, in recent years particularly, have courageously faced pitiless publicity and not a small amount of ridicule and misunderstanding for insisting that only those men and

women should be admitted to college, which is, under the most favorable circumstances, extremely costly, both in money and human effort, who can meet

As a Dutch boy, one of the cardinal truths taught me was that whatever was worth doing was worth doing well: that next to honesty came thoroughness as a factor in success. It was not enough that anything should be done: it was not done at all if it was not done well. I came to America to be taught exactly the opposite. The two infernal Americanisms, "That's good enough," and "That will do" were taught me soon after my arrival, together with the maxim of quantity rather than quality.

It was not the boy at school who could write the words in his copy book best who received the praise of the teacher; it was the boy who could write the largest number of words in a given time. The acid test in arithmetic was not the mastery of the method, but the number of minutes required to work out an example.

As I grew into young manhood and went into business, I found on every hand that quantity counted for more than quality. The emphasis was almost always placed on how much work one could do in a day, rather than upon how well the work was done. And into this atmosphere of almost utter disregard for quality I brought my ideas of Dutch thoroughness and my conviction that doing well whatever I did was to count as a cardinal principle in life.—Edward W. Bok, in *Collier's*, *The National Weekly*.

these fundamental tests: (1) Possess good character; (2) give evidence of sound health—physical and mental; (3) exhibit, through intelligence tests, a normal amount of potential ability to do satisfactory collegiate work; and (4) show proficiency, as measured by the achievement tests, in such subjects as English, mathematics, science, and social studies, in fields of work which are commonly regarded as basic in the training of college men and women.

Schoolmen make this common mistake. Here everybody has gone astray; nobody

is free from sin; everybody can and should do better in the future. Schoolmen blame everybody else for lack of thoroughness and they themselves are often the worst offenders in that they pass on from grade to grade students who should repeat their work and should actually know what they pretend to know.

Wide circle of complaint—The kindergartner often complains that she cannot do satisfactory work with the little children, because the mothers and fathers fail in the home to teach their children obedience and self-control.

Mothers, in turn blame the fathers, and fathers—silently at least—blame the mothers for too much tenderheartedness. The truth of the matter is that mothers and fathers, through their ignorance of child psychology and kindred topics, are largely to blame for the perverse ways of their children; but unless, sooner or later, a better way of training parents can be discovered, conditions in the kindergarten will grow worse rather than better.

Question number one: What can the school do to help make mothers and fathers more thorough in their work of getting children ready to profit by the skill of the teachers of very small school children?

The primary teacher has a long bill of grievances which she can and does present against the kindergartner. She says that the children who come to her from the kindergarten have no idea of working in the classroom. "The kindergarten product," she claims, "is dominated with the play idea and is too self-conscious, too free and easy, too active."

Question number two: Do public-school authorities pay salaries which command kindergarten teachers who are competent to do thorough work with children who need skilful teaching?

The grade teacher says mournfully: "Of course, I could teach my children, dear, sweet things, what they should know, if only the primary teacher had done a good job in teaching those children how to read and how to handle simple numbers.

"Why cannot the primary teachers be more thorough and insist upon having their children learn how to do such es-

sential tasks as reading with accuracy and with a fair degree of speed; handling numbers with accuracy and a fair degree of speed; and meeting successfully the common problems of classroom life?" This unanswered but not unanswerable question the grade teacher puts eternally to supervisory and administrative officers.

Question number three: Are parents willing to have their children repeat, if necessary, some primary work in order to lay a good foundation for further work?

High school failures—Seven or eight years of work in the elementary school brings the average boy or girl to the high school and then the real trouble begins for everybody. Pupils realize that they really know very little about addition, subtraction, multiplication, and division. The teachers of general mathematics or algebra or geometry tell the hopeless boys and girls that much of the work in arithmetic, which has been done so laboriously but ineffectively in the elementary schools, has been a failure.

"Well-trained pupils," so high-school teachers declare, "should be able to 'eat up' the simple mathematics of the high-school course, if only the arithmetical work in the elementary school had been thoroughly done." What can be said about high school failures in mathematics, due to lack of thorough work during the earlier school years, may be repeated again in every department of the high-school program of studies.

To cap the climax, there are always critics of the high-school movement who declare when an appreciable number of high-school pupils fail in their studies or misbehave on the way to or from school: "O well, why should the public waste money on higher education? These boys and girls ought to go to work and leave books alone."

Question number four: Even in the grammar grades is it not worthwhile to lay emphasis on the thorough mastery of a few subjects and pave the way for success in the high school, where expense is a big factor both for the parents and the public, rather than rush pupils through the grades in the hope that a miracle in education will be wrought in the high school with poorly prepared student material?

The colleges complain—What some college professors—and particularly college instructors of freshmen—say about the product of the rank and file of high schools is scarcely fit to print.

The professor speaks: "I would give

anything in the world to have students who just knew how to read. Then I could teach them some English. My students just cannot read straight. Only a handful of students can write a decent paragraph. How can I give them a thorough course in English until they know how to read accurately and rapidly?"

Of course, hardly anybody supposes that a professor of English takes time to philosophize in just these words, but the truth of the matter is that many, many college professors and their assistants are making similar criticisms of the modern high-school product.

Behind the criticism there is some truth and in the discovery of that truth it will be found that the element of thoroughness—or rather the lack of thoroughness—all the way from the kindergarten to the college and extending beyond into the university and professional school must be reckoned with.

Question number five: Will high-school teachers and their supervisors and principals face squarely the issue of insisting that the boys and girls must do thorough work—that is, must know what they claim to know, must give evidence through achievement tests that they have mastered the subject-matter on which they hope to advance from year to year, and must make the work of the classroom a part of their intellectual and moral lives?

Principles underlying thoroughness—A principal who wishes to secure thoroughness will probably have to observe some or all of the following principles:

(1) Assign some of the best-trained and experienced teachers to work with high-school freshmen. These teachers should know and carry out—and here is the rub—the principles which underlie good methods of study. They should feel a definite responsibility for checking up on the accuracy of their students in such fundamentals as reading and the simple operations in arithmetic and should report to the principal those students who are, let us say, twenty-five percent below the median. Not to do this basic work, which is tedious and often unpleasant, is to cause the handicapped student to flounder through the year and probably shoot him over the brink into real academic failure.

(2) Visit teachers at work in order to discover whether the teachers really know—in a large way—the subject-matter they are presenting. Principals will need to insist on thorough preparation of teachers and will then have to take

another hard step and discover how thoroughly, or very often how carelessly, teachers have prepared their daily lessons.

Nothing militates against thoroughness so much as the presence of a poorly equipped teacher or careless daily preparation. High-school pupils are at a stage in their psychological development when they are quick to take advantage of the instructor who wittingly or unwittingly lets them "put things over."

(3) Insist on having teachers know at what they are aiming, both in general and specifically, in every lesson and in every series of lessons. Few things that are worthwhile just happen. Lack of direction is the constitutional sin of many teachers, especially in the high schools and colleges.

The idea of the "new freedom" needs occasionally to be tempered by the idea of duty for the sake of duty. This means that teachers as well as pupils must learn to recognize the value of attending to details, of doing things in the order of their relative importance, and of checking constantly on their results, whether these results are flattering or soul-trying.

(4) Principals will need to learn for themselves the details of the learning-process and its application to the principles of teaching and to the problems of class management, so that they may be able, when they visit classes and see weird and dreary methods of teaching, to offer constructive criticism.

In the last analysis, the reputation of a school, while it may ultimately rest with the teachers for good or ill, determines the value to society of the principal.

The public rarely analyzes the failures of boys and girls to the point where it places the blame for the lack of thoroughness on individual teachers. The public easily concludes that Principal A on account of the good record of his pupils deserves promotion, while Principal B, for the contrary reason, needs to be set down a peg or two. Any satisfactory method of improving the thoroughness of teaching must include the idea of placing full and sufficient responsibility on the principal, who, while he may have little choice in selecting his teachers, has placed upon him the task of improving his teachers while they work under his leadership. The term "leadership" rather than "direction" is used here advisedly.

(5) Principals owe it to themselves and to their communities to keep professionally abreast of the times.

Better Health Habits

C. E. TURNER¹

MARY was a lovable fifth grade child who happened to be greatly below the average weight for girls of her age and height. When her class started on a program of health habit training, she learned that food, sleep, rest, and other habits have an effect upon one's rate of growth. She came to the teacher to talk over her own habits, voicing her philosophy and the attempt which she was already making by saying, "I know I weigh more than I did, because I've been attending to it."

She wanted to improve her habits further and go into training for health. Her teacher was wise enough to refrain from asking her whether she "usually did" this or that. Such a procedure would have confused Mary's mind, by continually presenting the question, "What answer does teacher want me to make?" Instead they spent a minute or two discussing what going into training for health means, and then they began with *yesterday morning* and followed through the habits of the day in some detail. It appeared that Mary did not like vegetables, that she had inadequate rest, and failed to drink enough milk. She undertook her training program diligently, and from October until Christmas her growth record was very good. During the month of January, however, she lost a half pound. She came back to her teacher to talk it over.

Apparently she was doing all of the things she had set out to do and there was no explanation of the failure to gain until Mary asked, "Do you suppose reading would make me lose?" Then it developed that Mary had had many new books for Christmas and that her time immediately after school was used in reading these absorbing stories. After supper she read until the whole family retired at ten o'clock or later. She stopped reading and began gaining. Is it not likely that all children grow better when they "attend to it"?

Such conferences with all ten percent underweight children have seemed worthwhile, and it has proved to be easier for the teacher to make the desired record when she has specially prepared

data. This record gives the teacher an excellent picture of the daily life of the child and makes it possible to assist the youngster to develop those habits which most need improvement.

In addition, it has been found interesting and useful to collect data concerning the habits of the whole class. Such a questionnaire as that shown in the center of the page has been used with 322 seventh and eighth grade children who have been having health training for three and one half years (group A) and with 226 children of comparable ages who have not been having a continued health program (group B), although many of these classes had undertaken special "campaigns" against particular bad habits, including coffee drinking and lack of sleep. This gave us, of course, the child's own statement for his habits, but it was explained to the children that we were not trying to find out what the child *usually* did, but just a statement of what was done on a particular day. The children were asked not to sign their names to the papers they filled out. It was made quite clear to them that we would not know whose paper we were reading.

From this questionnaire, it appears that twenty-one percent of group A and thirty percent of group B drank no milk during the preceding day. Sixty-six percent of group A and forty-six percent of group B had eaten two vegetables beside potato. Twenty-nine percent of group A and forty-four percent of group B had eaten candy between meals. Other data were secured.

And these habits are not always acquired easily. This was vividly portrayed in the case of one small first grade boy who regularly came to school with dirty hands and face. A gradual improvement in appearance was noted, and finally he was called to the front of the room to show the health supervisor his clean face and hands. When he was praised for being clean and neat, he looked up, and in five words revealed the handicaps of environment he had overcome to master this part of the art of living.

"There are eleven of us," he said.

Health education is a scientific and professional procedure, but it is also a very personal and human business.

Habit Questionnaire

School Grade.....

1. What time did you go to bed last night?
2. What time did you get up this morning?
3. What did you eat for breakfast this morning?
4. What vegetables did you eat yesterday?
5. What fruit, either raw or cooked, did you eat yesterday?
6. What cereal did you eat yesterday?
7. How many glasses of milk did you drink yesterday?
8. How many glasses of water did you drink yesterday?
9. How many cups of coffee did you drink yesterday?
10. How many cups of tea did you drink yesterday?
11. Did you eat candy between meals yesterday?
12. How long did you play out of doors yesterday?
13. How many times did you brush your teeth yesterday?
14. Have you had a bath during the last week?

blanks at hand. These are of the simplest nature, each consisting of a sheet of letter-size paper with the items arranged along the top and the side of the sheet. They are mimeographed in one of the offices of the school department and contain spaces at the top of the sheet for recording the *name* of the child and the teacher, the *school*, *grade*, *date*, the *child's age*, *height*, *normal weight*, *percent of normal weight*, and recent *gain*, together with space for indicating *physical defects*. Below this the following topics are arranged along the left side of the sheet: *Time of rising*, *washing*, *breakfast*, *time before school*, *at recess*, *dinner*, *time at noon*, *time after school*, *supper*, *time after supper*, *cleaning teeth*, *bedtime*, *hours of sleep*, *amount of water between meals*, *eating between meals*, *bowel habits*, *windows open*, *rest period*, *remarks*. Opposite these topics it is easy to fill in the desired

¹This is one of a series of short articles prepared for the JOURNAL by C. E. Turner, associate professor of biology and public health, from the experimental studies in Health Education being carried on in Malden, Mass., by the Massachusetts Institute of Technology.

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

Editor

Harold A. Allan

Business Manager

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

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

Five Years

THIS is the first number of the sixth year of THE JOURNAL in its present form. Five volumes have been completed. The record of these five years reflects credit on the profession. THE JOURNAL has increased in size from twenty to sixty-four pages. It has likewise grown in circulation and in quality of content. The profession is finding itself. Looking back on this period, the historian of the future may refer to it as the time of the great awakening. The products of research and experiment are being thrust into the stream of educational thought more promptly and effectively. Professional organization is seeking to enlist the entire profession and to have all teachers enjoy the growth that comes from work on its problems, loyalty to its ideals, and appreciation of its great mission.

Tenure

SECURE TENURE in return for efficient service is a primary essential in the growth of the profession. The greatest enemy of service is fear and in-

security. No teacher can give his best to the children when in danger of having his professional household moved into the street. This sense of secure association with the school or the community or the profession is not unlike the joy of home ownership. It gives richer significance to life and work. Just as the tenant does not make permanent improvements on his temporary holdings, the teacher does not develop the best in the school when his vision is cut off by an expiring contract at the end of the year.

We have come to recognize individual property ownership as necessary to social progress. In the long sweep of the centuries, property ownership is comparatively new so far as the masses are concerned, but it has come to stay. The change from slavery to ownership has come slowly. Men who used land acquired rights in it which were recognized in the courts. In a sense they became trustees for the rest of society, holding the lands or other property until dispossessed for weighty social reasons.

Likewise, they who take places in public service acquire certain rights to security in that service. They become trustees for that service and should hold it until there are substantial reasons for taking away their tenure rights.

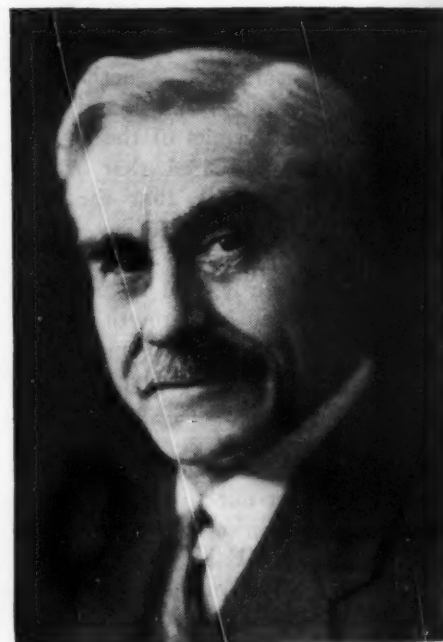
Are property rights more important than the franchise of service? People live in their work. They come to love it more, almost, than life itself. The love of the consecrated worker for his task is even deeper than the love of property. Whoever tears that love up by its roots murders personality. He robs the worker of his most precious possession. It is doubly so in teaching, for the life of the teacher roots down in the hearts of children. No other qualification of a teacher is so important as the love of children—genuine identification with the child and the community in which he lives.

It is no selfish motive, therefore, that underlies the campaign for tenure for teachers. Society itself loses when it makes teaching a tramp profession. People generally must be led to appreciate the issues at stake. It will take long, patient individual and collective effort to do this. In this need alone there is a challenge to every teacher and to every teachers' organization. Among the next steps are these: (1) Study of the problem by the profession and the public, particularly by teachers' clubs and faculties; (2) development in each city, county, or state not now having tenure

of a suitable system of rules or laws.

The fact that it is not possible to go the whole way is no reason for not beginning. Aside from public indifference and lack of understanding, the greatest obstacle to tenure is the untrained teacher. The profession should be able to find ways around this obstacle. Tenure might be given teachers who have had the four years' training beyond the four-year high school urged by the National Education Association and to persons of less training who make regular progress toward the higher standard. The problem is primarily with the states and cities. Excellent tenure laws in the more favored areas will become the basis of programs of legislation elsewhere. Does your state or local association have a definite tenure plan? If not, why not?

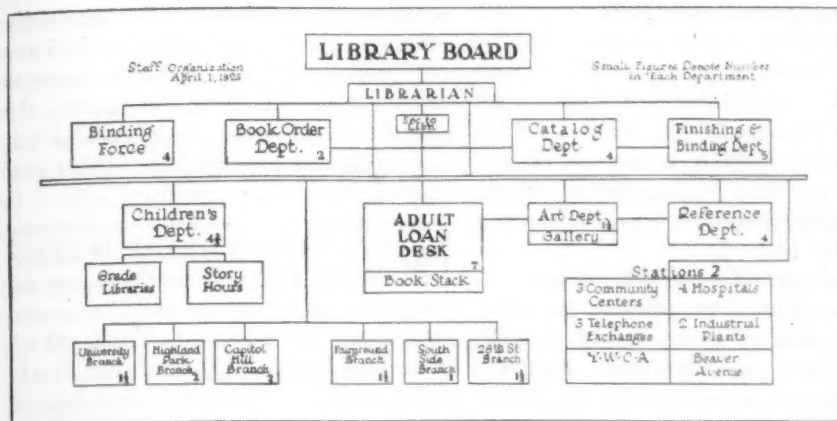
REGULAR faculty meetings in a large number of schools, which use this and other educational journals as the basis of weekly discussions led by the teachers themselves, are helping to put the entire profession at work on its problems. In the best schools every teacher is a student.



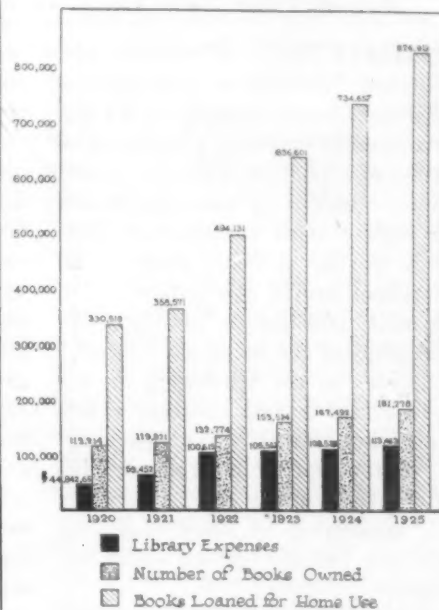
BRIGADIER-GENERAL JOHN R. McQuigg, national commander of the American Legion for 1925-26. Commander McQuigg's record includes service in the Spanish-American War and in the 37th Division in the World War. He was born in Ohio, December 5, 1865. He is an ardent advocate of better schools and believes that education faces the task of developing the free institutions which our armies have fought to preserve.

Increasing Adult Education

THE REAL test of school efficiency is the amount of study people do after they leave school. These figures from the 1925 report of the Des Moines Public Library suggest that the schools are getting results and that the library is doing its share. One dollar per capita has been set as the minimum library expenditure for any community. In rural districts the county library system solves the problem of trained management.



COMPARISON OF INCREASE IN LIBRARY EXPENSES, NUMBER OF BOOKS OWNED, AND HOME CIRCULATION FOR FIVE YEARS, APRIL, 1920-MARCH, 1925



Sabbatical Leave for Teachers

VAUGHAN MACCAUGHEY

Associate Editor, *Sierra Educational News*, San Francisco, California

A COMMITTEE, of which Mr. Edward I. Cook is chairman, of the California State Council of Education, has recently prepared a report upon the matter of sabbatical leave for teachers. This report is so carefully drawn and so replete with constructive ideas that it is worthy of being made available to school people everywhere.

The main conclusions of the committee emphasize the increased efficiency which accrues to the teacher by means of the new and varied contacts which sabbatical leave affords. The "growing-period" of the teacher is prolonged indefinitely—the time-interval between (a) her acquisition of knowledge and technique and (b) the application of her acquirements.

The cost—The assertion is sometimes made that the cost to the taxpayers of a system of sabbatical leave would be great, if not actually prohibitive. Such assertion, however, is not founded upon facts nor upon the experiences of progressive communities that are actually utilizing the plan. It has been clearly demonstrated that by means of proper safeguards, (a) in the manner of granting leave, and (b) in the number granted in any one school year, the cost can be kept within reasonable limits.

Initiative with the teacher—The committee further concludes that the teacher himself, in each instance, should make request for sabbatical leave, rather than have the leave granted in a purely automatic and mechanical manner.

Typical cities—Some form of sabbatical leave has been adopted, according to the committee, by Cambridge, Boston, Brookline, and Gloucester, Mass.; Newark, Jersey City, and Trenton, N. J.; Richmond, Va.; Buffalo, Schenectady, Syracuse, New Rochelle, and New York, N. Y.; Durham, N. C.; Minneapolis, Minn. There are doubtless others.

Analogous cases—While not granting sabbatical leave as such, there is a number of cities that offer encouragement to teachers in taking leaves by (1) paying the cost of tuition in a university or college; (2) by increased salary, or (3) by some other form of reward. A typical instance of this kind is Omaha, Nebraska, which grants (1) a bonus of \$50 for 5 credits earned in a university, college, or normal school,

and (2) a salary increase of \$100 for six units earned in any one year up to three such increases.

Variations in the plan—Details of the plan vary in the different cities but the usual period of service is seven years, leave being granted the eighth year for study or travel. The teacher usually agrees to remain from one to three years after return from leave or return a proportional amount of the money. The general rule for salary is one half of the regular schedule. Sometimes, after twenty years of service, a year's leave is granted for rest.

In Rochester, New York, applicants must state the definite purpose for such leave of absence; must report to the superintendent during each absence; agree to remain three years after return from leave or refund. Leave is granted for not less than one semester nor more than one year in eight years. Salary shall be one half the regular salary but not to exceed \$1000. Not more than fifteen teachers shall be granted leave in any one year.

In Minneapolis, leave is granted for one half year with half the regular salary. Leaves are granted after ten years of service. The number permitted on leave at any one time is limited to one percent of the total employed.

Cost of operating the plan—Owing to the short period in which the plan has been in existence and the variations that obtain in different cities where the plan is in operation, there is little exact information available on cost. In some cities it is stated that there is little expense and that is for the slight additional cost of administration. In Boston the practice is to put a substitute teacher on a per diem basis. Generally, one half the pay of the regular teacher exceeds the pay of the substitute. Some other cities give the teacher on leave the regular salary less the pay of the substitute. A few cities grant one half pay without conditions.

Estimates of the number of teachers in a given system that would be eligible for leave approximate 10 percent of the total. Considering the fact that not more than one half of the regular salary is paid, a certain number of teachers having dependents would be eliminated. These added to those who for a variety of reasons could not take ad-

vantage of the leave would bring the number considerably below 10 percent. Boston limits the number to 1 percent; Rochester limits the number to fifteen teachers in any one year; Minneapolis limits the number to 1 percent, but less than that number have applied.

* * * * *

It is evident that until teachers' salaries are materially increased, or until such time as the typical number of dependents upon teachers very materially decreases, the sabbatical plan on half pay will not enable all eligible teachers to avail themselves of it. However, the plan is making steady progress and bids fair to become a recognized and integral part of the school program.

NATIONAL THRIFT WEEK—

While thrift is an all-year-round program, there is annually a special observance of National Thrift Week beginning January 17, Benjamin Franklin's birthday. This movement has the endorsement of our leading industrial, religious, and educational organizations. Among these are the National Congress of Parents and Teachers, the American Bankers Association, and the National Education Association.

The National Thrift Committee, organized in 1917, issues each year in January a community educational program, which includes a money program for the individual and the family dealing with earning, spending, saving, investing, and giving. This movement is in cooperation with the Committee on Thrift Education of the National Education Association and the National Council of Education.

National Thrift Week is based on a ten-point success creed: Work and earn; make a budget; record expenditures; have a bank account; carry life insurance; own your home; make a will; invest in safe securities; pay bills promptly; share with others. Each day of this week is set aside to give special emphasis to some particular phase of thrift:

January 17—Share with Others Day
January 18—Thrift Day
January 19—Budget Day
January 20—Life Insurance Day
January 21—Own Your Own Home Day

January 22—Safe Investment Day
January 23—Pay Bills Promptly Day

The observance of this occasion presents an opportunity for educators to emphasize these economic facts.—John A. Goodell, director, Thrift Bureau, New York City.

Community Relations

GEORGE E. CARROTHERS AND CLARENCE A. PERRY¹

AT THE MEETING of the National Education Association held in Washington in 1924 the Representative Assembly, sensing the need of a better understanding of community problems and a better working arrangement between the school and the community, authorized the appointment of a Committee on Community Relations. In accordance with this authorization the President of the Association appointed such a Committee during the year 1924-1925. A preliminary statement of the work accomplished to date was printed in the collected reports of N. E. A. committees, 1924-1925. A brief report was also presented to the 1925 Representative Assembly at its Indianapolis meeting, together with a list of suggested resolutions. The resolutions there submitted, which were tabled for one year that members might have time to study them, are found at the end of this article. A consideration of these is invited, together with comments and suggestions by members of the National Education Association.

The teacher and the community—It has long been realized that it is not possible for a teacher to do his best teaching and make use of only the time scheduled for classroom instruction. For the sake of a better understanding of the community and improved instruction, and for his own best development, it is necessary that a teacher take time to become acquainted with his community and his patrons. In the days of the pioneer school, the boarding-round system, together with the spelling bees and other community activities of the district, afforded opportunities for such social contacts and acquaintance. To provide like opportunities today many teachers are again developing community activities in their own schools and buildings.

In addition to the direct educational returns, a great deal of personal pleasure is often found in these activities. They are frequently means of genuine recreation and relaxation from school duties. Youth and buoyancy of spirit are devel-

oped through community gatherings to an extent seldom possible in meetings of teachers only.

Development of community activities a necessity—In pioneer days the school was a simple affair. All pupils and all subjects were taught by the same teacher. The close association of pupils and teacher made it possible for the teacher to know his pupils individually. With the coming of departmental and special group teaching, much of this is changed. No one teacher is charged with responsibility for the individual pupil, each teacher being primarily interested in his own subject. School hours are being shortened, much lesson preparation is expected to be done at home or in the library, and the school building is at times merely a place for the hearing of recitations.

Along with these changes within the school have come pronounced changes in the homes and in society. Business, social, and club meetings take the parents out of the home much more than formerly, children being left to care for themselves for hours at a time. The lesson preparation which should occur in the home is woefully neglected, since child nature does not naturally hold itself to assigned school tasks. Finally, when it is discovered that pupils are not progressing in their school work as they should, each group of adults tries to throw the responsibility on the other. Neither the home nor the teacher is willing to accept the responsibility for failure of the pupils, when, as is usually true, each should bear a portion of the blame. The realization of this fact is now calling for a closer school and community relation in the working out of common problems.

The community-use department—In order more effectively to bridge the gap between the home and the school several boards of education in the larger cities have established in their headquarters organized departments for the special study and development of community activities. The workers in these departments cooperate with both the schools and the homes in making provision for the various sorts of contacts for adults, and specially providing for wholesome use of the spare time of the children and youth of the community. Where these departments have been properly staffed

and financed a large amount of indirect yet effective educational work has been accomplished.

As an example of the outcome to be expected when effective wholesome community activities are provided, the principal of a boys' school in a large city recently related the following incident in a teachers' meeting. He stated that in that city every elementary school and every junior high school, except one, had sent boys to the boys' school during the year. The one junior high school which had not sent boys to the school was only a half mile distant from the junior high which had sent the most boys, and the two neighborhoods were quite similar. This he could not at first understand. However, upon investigation later it was learned that the community in which the one school was located had taken upon itself to act as though it realized its full responsibility toward its own children—it had gradually developed a number of school and community activities for children, youth, and adults. The school plant was used almost every day of the week during the late afternoon and evening. The result: No boys had to be sent to the Boys' School or to the Juvenile Court. The other community, with almost no community activities, sent the largest number of boys to the Boys' School that year, sent several boys and girls to Juvenile Court, and even had a murder of one pupil by another in the junior high school building during the year. In the second community the discovery was finally made of a fact which is still too obviously true in many communities: That large numbers of boys and girls are being lost somewhere between the busy, hurried American home and the well-equipped classroom of the modern departmental specialist.

Following are the resolutions submitted by the Committee on Community Relations at the Indianapolis meeting and laid on the table for one year that members might have time to study them:

Resolutions of Community Relations Committee—(a) *Whereas*, progressive educational thought recognizes that participation in school and community activities contributes to the efficient management of the school and to the teacher's ability to prepare pupils for future social and civic relations,

(b) *Whereas*, "wider-use" activities, whether physical, recreational or cultural, for both youth and adults, represent an important extension of the character developing influence of the school,

(c) *Whereas*, bringing parents, citizens, and the public generally into direct use and enjoyment of school facilities contributes to

¹ George E. Carrothers, College of Education, Ohio University, Athens, Ohio, is chairman of the Committee on Community Relations. Clarence A. Perry, of the Russell Sage Foundation, New York City, is secretary.

a better understanding of, and a more generous community and financial support for, public education,

(d) *Whereas*, a school plant designed and equipped for community-use gives the school a better plant for its primary educational purposes,

(e) *Whereas*, wise administrative policy requires that all use by the community of school grounds, buildings, and equipment be under the control and supervision of school officials, and

(f) *Whereas*, the professional development, the physical welfare, and spiritual needs of both principals and teachers require sufficient leisure to permit a reasonable pursuit of personal interests and avocations,

Therefore, be it resolved, that it is the sense of this body (1) that all public school governing boards should formulate definite, fact-based, community-use policies and make adequate provision of their practical realization, however modest the beginning may of necessity be,

(2) That the community-use department of public school systems be staffed by persons having the qualifications required for their special duties.

(3) That all regular services and activities in the field of community relations be adequately budgeted at the same time and in connection with the annual budgeting of other school activities.

(4) That regular teachers will find it of advantage both to the school and to themselves professionally to give cheerfully of their best efforts in useful types of community activity without thought of direct remuneration, but that all services required in the community-use department from the regular school staff be paid for from appropriations for this work,

(5) That voluntary undertakings in the community-use field be stimulated by the dissemination of information concerning developments in other school systems, and that these voluntary activities be encouraged by the notation upon service records of both principals and teachers of all useful community activities thus performed,

(6) That school administrators should neither demand nor expect additional, out-of-school service of teachers except in emergencies and even then not for a continued period unless extra remuneration is given for the extra service.

PURE and practical research—The financial support of pure research is an insurance premium paid by society as a protection against stagnation. . . .

It frequently happens that what originally was of use only to give satisfaction to the research worker becomes a powerful method for controlling the needs, desires, and satisfactions of society. When Benjamin Franklin, for instance, played with his kite and his key the neighbors might well have smiled at his childish and impractical curiosity. Yet these objects of derision have become a cornerstone of recent civilization and have given us electric lights, street railways, the automobile, the radio, and thousands of articles of commerce now listed as social necessities. Franklin and his colleagues, the pure research workers, will always be protected as long as the leaders of society possess ordinary wisdom. . . .

The practical research worker must also be protected and nourished by society. His contribution, study by study, is more valuable than that of the pure research worker. His batting average is higher. He also works for the love of the game, but he cannot indulge in those wide gestures of selection which accompany untrammelled freedom.

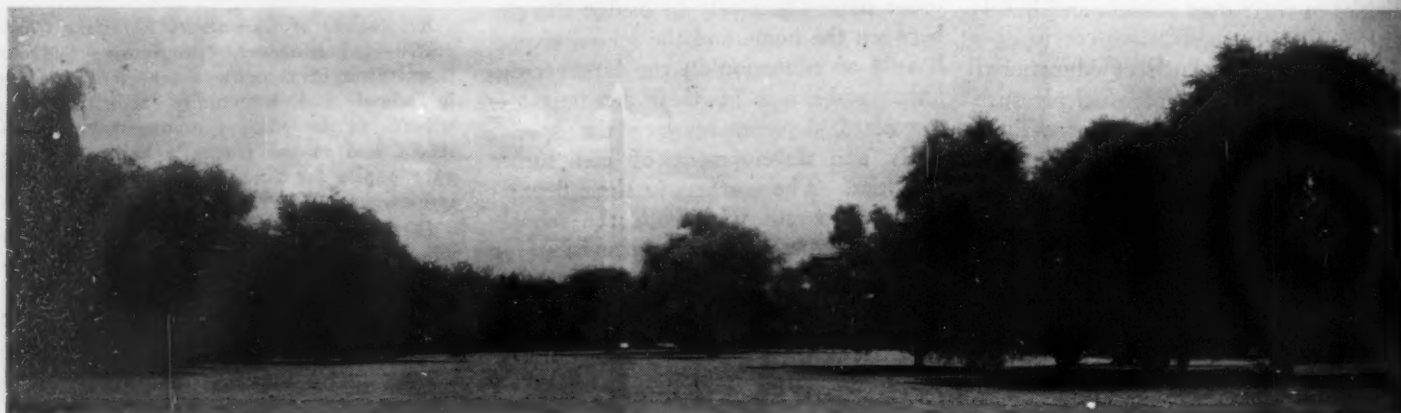
Practical research workers are growing in numbers and power as their contributions are realized to be valuable beyond computation. They cannot with justice be divided by the pure research worker. They use the same careful technique and often discover startlingly important new methods and facts, which, indeed, are quite as often as not used by the pure research worker. . . .

Pure research has only two steps. First, a problem may be selected from any source, and second a scholarly and careful solution must be found. In practical research there are five steps. (1) *A growing concern is studied*, measurements made, and points of weak-

ness discovered. (2) Some one of these weaknesses is *selected* for investigation. (3) Then follows the *solution in the laboratory*. (4) This is succeeded by the step of *installation* in which modifications must be made, so that the solution will work in practice. (5) Finally the solution must be *maintained* by placing it into the organization, so that it will become a permanent part of the system. The pure research worker must, upon entering the practical research field, never lay the blame for the lack of use of his solution upon the organization. It is absolutely essential that he consider the failure to use it to be a failure in his solution, and he must seek to make the necessary changes and set up the proper routine to secure its permanent use.—W. W. Charters, *Journal of Educational Research*.

SUPERVISION—The far-reaching importance of supervision of teaching is not yet sufficiently recognized, certainly not in a practical way. In this respect industry is far in the lead. And yet no other means for the improvement of the schools can be so immediately and effectively employed. Even if normal schools and teachers colleges were multiplied so as to provide a place for every person desiring professional training and such training were demanded of every candidate for a teaching position, supervision would still be necessary to complete the training begun in college and to coordinate the efforts of each group of teachers.

Supervisors fall roughly into three classes—superintendents, principals, and specialists in supervision. The latter may be further classified as general supervisors and supervisors of subjects. All of these classes of workers would be greatly aided by a clearer definition of their respective functions and by the development of techniques appropriate to those functions.—From *The Journal of Educational Method*.



Riverbank Lodge

A Teachers' Home in Massachusetts

RIVERBANK LODGE, at Sherborn, Massachusetts, twenty-one miles from Boston, on the road to Wellesley, was recently given the teachers of Massachusetts. According to the *Journal of Education*, it is the "first teacher-owned, teacher-managed retreat for the profession, active and retired, in the country."

In the summer of 1924, Mrs. Bancroft Davis, whose summer home is at Edgartown, Massachusetts, became interested in the subject of teachers' homes. In June, 1925, her daughter, Miss Mabel Davis, offered the Massachusetts Teachers Federation Riverbank farm buildings and about four acres of land in Sherborn, Massachusetts, near the Medfield line. There were absolutely no stipulations; it was to be used in any way that seemed best for the benefit of teachers. In September, it was formally accepted and given the official name of Riverbank Lodge of the Massachusetts Teachers Federation.

This farm, one of the finest near Boston, is valued at \$10,000. It commands a charming view of the Charles River Valley. Fifteen miles away is historic Wayside Inn. The farm itself is very near historic ground. During King Philip's war in 1675 the road in front of the lodge was traversed by King Philip, sachem of the Wampanoags, in

his path of devastation. After burning Medfield, he crossed the stream at the foot of the hill below the farm, leaving



RIVERBANK LODGE, a comfortable twelve-room farmhouse with four acres of lawn set with trees, has recently been given the teachers of Massachusetts for a recreation center and home for retired teachers.

this inscription fastened on the bridge: "You whites have women, children, crops. We have nothing. We kill you."

In an account of this new possession

of the Federation in *Common Ground*, the buildings are thus described:

"The house contains twelve rooms in an excellent state of repair. There is electricity throughout. The water is pumped from five artesian wells to the house. There are two large bathrooms with shower baths, four lavatories, a

laundry with stationary tubs, two modern furnaces, and a fine large cooking range, and five fireplaces. There is a fruit cellar, a long woodshed that could be used as a dormitory or assembly hall later, and a barn that may also be used for dormitories if the project grows."

Everywhere is heard comments of approval. One retired teacher has already asked if a legacy would be acceptable. Two retired Massachusetts teachers living in Florida have sent in contributions. It seems that the working out of a fine home for teachers from this auspicious beginning is merely a question of time. Ways and means for maintaining and fitting out the lodge are now being considered. As a first step, the Federation unanimously voted to ask, through the local clubs, for a Thanksgiving offering of one dollar from each member of the Federation. The Special Finance Committee consists of Cora E. Bigelow, Boston, through whose efforts the gift was consummated, Mary E. O'Connor, Taunton, Melville A. Arnold, Everett, Ballard D. Remy, Springfield, Fannie H. Conrad, Revere, Grace McGrath, Dorchester, and William J. Saunders, Haverhill.—J. M. R.



THIS VIEW of the Charles River Valley in winter is had from the lodge. The picture was taken half way between the house and the road, but the library commands the same vista.

Adult Education at Indianapolis

EDUCATIONAL programs of citizenship training for adult men and women constitute the most recent development of the public schools in the United States. The impetus for this work was furnished by the wartime disclosures of the tremendous number of native illiterate and non-English speaking immigrants in the military and naval forces of our country." With these words, Charles M. Herlihy, state superintendent of alien education for Massachusetts and president of the Department of Adult Education, opened the sessions of the Department at Indianapolis. The program was built around the general theme, *Interpretation of Adult Schools to the Public*. After reviewing briefly the activities along Americanization lines that are being carried on throughout the country, Mr. Herlihy gave this information:

1. Number of states that have enacted legislation favoring the establishment of adult schools—31.
2. Number of states that furnish educational leadership for adult education in the State Department of Education—21.
3. Number of states that provide financial aid to local districts conducting adult classes—21.
4. Number of local communities in the United States reported from 21 states in which adult classes are conducted—670.
5. Approximate number of students enrolled in classes for adult illiterates and adult foreign born in United States—282,000. (21 states.)
6. Number of states conducting special teacher-training courses for adult schools—11.

In closing he said:

The bad social effects of illiteracy and the unfortunate misunderstanding of the public in regard to the disposition and contribution of the foreign born to our American life can be corrected only by the right type of educational program. The antidote for intolerance is right information, and the school programs for Americanization in the several states where this work has been conducted during the past decade have been responsible in no small measure for the friendly spirit of cooperation and understanding found there at the present time.

Other speakers at the first session of the Department held on Monday afternoon, June 29, were: Louis Bowman, Chicago Chamber of Commerce, Americanization Committee, Chicago, Ill.; Daniel J. Tobin, national treasurer, American Federation of Labor, Washington, D. C.; James A. Drain, national

commander, American Legion, Indianapolis, Ind.; Clutie Bloodworth, director of exceptional schools, State Department of Education, Montgomery, Ala.; H. J. Langoe, editor, *United American*, Portland, Ore.; and Mrs. William S. Hefferan, member of Board of Education, Chicago, Ill. Mr. Bowman spoke



ROBERT C. DEMING, president of the Department of Adult Education, 1925-26, and director of Americanization, State Department of Education, Hartford, Connecticut.

on *Public Support for Adult Education from the Standpoint of the Employer*. He described *An Adventure in Americanization*, sponsored by his association and begun in 1918, which had for its objectives adult preparation for citizenship and appropriate and impressive induction into citizenship.

After telling of the hearty response the project received from employers, employees, and the board of education, Mr. Bowman gave a comprehensive summary of the benefits derived by each of these three agencies.

At the session on Thursday afternoon, June 30, the topic, *State and Local Programs of Adult Education for Native and Foreign-Born* was discussed. Miss Willie Lawson, assistant state superintendent of public instruction of Arkansas, declared:

The success of adult education in America does not depend upon legislation but upon

leadership and support. Leadership rather than support is the keynote, for enormous programs have collapsed and well-supported organizations have lost power and faded away into nothingness all because of inefficient leadership. The ultimate aim of an adult education movement, so far as I can determine from reports which I have studied from eleven states, is that it shall be a part of the public school system.

She spoke particularly of the state programs in Arkansas, South Carolina, and Mississippi, making a strong plea for opportunity schools.

Other speakers at this session were: Marguerite Burnett, state supervisor of immigrant education, Wilmington, Del.; Miss Wil Lou Gray, state supervisor of adult education, Columbia, S. C.; and Howard Bradstreet, director of bureau of adult education, Hartford, Conn. *Inculcating American Ideals in Civic Instruction* was discussed by Mr. Bradstreet.

At the business meeting which followed the report of the treasurer, Ella Thorngate, showed a paid-up membership of 240, with a balance in the treasury. The secretary, Robert C. Deming, gave a report on the Department's *Journal of Proceedings*, published each year and distributed to the members, and also on the amendments to the constitution. Among the resolutions adopted were the following:

That the Department of Adult Education of the National Education Association go on record as highly commending the state legislatures which have provided financial backing and assistance for state-wide and local development of adult elementary education.

That the Department of Adult Education of the National Education Association renew its commitment to the eventual establishment of a literacy test for voters in this Republic.

The officers elected for 1925-26 are: president, Robert C. Deming, State Director of Americanization, State Department of Education, Hartford, Conn.; vice-president, Miss Wil Lou Gray, Columbia, S. C.; secretary, Miss Willie Lawson, Little Rock, Ark.; and treasurer, Ethel Richardson, Los Angeles, Calif. The Department of Adult Education was established by vote of the Representative Assembly, July 8, 1921, as the Department of Immigrant Education. The first meeting was held in 1922 in Boston. In 1924 the name of the Department was changed to the Department of Adult Education.—A. W.

Department of School Health and Physical Education

THE EXCELLENT programs presented at Indianapolis by the Department of School Health and Physical Education were the results of the constructive effort of the retiring president, Charles H. Keene, director of health education of the State Department of Pennsylvania. Dr. Keene was largely responsible for the reorganization of the Department on broader lines at the Washington meeting.

At the first session on Monday afternoon, June 29, George P. Barth, director of school hygiene, of Milwaukee, Wisconsin, reviewed the twenty years of medical inspection in the schools of Milwaukee. Health supervision in that city extends to all public, parochial, and private schools and to the vocational school.

This was followed by the presentation of a paper prepared by Ambrose L. Suhrie, professor of normal school education, School of Education, New York University, New York City, on *Health Problems in Teacher Training Institutions*. Mr. Suhrie told of the development of the health program in the Cleveland School of Education as an illustration of what a training institution may accomplish in this field. The staff included one or more competent persons giving full or part-time service in each of the following special fields: Medicine, dentistry, nursing, nutrition, physical education, hygiene, corrective gymnastics, recreation. In due time this staff of experts was organized into an effective working group pursuing common aims and able to enlist the full and intelligent cooperation of the whole faculty and student body of the institution.

Preparation for School Life was the subject discussed by H. M. Young, associate professor of clinical psychology, Indiana University, Bloomington. He stressed the importance of working up a public attitude which will permit more work to be done for the next generation owing to the fact that the value of looking after the needs of the pre-school child is not generally recognized. In conclusion Mr. Young said:

The traditional procedure of disregarding child life up to the age of six and then suddenly chucking him into a school seat, asking him to read and write is flagrant

violation of both physical and mental hygiene. Some children are capable of doing the traditional first-grade reading and number work long before they are six years old, others cannot do it until much older, and a few can never do it. Often those younger ones capable of doing the prescribed read-



MELVILLE STEWART, president of the Department of School Health and Physical Education, 1925-26, and State Supervisor of Physical Education, Charleston, West Virginia.

ing and number work do not have that motor control and muscular coordination necessary for the finely coordinated movements of the prescribed first-grade writing exercises. These two phases of first grade work should be considered separately and be introduced into each child's educational career at the time indicated by appropriate physical and mental examinations, rather than by traditional or theoretical educational doctrines based upon unscientific notions of what a six-year-old child should be able to do."

J. Anna Norris, director of the Department of Physical Education for Women of the University of Minnesota, Minneapolis, spoke on *The Moral Obligation to Be Physically Fit* at the second session, Tuesday afternoon, June 30. We quote in part:

Theoretically, all of us would probably subscribe to a statement that however fine a person's spiritual nature might be, however keen and potent his mind, his total influence would be greater and far more com-

plete if he possessed in addition, physical power, endurance, capacity to work. If the health of the adult is his own responsibility and obligation, the health of the child is the responsibility of the adult also.

The earliest years are the most important in these matters for then he is most easily molded for good or ill. The habits he forms before the age of eight are likely to determine his action throughout life, save as he may be subjected to rigorous experiences of one sort or another later.

Another speaker was Edgar F. Van Buskirk, executive secretary of the Cincinnati Social Hygiene Society, who discussed the subject, *Is Sex Education Properly a Part of Our Program of Health Education?* He expressed the belief that in view of work done in recent years it would seem that sex education is ready to emerge from the experimental stage and set forth its aims and methods in such a manner as to merit the endorsement of all.

The last topic, *The School Health in its Relation to Mental Hygiene*, was ably presented by Thurman B. Rice, associate professor of public health and sanitation, Indiana University, Bloomington. We quote from the address:

The process of education is one of development of the mind rather than one of packing the mind with facts. Since only a healthy mind may develop, the matter of mental health or mental hygiene becomes one of paramount importance. As soon as we have become reasonably sure that we know what is right in the matter of mental hygiene we can do nothing less than modify the entire school curriculum to meet its demands, if such drastic action should be necessary. What shall it profit a child or a man to gain an education and lose his health or his mind?

The officers for 1925-26 are Melville Stewart, president; J. Anna Norris, vice-president; Frederick W. Maroney, secretary-treasurer; and Elma Rood, new member of the executive committee.

The history of this Department covers a period of more than thirty years. At the Asbury Park meeting in 1894 a Department of Child Study was created. At the annual meeting of the Association in 1911 the name was changed to Child Hygiene. In July, 1924, it was merged with the Department of Physical and Health Education under the name of the Department of School Health and Physical Education.—A. W.

IN OTHER JOURNALS

Extracts from Local Association Organs

THE QUARTERLY of the *Omaha School Forum* gives this editorial comment on professional advancement:

The future should see us all more firmly welded in real professionalism, willing to subvert our own little good to the greater good for all and to offer our contribution to the sum total of professional advancement, doing the work which is next at hand in the spirit of the artist, ever remembering that our profession should be second to none and will be second to none if each of us performs the task that is set by the "Master of all good workmen." Thus may we hope to pass on to the next generation as large an inheritance as is ours.

ANOTHER EDITORIAL in the official *Bulletin of the Cincinnati Teachers' Association* comments on the lack of professional pride in the teaching profession as follows:

There are three fundamental reasons for the comparative backwardness of the teaching profession. These reasons concern three types of teachers: that large group to whom the word professionally-minded is a misnomer; a second and larger body who fail to sense individual responsibility and to realize that an organization consists of units of which the individual is a vital part; and a third and still larger section of teachers, driftwood and deadwood, who lower the professional tone of the whole body by keeping the aspiring teachers from realizing their ambitions for the social good. A professionally united group of people as important to the community as teachers could become well-nigh invincible.

LEADERSHIP is fundamental. Under editorial comment in the *Pittsburgh School Bulletin* we find these sentences worthy of quoting:

Instead of the few score shining lights in the educational field of the country less than fifty years ago, we today have a veritable host of leaders, drawn from every section of the educational world. One of the greatest factors in the development of this leadership army is the independent group organizations of educators free to study conditions and prepared to help in the solution of the problems presented by any large school unit.

THE BULLETIN of the *Evansville Teachers' Federation* contains an editorial "Looking Forward," from which we quote:

Buildings and teachers are important only as they meet the every-day needs of the chil-

dren. Everything that goes into the educational program is for the purpose of providing equal opportunity for self-development and training for the greatest possible social capability. This means an adjustment of curriculum to meet the needs of all. The unusually bright child must have justice as well as the most seriously handicapped. We are making progress here, too, but the best is yet to be.

IN THE LOS ANGELES School Journal, Alice B. Tibbetts, principal of the Nevin Avenue School, tells how to teach children to respect school property. She says:

Children should be led to care for and protect school property for two reasons: first, its effect as a character builder; second, the economical saving of labor, time, and money. The teaching of social responsibility, to be most effective, should be suggestive and indirect, leaving the child to his own deductions. Elaborate moralizing is bad.

IN DISCUSSING the Chicago course of study in citizenship in the *Chicago Schools Journal*, Peter B. Ritzma, principal of the Burns School, writes:

Our first field of citizenship is in the home. When the pupil enters school for the first time it is natural to introduce him to his activities in school by relating them to his experience in the home. All through the grades that relation should persist, for it is only as the home and the school work together that the best is accomplished for the child. The virtues and courtesies of the home must be preserved and carried over into other situations, while those which are taught in the schoolroom must be carried into the life of the home. In this connection our course will be correlated with safety and humane education, with lessons in hygiene and thrift, and with industrial work in the home.

THE SALARY COMMITTEE of the Portland Grade Teachers' Association in presenting to the board of directors a proposed salary schedule last May, said:

In the light of modern scientific education, our teachers are accepting the thought that the great problems are in elementary education. This can be seen in the great numbers of men who are working this field in educational development and teacher-training. In no field of education is the need of highly qualified, naturally endowed teachers so great as in the grades where the foundation is laid not only for later education but for citizenship.

ANNA C. CARSON, on the editorial staff of the *League Scrip*, the official publication of the Minneapolis Teachers' League, in writing on education for life, says:

Education, in the true sense, must always be moral. To insure moral education, the teacher must have a sound philosophy and the skill and insight to relate all subjects taught to the highest conceptions of right. . . .

Now, if the teacher with a demonstrable philosophy has also the liberty and the skill to impart that knowledge naturally and unobtrusively by leading thought onward in any subject to the truly religious and scientific, he exerts a power for good that cannot be measured. He will impress morality by his own sincerity, by dealing sanely, not sordidly, with existence as it is, by teaching the power of right thinking to produce right living, and by teaching love without sentimentality. He will teach that religion, without which there can be no genuine morality, is not a department of life presided over by church organizations, but is the understanding of life gained in numberless ways, but chiefly through contact with the greatest minds and through receptivity to that against which the physical senses rebel and for which a higher sense hungers and thirsts.

JOSEPH F. GOULD, in the *Boston Teachers News Letter* says that one of the most fertile fields for study of the individual teacher of the intermediate grades is the subject of marks and markings, which is closely allied to program and curriculum construction. In discussing the relation of home work to marks and markings, he says:

Caution should be used in placing too much dependence on papers submitted that were done at home. It is only natural that parents will help their children as the teacher would help them if they requested her assistance after school hours. Home work, with certain limits, is important and should be assigned, but the home work should be tested in school by the assignment of work of similar nature.

AN ARTICLE, "Teaching in High Gear," by Carrie Fox Lonsdale, appeared in *The News Letter*, the official organ of the Philadelphia Teachers' Association. We quote:

Today everything is running in "high." The cry is "Do things! Get results!" And in this age of speed, each of us feels the desire to teach in high gear, too. Yet, after all, what does teaching in high gear mean? Without doubt, it stands for superior intelligence, thorough preparation, a large-hearted sympathy, and an ability to cooperate. It means not teaching a subject, but teaching the child. More than this, teaching in high gear surely means that each one of us must be developed in body, mind, and spirit to the greatest possible extent, that we must be healthy and happy, for without this we cannot give to the child what is his right.—M. M.

Our Literary Heritage

THE JOURNAL is glad to begin the new year with a collection of new material made possible by teacher and pupil participation in this project. Three notable lists have come in—one from the Denver public schools, another from Pittsburgh, and one from Los Angeles. Helen K. Mackintosh, assistant professor of elementary education, University of Pittsburgh, writes:

I have attempted to suggest two poems for each grade suitable for memorization. The fact that these poems are to be memorized limits to a certain extent the choice of selections that can be made. In my experience, these are selections which children have often chosen. I have included *Between Two Loves*, an Italian dialect poem, because children have invariably chosen this type of poem when selections have been submitted to them for choice. I believe these poems represent material in which children are actually interested.

The list follows:

GRADE I

Hoppity, in Milne's "When We Were Very Young."
The Moon's the North Wind's Cooky, by Lindsay, in Untermyer's "This Singing World."

GRADE II

The Cupboard, in de la Mare's "Peacock Pie."
The Table and the Chair, by Lear, in Stevenson's "Home Book of Verse for Young Folks."

GRADE III

The Fairies, by Fyleman, in "This Singing World."
Halfway Down, in Milne's "When We Were Very Young."

GRADE IV

Moon Folly, by Gifford, in Wilkinson's "Contemporary Poetry."
An Impetuous Resolve, in Riley's "Child Rhymes."

GRADE V

Christmas Morning, by Roberts, in "This Singing World."
Between Two Loves, by Daly.

GRADE VI

The Highwayman, by Noyes, and
Loveliest of Trees, by Housman, in "This Singing World."

GRADE VII

Ballad of the Harp Weaver, in Millay's "Harp Weaver and Other Poems."
House and the Road, by Peabody, in Merrill and Sprague's "Contemporary Verse."

GRADE VIII

America for Me, by van Dyke, in Merrill and Sprague's "Contemporary Verse."
Ballad of East and West, by Kipling, in "This Singing World."

Katherine Kenchan, of the Denver public schools, writes:

Inclosed is a list of poems by modern authors all of which have been enjoyed by some group of children. It is not possible to place them in any particular grade, even the indication given is almost a guess. However, we submit the list hoping it may stimulate the choice and presentation of

poetry along lines calculated to insure its enjoyment in school and its becoming a source of permanent pleasure later.

It is intended that these poems be read for the most part by the teacher, who should

IT is not enough that every poem taught to a child shall be good. It should be better than any other poem that might be taught in its place. The tendency of material to persist because of past use is strong. The danger is that we shall overlook the new. Precious indeed to education are those workers among us who have a feeling for new beauty, the search for which is no less important than the search for new scientific truth. The writer who creates, the publisher who prints, and the teacher who finds and uses beautiful new poetry—all are benefactors. The books from which the poems on page 26 come are here indicated. Most of them are copyright. Acknowledgments are due E. P. Dutton & Company, publishers of "When We Were Very Young," copyright, 1924; Harcourt, Brace & Company, publishers of "This Singing World," copyright, 1923; Henry Holt & Company, publishers of "Home Book of Verse," copyright, 1922; Bobbs Merrill Company, publishers of "Child Rhymes," copyright, 1920; Little, Brown & Company, publishers of "Contemporary Verse," copyright, 1925; Macmillan Company, publishers of "Silver Pennies," copyright, 1925.

prepare sufficiently beforehand to read with understanding and appreciation in an agreeable if not a musical tone. The value of the singing and playing of games should not be overlooked as an aid in presenting poetry.

Peacock Pie, by de la Mare—grades 4, 5, 6.
Barter, by Teasdale.
The Pasture, by Frost, in Untermyer's "This Singing World"—grades 1, 2, 3.
The Runaway, by Frost, in "This Singing World"—grades 1, 2, 3.
Stopping by the Woods on a Snowy Evening, by Frost, in "This Singing World"—grades 1, 2, 3, 4, 5.
Tuft of Flowers, by Frost, in "This Singing World"—grades 1, 2, 3, 4, 5.
Limited, in Sandburg's "Chicago Poems"—grades 7, 8.
Silver Horn, by Conkling—grades 1, 2, 3, 4, 5, 6.
Interior, by Colum, in "This Singing World"—grades 5, 6, 7, 8.
Trees, by Kilmer, in Merrill and Sprague's "Contemporary Verse"—grades 4, 5, 6, 7, 8.
Sea Shell, by Lowell, in "This Singing World"—grades 5, 6, 7, 8.
Dolphins in Blue Water, by Lowell, in "This Singing World"—grades 5, 6, 7, 8.
The Broncho That Would Not be Broken, by Lindsay, in Wilkinson's "Contemporary Poetry"—grades 4, 5, 6, 7, 8.
Brown's Descent, by Frost, in Wilkinson's "Contemporary Poetry"—grades 4, 5, 6, 7, 8.
The Songs of Conn the Fool—Moon Folly, by Gifford, in Wilkinson's "Contemporary Poetry"—grades 4, 5, 6, 7, 8.

Road-song of the Bandar-log, in Kipling's "Jungle Book"—grades 3, 4, 5, 6, 7, 8.
The Santa Fé Trail—A Humoresque, by Lindsay, in Wilkinson's "Contemporary Verse"—grades 3, 4, 5, 6, 7, 8.
When We Were Very Young, by Milne—grades 1, 2, 3.
The Moon's the North Wind's Cooky, by Lindsay, in "This Singing World"—grades 1, 2, 3, 4, 5, 6, 7, 8.
The Sun Says His Prayers, by Lindsay—grades 1, 2, 3, 4, 5, 6, 7, 8.
The Potatoes' Dance, by Lindsay, in "Thompson's Silver Pennies"—grades 1, 2, 3, 4, 5.
The Christmas Tree—by Butts, in Wiggins and Smith's "Posy Ring"—grades 1, 2, 3, 4, 5.
Santa Claus, in "Posy Ring"—grades 1, 2, 3, 4.
Wander-Thirst, by Gould, in "This Singing World."
The Buccaneer, by Gould.
The Ballad of East and West, by Kipling, in "This Singing World."

Frances R. Dearborn and Jasmine Britton, of the Los Angeles schools, prepared a special list for Superintendent Susan M. Dorsey, who sends their letter on to THE JOURNAL:

We are inclosing the list of poems which we consider very worth while among modern poetry. You may be interested in our procedure for selection and may wish to state to Mr. Morgan that the final outcome was based upon children's choices.

A first selection of many poems for each grade was made by Miss Livsey and Mrs. Rider, of the Public Library, and by Mrs. Finegan, Miss Reed, and Miss Duggan working with us as a committee. These selections were then tried out in several of our schools to see which one the children liked best. For instance, in Grade V, the choice of *Lord of Tartary* was made in preference to *Silver*, *The Service*, and *The Song of the Little Shepherd*. In Grade IV, *America for Me* won out over *Velvets* and *Alas, Alack*, the latter a humorous selection.

You may wonder why Rose Fyleman is given a place in both Grades I and II. We tried other poets in these grades but the children consistently voted for Miss Fyleman's poems.

GRADE I

The Fairy Tailor, in Fyleman's "The Fairy Flute."

GRADE II

A Fairy Went A-Marketing, in Fyleman's "Fairies and Chimneys."

GRADE III

In the Fashion, in Milne's "When We Were Very Young."

GRADE IV

America For Me, by van Dyke, in Thompson's "Silver Pennies."

GRADE V

Tartary, by de la Mare, in Wilkinson's "Contemporary Poetry."

GRADE VI

A Song of Sherwood, by Noyes, in Thompson's "Silver Pennies."

GRADE VII

Opportunity, by Sill, in Untermyer's "This Singing World."

GRADE VIII

Prayer of the Navajo Indians to the Mountain Spirit.

Our Heritage of Recent Poetry

Grade I

Hoppity

A. A. MILNE

Christopher Robin goes
Hoppity, hoppity,
Hoppity, hoppity, hop.
Whenever I tell him
Politely to stop it, he
Says he can't possibly stop.
If he stopped hopping, he couldn't go any-
where,
Poor little Christopher
Couldn't go anywhere . . .
That's why he always goes
Hoppity, hoppity,
Hoppity,
Hoppity,
Hop.

The Moon's the North Wind's Cooky

VACHEL LINDSAY

(What the Little Girl Said)

The Moon's the North Wind's Cooky.
He bites it, day by day,
Until there's but a rim of scraps
That crumble all away.

The South Wind is a baker,
He kneads clouds in his den,
And bakes a crisp new moon that . . .

greedy
North . . . Wind . . . eats . . .
again!

Grade II

The Table and the Chair

EDWARD LEAR

Said the Table to the Chair,
"You can hardly be aware
How I suffer from the heat
And from chilblains on my feet.
If we took a little walk,
We might have a little talk;
Pray let us take the air."
Said the Table to the Chair.

Said the Chair unto the Table,
"Now, you know we are not able:
How foolishly you talk,
When you know we cannot walk!"
Said the Table with a sigh,
"It can do no harm to try.
I've as many legs as you:
Why can't we walk on two?"

So they both went slowly down,
And walked about the town
With a cheerful bumpy sound
As they toddled round and round;
And everybody cried,
As they hastened to their side,
"See! the Table and the Chair
Have come out to take the air!"

But in going down an alley
To a castle in a valley,
They completely lost their way,
And wandered all the day;
Till, to see them safely back,
They paid a Ducky-quack,
And a Beetle, and a Mouse,
Who took them to their house.

Then they whispered to each other,
"O delightful little brother,
What a lovely walk we've taken!
Let us dine on beans and bacon!"
So the Ducky and the Beetle
Brownie-Mousy and the Beetle
Dined, and danced upon their heads
Till they toddled to their beds.

Grade III

The Fairies

ROSE FYLEMAN

There are fairies at the bottom of our garden!
It's not so very, very far away;
You pass the gardener's shed and you just
keep straight ahead—
I do so hope they've really come to stay.
There's a little wood, with moss in it and
beetles,
And a little stream that quietly runs through;

You wouldn't think they'd dare to come
merry-making there—
Well, they do.

There are fairies at the bottom of our garden!
They often have a dance on summer nights;
The butterflies and bees make a lovely little
breeze,
And the rabbits stand about and hold the
lights.
Did you know that they could sit upon the
moonbeams
And pick a little star to make a fan,
And dance away up there in the middle of
the air?
Well, they can.

There are fairies at the bottom of our garden!
You cannot think how beautiful they are;
They all stand up and sing when the Fairy
Queen and King
Come gently floating down upon their car.
The King is very proud and very handsome;
The Queen—now can you guess who that
could be
(She's a little girl all day, but at night she
steals away)?
Well—it's Me!

Grade IV

An Impetuous Resolve

JAMES WHITCOMB RILEY

When little Dickie Swope's a man,
He's go' to be a Sailor;
An' little Hamey Tincher, he's
A-go' to be a Tailor;
Bud Mitchell, he's a-go' to be
A stylish Carriage-Maker;
An' when I grow a grea'-big man,
I'm go' to be a Baker!
An' Dick'll buy his sailor-suit
O' Hame; and Hame'll take it
An' buy as fine a double-rigg
As ever Bud can make it:
An' nen all three'll drive roun' fer me
An' we'll drive off togever,
A-singin' pie-crust 'long the road
Ferever an' ferever!

Grade V

Wander-thirst

GERALD GOULD

Beyond the East the sunrise, beyond the
West the sea,
And East and West the wander-thirst that
will not let me be;
It works in me like madness, dear, to bid me
say good-bye;
For the seas call and the stars call, and oh!
the call of the sky.

I know not where the white road runs, nor
what the blue hills are,
But a man can have the Sun for friend, and
for his guide a star;
And there's no end of voyaging when once the
voice is heard,
For the river calls and the road calls, and
oh! the call of a bird!

Yonder the long horizon lies, and there by
night and day
The old ships draw to home again, the young
ships sail away;
And come I may, but go I must, and, if men
ask you why,
You may put the blame on the stars and the
sun and the white road and the sky!

Grade VI

Trees

JOYCE KILMER

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;

A tree that looks at God all day
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

Grade VII

Opportunity

EDWARD ROWLAND SILL

This I beheld, or dreamed it in a dream:—
There spread a cloud of dust along a plain;
And underneath the cloud, or in it, raged
A furious battle, and men yelled, and swords
Shocked upon swords and shields. A prince's
banner
Wavered, then staggered backward, hemmed
by foes.
A craven hung above the battle's edge,
And thought, "Had I a sword of keener steel—
That blue blade that the king's son bears,—
but this
Blunt thing—!" he snapt and flung it from
his hand,
And lowering crept away and left the field.
Then came the king's son, wounded, sore
bested,
And weaponless, and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatched it, and with battle-shout
Lifted afresh he hewed his enemy down,
And saved a great cause that heroic day.

Grade VIII

America for Me

HENRY VAN DYKE

'Tis fine to see the Old World, and travel up
and down
Among the famous palaces and cities of re-
nown,
To admire crumbly castles and the statues of
the kings—
But now I think I've had enough of antiquated
things.

So it's home again, and home again, America
for me!
My heart is turning home again, and there I
long to be,
In the land of youth and freedom beyond the
ocean bars,
Where the air is full of sunlight and the flag
is full of stars.

Oh, London is a man's town, there's power in
the air;
And Paris is a woman's town, with flowers
in her hair;
And it's sweet to dream in Venice, and it's
great to study Rome,
But when it comes to living, there is no
place like home.

I know that Europe's wonderful, yet some-
thing seems to lack:
The Past is too much with her, and the people
looking back.
But the glory of the Present is to make the
Future free—
We love our land for what she is and what
she is to be.

Oh, it's home again, and home again, America
for me!
I want a ship that's westward bound to plough
the rolling sea,
To the blessed Land of Room Enough beyond
the ocean bars,
Where the air is full of sunlight and the
flag is full of stars.

Sea Shell

AMY LOWELL

Sea Shell, Sea Shell,
Sing me a song, O please!
A song of ships, and sailor men,
And parrots, and tropical trees,

Of islands lost in the Spanish Main
Which no man ever may find again
Of fishes and corals under the waves,
And sea-horses stabled in great green caves.

Sea Shell, Sea Shell,
Sing of the things you know so well.

Books Children Like

CARLETON WASHBURN AND MABEL VOGEL

EVERY TEACHER recognizes the need for a graded booklist from which one may safely recommend books to children of different degrees of ability. Since reading is the most fundamental of all the school subjects and since the scientific study of eye movements has shown the amount of damage which can be done by assigning to a child reading material which is too difficult for him, it is desirable to have a booklist graded scientifically on the basis of careful statistical research.

Last year, at the request of the Winnetka Public Schools, the Carnegie Corporation, through the American Library Association, granted a fund to prepare such a list. We secured the cooperation of children, teachers, librarians, and superintendents in thirty-four different cities in the United States, of a wide enough variety of type, size, and location to give a fair sampling from the country at large. They included little villages in the midst of farming districts, university and normal school towns, suburbs, industrial cities, like Gary and Flint, and such great cities as Detroit, Baltimore, and Chicago. Among the schools were some of the best private schools in the country—the elementary schools of large universities or teachers colleges, village schools, and regular graded public schools. These were scattered from Georgia and New Mexico on the South to Massachusetts and Montana on the North. Altogether 800 teachers and 36,750 children took part in the work.

The general plan of investigation was simple. We wanted to find out what books children of different ages and degrees of reading ability are reading and enjoying. We therefore had the Stanford Silent Reading Test given to the 36,750 children who were cooperating and asked each of these children to fill out a ballot (see box on this page) on every book he read during the year 1924-25.

As soon as a child finished reading a book he filled out one of these ballots, which was then checked over by the teacher. In the upper right hand corner, over the letters, "R. S.," the teacher

placed the child's reading score, as shown by the Stanford Silent Reading Test. She then sent in the ballots. We received 100,000 of them. Half of them were scattered over 8500 different books,

R. S.		
..... Complete title of book.		
..... Author's full name.		
..... Publisher.		
..... Child's name.	 Age	 Boy or Girl
..... School	 Grade	 Teacher
One of the best books I ever read. ☐		
A good book, I like it. ☐		
Not so very interesting. ☐		
I don't like it. ☐		
Too easy. ☐		
Just about right. ☐		
A little hard. ☐		
Too hard. ☐		
Write on the other side of this slip what you like best about this book, or why you like it.		

not enough on any one book to justify drawing conclusions. The other 53,000 ballots were concentrated on 800 books. On each of these books we had twenty-five or more reports and could therefore draw conclusions as to the grade and age in which the book was best liked. Seven hundred of them are included in the final list.

We classified the books according to the grade which corresponded to the reading score of the children rather than according to the grade in which they happened to be. The children's reading score on the Stanford Silent Reading Test could be translated into grade norms and we could safely say that certain books were enjoyed widely by children of third grade reading ability, fourth grade reading ability, or reading ability of any other grade.

In the published report of this study,¹ following the list in which the books are arranged according to the children's reading grade, there is an age list, in which the books are arranged according to the average age of the children who have read and enjoyed them.

The *Winnetka Graded Book List* is fully indexed by author, title, and subject. It is therefore possible for a teacher who is teaching about any particular person or country to refer to the index and find what books dealing with that person or country are suitable for children of his grade, or to what grade any particular book belongs.

Full information is given concerning each book. After author, title, publisher, and price, comes a typical comment by the children who have read and enjoyed the book.

Following the comments are complete statistical data in regard to each book. These data include the number of boys who read it, the number of girls, the percent of each who liked it, an indication of how well they liked it, their average age, their average degree of reading ability, and the percent of them who fell within one grade of that to which the book is assigned. Let us take the first book and analyze these data:

Eskimo stories. Mary E. Smith. Rand. 75c.

"I liked the part where the cake of ice floated out to sea with them and they ran away from the bear."

	Boys	Girls
Number of readers.....	55	31
Percent liking	91	87
Value of each statement.....	74	67
Age	9.0	9.1
Reading grade	3.5	3.9
Percent with varying reading ability	90	78
Middle 50 percent.....	3	3-4
Number of cities...11	Index.....	88

Eskimo stories was reported upon by 55 boys and 31 girls. Ninety-one percent of the boys liked it and 87 percent of the girls.

In order to average the children's estimate of how well they liked the book, it was necessary to assign an arbitrary numerical value to each statement checked by the children. "One of the best books I ever read" was assigned a value of 100; "A good book—I like it," 67; "Not so very interesting," 33; "I don't like it," 0. The boys rated *Eskimo stories* on the average a little higher than "A good book—I like it," while the average rating given by the girls was exactly the equivalent of "A good book—I like it."

The average age of the boys was exactly 9, that of the girls 9.1. The average degree of reading ability of the boys corresponded to grade 3.5—in other words, it fell about half way between the average degree of reading ability possessed by children at the beginning of the third grade and that possessed by children at the end. The girls who reported

¹ The *Winnetka graded book list*, published by the American Library Association, 86 East Randolph Street, Chicago.

on the book had a slightly higher degree of reading ability than the boys had.

Ninety percent of the boys had either second, third, or fourth grade reading ability, while 78 percent of the girls had either second, third, or fourth grade reading ability—that is, the reading ability of the girls who read and liked the book spread over more grades than did that of the boys.

The middle 50 percent of the boys all had third grade reading ability, while the middle half of the girls had reading ability scattered through both third and fourth grades. Our reports are from eleven cities.

The index of popularity of the book was 88. This is found by multiplying the number of cities in which the book was read by the number of children who liked it. The product is in all cases divided by 10, as a matter of convenience. The books within each graded list are arranged in the order of their index of popularity.

With data of this sort it is possible for teachers, with a strong probability of success, to recommend to each child books which will fit his particular age, sex, and degree of reading ability. It makes possible the adaptation of reading assignments to the individual differences among children.

Third Grade List

Smith—Eskimo stories, 88.
Morcomb—Red feather, 55.
Blaisdell—Cherry tree children, 44.
Blaisdell—Boy Blue and his friends, 40.
Diets—Good times on the farm, 35.
Blaisdell—Twilight Town, 32.
Smythe—Reynard the fox, 30.
Blaisdell—Tommy Tinker's book, 27.
Adams—Five little friends, 21.
Brooks—Stories of the red children, 18.
Seri and Evans—Work-a-day doings on the farm, 18.
Rice—Lost monkey, 12.
LaRue—Under the story tree, 12.
Craik—So-Fat and Mew-Mew, 8.

Fourth Grade List

Perkins—Dutch twins, 888.
*Grimm—Grimm's fairy tales, 552.
*Stevenson—Child's garden of verses, 340.
Williston—Japanese fairy tales, 234.
Burgess—Old Mother West Wind, 228.
Hunt—About Harriet, 192.
Pumphrey—Pilgrim stories, 192.
*Bannerman—Little Black Sambo, 190.
Barrie—Peter Pan, 182.
Lucia—Peter and Polly in autumn, 154.
Carpenter—Around the world with the children, 135.
Lucia—Peter and Polly in summer, 132.
Dopp—Early cavemen, 130.
Lofting—Story of Mrs. Tubbs, 130.
*MacDonald—At the back of the North Wind, 126.
Lucia—Peter and Polly in spring, 120.
Lucia—Peter and Polly in winter, 120.
Lang—Jack the giant killer, 110.
Dopp—Tree dwellers, 98.
*Potter—Tale of Peter Rabbit, 88.
Bigham—Mother Goose Village, 88.
Bigham—Merry animal tales, 84.
Lang—Cinderella, 80.
Chance—Little folks of many lands, 78.
Eggleston—Stories of great Americans, 77.
Lang—Little Red Riding Hood, 70.
Grover—Overall boys, 70.
Defoe—Robinson Crusoe, 70.
Shillig—Four wonders, 68.
Blaisdell—Polly and Dolly, 56.

Fifth Grade List

Sewell—Black Beauty, 1450.
*Collodi—Pinocchio, 1178.
*Lofting—Story of Dr. Dolittle, 962.
*Mulock-Craik—Little lame prince, 957.
*Anderson's fairy tales, 609.
*Carroll—Alice in Wonderland, 576.
Perkins—Japanese twins, 506.

Perkins—French twins, 432.
Baldwin—Fifty famous stories, 418.
Perkins—Belgian twins, 357.
*Ruskin—King of the Golden River, 336.
*Thorne-Thomson—East o' the sun and west o' the moon, 323.
Perkins—Eskimo twins, 306.
*MacDonald—Princess and the goblin, 304.
Perkins—Irish twins, 266.
Kipling—Just so stories, 264.
Perkins—Cave twins, 256.
Perkins—Swiss twins, 228.
*Mulock-Craik—Adventures of a brownie, 224.
Hall—Viking tales, 221.

THE scientific method has been used with telling effect to discover which books children like best. Superintendent Washburne and his staff of workers in the Winnetka, Illinois, public schools (widely noted for individual instruction) have just completed a monumental study of children's reading, in which eight hundred teachers and 36,750 children took part. The study was made under the auspices of the American Library Association and financed by a grant from the Carnegie Corporation. A list of 796 books for which children expressed the greatest preference was graded scientifically and submitted to thirteen expert children's librarians who voted on the literary merit of the books. If three fourths of these experts agreed that a book had unquestionable literary merit it is starred in the printed list. Nearly two hundred of the preferred titles are arranged on this page in the order of their popularity with the children. The figures following titles indicate the degree of popularity as measured by the number of cities in which the book was read and the number of children who liked it. The Winnetka Graded Book List is described on another page by Superintendent Washburne and Miss Vogel.

Brown—Lonesome doll, 208.
Warren—King Arthur and his knights, 204.
Perkins—Puritan twins, 192.
Spyri—Moni the goat boy, 182.
Perkins—Mexican twins, 170.
Burgess—Mother West Wind's animal friends, 150.
Burgess—Mother West Wind's children, 150.
Cobb—Clematis, 143.
*Barrie—Peter Pan and Wendy, 136.
Phillips—Wee Ann, 128.

Sixth Grade List

*Spyri—Heidi, 1848.
Otis—Toby Tyler, 754.
*Defoe—Robinson Crusoe, 713.
Saunders—Beautiful Joe, 525.
Sidney—Five little Peppers and how they grew, 504.
Haskell—Katrinka, 375.
Maeterlinck—Blue bird for children, 357.
Wiggin—Bird's Christmas carol, 320.
Lofting—Voyages of Dr. Dolittle, 299.
Ouida—Dog of Flanders, 294.
*Kipling—Jungle book, 294.
Perkins—Scotch twins, 294.
*Lang—Blue fairy book, 240.
Lofting—Doctor Dolittle's circus, 220.
Lofting—Doctor Dolittle's postoffice, 210.
*Pyle—Some merry adventures of Robin Hood, 198.
Lang—Green fairy book, 192.
Perkins—Spartan twins, 190.
Perkins—Italian twins, 180.
*Kingsley—Water babies, 180.

Otis—Mr. Stubb's brother, 148.
Lang—Red fairy book, 143.
Brown—John of the woods, 130.
Drummond—Monkey that would not kill, 130.
Pyle—Nancy Rutledge, 130.
Lang—Yellow fairy book, 130.
*Pyle—King Arthur and his knights, 120.
Hale—Peterkin papers, 119.
*Irving—Rip Van Winkle, 112.

Seventh Grade List

*Twain—Adventures of Tom Sawyer, 2272.
*Alcott—Little women, 1829.
*Dodge—Hans Brinker, 1023.
Twain—Huckleberry Finn, 952.
London—Call of the wild, 936.
*Stevenson—Treasure Island, 900.
Burnett—Secret garden, 676.
Alcott—Little men, 624.
*Stevenson—Kidnapped, 500.
*Aldrich—Story of a bad boy, 462.
Burnett—Little Lord Fauntleroy, 408.
*Eggleston—Hoosier school boy, 399.
*Wyss—Swiss family Robinson, 391.
Montgomery—Anne of Green Gables, 380.
Rice—Mrs. Wiggs of the cabbage patch, 380.
Wiggin—Rebecca of Sunnybrook Farm, 351.
Rankin—Dandelion cottage, 336.
Alcott—Old fashioned girl, 336.
*Seton—Biography of a grizzly, 323.
Canfield—Understood Betsy, 306.
Stowe—Uncle Tom's cabin, 286.
Alcott—Eight cousins, 273.
Alcott—Jack and Jill, 252.
*Dix—Merrylips, 240.
Tarkington—Penrod and Sam, 230.
Burnett—Sara Crewe, 220.
Seaman—Sapphire signet, 210.
Alcott—Under the lilacs, 210.
Altsheler—Young Trailers, 210.
Webster—Daddy Long Legs, 200.

Eighth Grade List

Tarkington—Penrod, 456.
*Twain—Prince and the Pauper, 336.
*Seton—Wild animals I have known, 276.
*Scott—Ivanhoe, 253.
*Bennett—Master Skylark, 216.
London—White Fang, 200.
*Stevenson—Black arrow, 180.
*Kipling—Captains courageous, 180.
*Pyle—Men of iron, 176.
*Dumas—Three musketeers, 171.
Verne—Twenty thousand leagues under the sea, 171.
*Cooper—Last of the Mohicans, 160.
Alcott—Jo's boys, 154.
Fox—Little shepherd of Kingdom Come, 154.
Knipe—Lucky sixpence, 154.
Grey—Wildfire, 153.
Barbour—Crimson sweater, 120.
Singmaster—Emmeline, 120.
Webster—Just Patty, 120.
Dickens—Oliver Twist, 108.
Webster—When Patty went to college, 105.
Eggleston—Hoosier schoolmaster, 102.
Grey—Young pitcher, 102.
*Muir—Stickeen, 99.
Montgomery—Anne of Avonlea, 98.
Terhune—Lad, a dog, 98.
*Dickens—David Copperfield, 96.
Quirk—Baby Elton, quarterback, 90.
Alcott—Rose in bloom, 90.
Carruth—Track's end, 90.
Keller—Story of my life, 88.

Ninth Grade List

*Masfield—Jim Davis, 180.
Dumas—Three musketeers, 171.
Ford—Janice Meredith, 96.
Tarkington—Seventeen, 85.
Doyle—Adventures of Sherlock Holmes, 70.
*Dana—Two years before the mast, 68.
*Ollivant—Bob, son of Battle, 64.
Knipe—Continental dollar, 60.
*Blackmore—Lorna Doone, 52.
Verne—Mysterious island, 48.
*Dickens—Tale of two cities, 48.
*Jackson—Ramona, 45.
Wallace—Ben Hur, 42.
Twain—Connecticut Yankee in King Arthur's court, 33.
Terhune—Buff, a collie, 33.
Sabatini—Captain Blood, 30.
*Eliot—Silas Marner, 30.
Knipe—Diantha's quest, 27.
Wister—Virginian, 27.
Hagedorn—Boy's life of Theodore Roosevelt, 22.
DuBois—White fire, 21.
Beard—Black wolf pack, 21.
Gollomb—That year at Lincoln High, 21.
Davis—Bar sinister, 20.
*Seton—Lives of the hunted, 20.
*Kingsley—Westward ho!, 20.
Sabin—Gold seekers of '49, 12.
Price—Blue magic, 8.

Department of Superintendence

A GAIN the superintendents of the country are planning to visit Washington, this time in connection with the fifty-sixth convention of the Department of Superintendence that meets in the nation's capital, February 21-25. Of the thousands who will attend the convention the greater part will not come for their own pleasure but to seek "that wholeness which few, if any, can find in themselves." By loyally identifying themselves with the most worthy movements in supervision and administration, they cannot fail to receive new dignity and power, which will be felt by their respective communities.

The February meeting promises to break all attendance records. Thirty-five of the Washington hotels are now reserved to capacity. This represents 5000 sleeping rooms, most of which will be occupied by more than one guest. Additional rooms are available in private homes or apartment houses.

Headquarters—No one hotel is large enough to serve as headquarters of this convention. For this reason, all activities will center in the new Washington Auditorium, situated at the corner of Nineteenth and E Streets and New York Avenue Northwest. Since it was finished early in 1925, it has been the scene of many concerts and lectures, and here grand opera has been sung by famous artists. The President of the United States, with his friends, have graced many an occasion when every one of the 6000 seats were filled. On the lower floor will be found the convention postoffice, registration headquarters, and the exhibits. Light lunches will be served here.

Exhibits—The auditorium is especially adapted to housing the exhibits, which will number about 125. Its numerous entrances, stairways, and aisles are so arranged as to make it easy for visitors to look over the exhibits in comfort. In the center of the exhibits are the registration and convention service desks. Everything has been done to make it one of the most attractive displays the Association has ever had. The exhibits, though differing in character, all conform to general regulations as to space and obstruction of view. The booths themselves are artistically decorated in light blue and ivory. The names of the exhibitors will be officially listed in the

official program of the Department of Superintendence.

Several weeks ago all available exhibit space was taken by eager exhibitors. In order to insure fairness, announcements

Special Railroad Rates

SPECIAL railroad rates have been issued for the Washington Convention of the Department of Superintendence and its allied organizations.

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

Round trip tickets will be sold from Trunk Line Association territory, February 17, 18, 19, 20, 21, 22, and 23. When validated at regular ticket offices in Washington, tickets will be good for return to reach original starting-point not later than midnight of March 3. Dates of sale and return limits for more distant territory, governed by other passenger associations, may be obtained from local ticket agent.

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

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

regarding space and other pertinent material were mailed to prospective exhibitors, so as to reach them simultaneously. The number of applications received on the first day of the release exceeded the number that could be accommodated, and the following days brought many more.

In addition to the main exhibits on the lower floor a special exhibit, of twenty separate units, promoting civic, social, and research organizations, will be found on the floor above the auditorium lobby. Other special exhibits may be seen on this floor.

Opening services—The time of those in attendance has been well planned. Former conventions have begun with the opening vesper service, but this year Dr. Ballou, the president of the Department of Superintendence, has planned a

pilgrimage to Arlington at 2:30 P.M. Sunday, February 21. Transportation will be available from the point of departure, Pennsylvania Avenue and Twelfth Street near the Raleigh Hotel. Arriving at Arlington, the services will be very simple, consisting only of the bugle call and the placing of a wreath on the tomb of the Unknown Soldier. Returning to Washington, the party will attend the four o'clock vesper services at Memorial Continental Hall, headquarters of the Daughters of the American Revolution, where the Disarmament Conference was held.

General meetings—As early as last summer, Dr. Ballou decided that the theme for a series of three sessions would be the Reorganization of Our Administrative Units. Three sessions—Monday and Wednesday mornings and Thursday afternoon—will be devoted to the discussion of elementary education, junior high schools, and senior high schools respectively. At the Monday morning session when the kindergarten and the first six grades will be up for discussion, John J. Tigert, U. S. commissioner of education, will speak on the Educational Objectives of Elementary Education. President Mary McSkimmon will follow on The Characteristics of the Efficient Elementary School Principal. Kindergarten work will be discussed by an expert in this field, and the pro and con of platoon school organization by two prominent members of the Department. The Wednesday program, dealing with the junior high school, will include addresses on its educational objectives, its articulation with lower and higher school work, supervision of classroom teaching, provision for individual differences of pupils, and trends in curricular development. The speakers will be announced later.

The senior high school program on Thursday afternoon will include educational objectives, professional standards for teachers, the principal as a supervisor of classroom teaching, admission of graduates to colleges of all types, and training for the principal.

The executive session of the Department will be held Tuesday morning and will have the usual seven-minute reports of actual achievements in the field told by different superintendents—always a popular feature. At this session will be held the annual business meeting, includ-

ing the nomination of officers from the floor. The president, second vice-president, and a member of the executive committee to serve for four years, are to be nominated. The election will be by ballot on Wednesday. Ballot boxes will be located at the registration desk and at the office of the Executive Secretary. Only active members of the Department have the right to vote and hold office. The detachable coupon on the membership card should be presented to the board of tellers in exchange for the official ballot.

The general meetings Monday evening, Thursday morning, and Thursday evening, will be addressed by speakers of national prominence on topics of immediate interest to superintendents of schools. Honorable Frank O. Lowden, of Illinois, whose experience in agricultural conditions covers many years, will speak. Commander Donald B. MacMillan, leader of the MacMillan Arctic Expedition under the auspices of the National Geographic Society and the United States Navy, will give an illustrated talk on the latest attempt to reach the North Pole.

Topic groups—some half dozen in number—are scheduled for Monday afternoon. These smaller meetings for more intimate discussion have been most popular since their inauguration at the Chicago meeting in 1924.

The first of the allied organizations to hold a meeting at the Washington convention is the *National Society for the Study of Education* on Saturday evening, at eight o'clock in the auditorium. It will be held jointly with the National Safety Council. The opening address will be given by Honorable Herbert Hoover, secretary of commerce. This meeting will deal with Part I of the 1926 *Yearbook of the National Society for the Study of Education*.

The second session will be held at 7:30 P.M., Tuesday evening, February 23, in the auditorium. The first part of the program will be in commemoration of the twenty-fifth anniversary of the Society. Four honorary members, Messrs. DeGarmo, Dewey, Hanus, and VanSickle have been asked to give talks reminiscent of the quarter of a century just passed. The last part of the program will be based on Part II of the 1926 *Yearbook*, "Extra-Curricular Activities."

The *National Council of Education* will hold meetings on Tuesday and Wednesday afternoons in the assembly room of the Powhatan Hotel.

The *Department of Rural Education* will hold its meetings in the auditorium of the Department of the Interior. In addition to the three regular sessions of this department, a sectional conference of county superintendents will be conducted by Superintendent P. F. Williams, of Friars Point, Mississippi, and a similar conference for state supervisors of rural schools by Assistant State Su-

Hotels in Washington

NO headquarters hotel has been designated.

Single rooms in hotels are exhausted.

The twenty-seven hotels, which are members of the Hotel Men's Association, are booked to capacity. Some rooms in smaller hotels and in apartment hotels are still available. On November 25, reservations had been completed for over five thousand hotel rooms.

All sleeping room reservations are handled through the Housing Bureau, of which C. E. LaVigne, Executive Director, Washington Convention Bureau, is chairman. Inquiries regarding sleeping room reservations should be addressed to Mr. LaVigne, Washington Auditorium, Nineteenth Street and New York Avenue, Washington, D. C.

perintendent U. J. Hoffman, of Springfield, Illinois.

The *Department of Elementary School Principals* holds its public meetings in the auditorium on the afternoons of Monday, Tuesday, and Wednesday. Tuesday, at six o'clock, the annual dinner will take place at the Raleigh Hotel. The official breakfast for the officers is scheduled for Tuesday morning at Hotel Washington.

The *Department of Deans of Women* will meet at Wardman Park Hotel, where their annual dinner will be held on Tuesday evening.

The *National Council of Primary Education* will hold a joint meeting with the Council of Kindergarten Supervisors and Training Teachers in the grand ballroom of the Mayflower Hotel, Tuesday afternoon. The general topic will be Administration in Relation to Kindergarten Primary Problems.

The kindergarten group have a breakfast Tuesday morning. The annual luncheon of the Council of Primary Education is Wednesday noon.

The *National Council of State Superintendents and Commissioners of Education* will meet Thursday, Friday, and Saturday, February 18, 19, and 20,

in the New Willard Hotel. The annual dinner will be served there on Friday evening, February 19.

The *Educational Research Association* has public meetings on the afternoons of Monday and Tuesday. Monday's program follows: An Experiment in Classroom Instruction by Radio, Virgil E. Dickson, Berkeley, Calif.; Some Needs and Possibilities for Improved Efficiency in High School Administration, J. G. Fowlkes, University of Wisconsin, Madison, Wis.; Theories of Learning Tested by the Achievements of Deaf Children, Arthur I. Gates, Teachers College, Columbia University, New York City; Measuring Musicians: A New Method of Analyzing the Style of Eminent Players, Guy M. Whipple, Danvers, Mass.; A Study of Pupil Failures and Subject Failures in the Chicago Public Schools, Don C. Rogers, Chicago, Ill.; Intellect of Races: Is there a Nordic Myth? Harold O. Rugg, Lincoln School, Teachers College, Columbia.

Tuesday afternoon's program includes: Intelligence Ratings and Later Progress in High School and College, F. P. O'Brien, University of Kansas, Lawrence, Kansas; The Functions of Certain Social Factors upon Success in School, S. A. Courtis, Detroit, Mich.; Intelligence and Personality as Factors in College Success, W. Hardin Hughes, Pasadena, Calif.; How Many Words Should Pupils be Taught to Spell? Ernest Horn, State University of Iowa, Iowa City, Iowa; Results of Homogeneous Classification of Junior High School Pupils, E. E. Keener, Chicago, Ill.; Examination Questions in History, W. J. Osburn, State Department of Public Instruction, Madison, Wis.; A Scientifically Graded Book List for Children, Carleton W. Washburne, Winnetka, Ill.

The annual business meeting and banquet for members only of the Educational Research Association will be held at Hotel Lafayette, Monday evening. A second business meeting will be held at Corcoran Hall, of George Washington University.

The *National Association of Secondary School Principals* will have headquarters and meetings at Central High School. Other allied organizations to hold meetings during the convention are: City Teacher Training School Section, the Department of Vocational Education, the National Association of High School Inspectors and Supervisors, and the National Society of College Teachers of Education.

Special Honor Schools

THE FOLLOWING schools have completed their reports for one hundred percent membership in the National Education Association for 1925-26 since the list was published in the December JOURNAL. Many of the schools also have a complete enrolment in state and local associations. For the convenience of readers the list is now arranged by states. Under the name of each state cities are arranged alphabetically, set in italics. Under the name of each city, schools are arranged alphabetically, the word "school" being omitted to save space.

FIVE OR MORE YEARS

ARIZONA—*Phoenix*, Adams, Capitol, Douglas, Fillmore, Garfield, Grant, Lincoln, Monroe, Washington.

CALIFORNIA—*Oakland*, Santa Fe; *Stockton*, Grant.

COLORADO—*Colorado Springs*, Buena Vista, Longfellow, Washington; *Denver*, Sherman; *Greeley*, East Ward, South Ward.

CONNECTICUT—*East Hartford*, Burnside.

ILLINOIS—*Maywood*, Lincoln, Washington; *Moline*, Lincoln; *Winnetka*, Winnetka Public Schools, Greeley, Horace Mann, Hubbard Woods, Skokie Junior High.

IOWA—*Burlington*, Burlington Public Schools.

MAINE—*Westbrook*, Brown Street Primary, Forest Street.

MASSACHUSETTS—*Brookline*, J. Elliot Cabot, Runkle; *Springfield*, Charles Street, Homer Street.

MICHIGAN—*Detroit*, Barstow, Bellevue, Burton, Chandler; *Sault Sainte Marie*, Washington.

MISSOURI—*Sedalia*, Arlington, Broadway, Eugene Field, Horace Mann, Jefferson, Smith-Cotton High, Washington, Whittier.

NEBRASKA—*Omaha*, Highland.

NEW JERSEY—*Bridgeton*, Vine Street.

OHIO—*Bedford*, Central, Glendale, High; *Elyria*, Elyria Public Schools, Ely, Franklin, Garford, Gates, Hamilton, High, Jefferson, McKinley, Roosevelt; *Euclid*, Shore High; *Marietta*, Marion; *Massillon*, Whittier.

PENNSYLVANIA—*Altoona*, Altoona Public Schools, Adams, Allegheny, Curtin, Emerson, Fairview, Franklin, Garfield, Irving, Jefferson, Madison, Miller, Penn, Stevens, Washington, Webster, Wright.

UTAH—*Jordan School District*, Highland Boy, High, Lark, Sandy.

VERMONT—*Burlington*, Adams.

WASHINGTON—*Cheney*, State Normal.

WYOMING—*Cheyenne*, Central, Churchill, Converse.

FOUR YEARS

ARIZONA—*Bisbee*, Senior High; *Globe*, East Globe; *Phoenix*, Phoenix Public Schools, Adams, Capitol, Douglas, Emerson, Fillmore, Garfield, Grand Avenue, Grant, Jackson, Jefferson, Kenilworth, Lincoln, Longfellow, McKinley, Monroe, Ninth Avenue, Washington.

CALIFORNIA—*Bakersfield*, McKinley; *Piedmont*, Beach, Havens, Wildwood; *San Francisco*, Jean Parker; *South Pasadena*, Oneonta.

COLORADO—*Sterling*, Sterling Public Schools, Sterling Teachers Club, Franklin, Junior High, Lincoln, Logan County High.

CONNECTICUT—*East Hartford*, Center, South Grammar; *Stratford*, Washington.

INDIANA—*Anderson*, Anderson Public Schools, Central Avenue, Columbia, Hazelwood, Jefferson, Junior High, Lincoln, Main Street, Mount Hope, Park Place, Riley, Senior High, Seventh Street, Shadeland, Washington.

MICHIGAN—*Grand Rapids*, Sibley, Walker.

MISSOURI—*Sedalia*, Sedalia Public Schools, Sedalia Teachers Association, Arlington, Broadway, Eugene Field, Horace Mann, Jefferson, Martha Letts, Prospect, Smith-Cotton High, Washington, Whittier.

NEBRASKA—*Omaha*, Beals.

NEW YORK—*Binghamton*, Alfred Street.

OHIO—*Cleveland*, Case; *Youngstown*, Myrtle Avenue.

PENNSYLVANIA—*Erie*, Columbus.

UTAH—*Jordan School District*, Central, Draper Park, Midvale, Herriman, Riverton, South Jordan, Union, West Jordan.

THREE YEARS

ARIZONA—*Bisbee*, Lincoln; *Jerome*, Jerome Public Schools, Elementary, High, Primary, Walnut Gulch.

CALIFORNIA—*Los Angeles*, Cahuenga Park, Melrose; *Monrovia*, Orange Avenue; *San Francisco*, Kate Kennedy, Noe Valley; *Santa Barbara*, Franklin, Garfield, McKinley, Washington Special.

COLORADO—*Boulder*, Whittier; *Denver*, Alcott; *Greeley*, West Ward; *Montrose*, Central, County High, Johnson.

DELAWARE—*Wilmington*, Number 12, Number 13, Number 20, Number 21, Number 25.

HAWAII—*Eleele*, Kawai, Eleele; *Hakalau*, Hakalau; *Ninole*, Ninole; *Pepeekeo*, Pepeekeo.

ILLINOIS—*Champaign*, Colonel Wolfe; *Dundee*, Elementary; *Maywood*, Irving; *Waukegan*, North.

INDIANA—*New Albany*, S. Ellen Jones.

IOWA—*Council Bluffs*, Longfellow; *Sioux City*, Worcester.

MAINE—*Caribou*, High; *Houlton*, Houlton-Littleton-Hammond School Union.

MARYLAND—*Galena*, Galena High and Elementary.

THESE lists of special honor schools tell a convincing story of cooperative effort. The faculty of each school here listed is a company of volunteers in America's educational army—an army without hate that moves forward without destruction. Its watchwords are loyalty, teamwork, devotion, progress, and happiness. The members of this mighty army have learned the central lesson of life. In the words of the philosopher Josiah Royce, they have learned that happiness and effectiveness come from "the willing and practical and thoroughgoing devotion of a person to a cause." They have learned the lesson that underlies giant industry, far-flung commerce, and world statesmanship—that the big advances are achieved through cooperation, the only game in which everyone wins.

Teachers are the guardians of the heritage of all the ages. They sow the seeds that grow into the flower of tomorrow's civilization. They are the lighters of torches that lead the world from darkness to light. They are the bearers of ideals and the trail blazers. All about them they see unfolding life reaching upward. The work of professional organizations of teachers will go far, because it is founded on the deep concern of humanity for its young. "Every teacher at work on the problems of the profession" means every teacher at work on the problems of civilization.

MASSACHUSETTS—*Beverly*, Centerville, Farms; *Brookline*, Parsons; *Hopedale*, Park Street; *Waltham*, Francis C. Lowell.

MICHIGAN—*Detroit*, Joyce; *Grand Rapids*, Finney, Sheldon; *Hastings*, Hastings Public Schools, Central, First Ward, High, Junior High; *Lansing*, Warner; *Ludington*, L. H. Foster; *Saint Joseph*, Saint Joseph Public Schools, Garfield, High, Lincoln, Washington.

NEBRASKA—*Omaha*, Jungmann.

NEW JERSEY—*Hackensack*, Number 1, Number 4, Number 6; *West New York*, Number 1.

NEW YORK—*Binghamton*, Number 2, Number 4, Number 8, Number 10, Number 16.

OHIO—*Barberton*, Highland; *Bedford*, Bedford Public Schools, Central, Glendale, High, Interstate; *Cleveland*, Scranton; *East Cleveland*, Caledonia; *Mansfield*, Carpenter; *Norwood*, Norwood View; *Youngstown*, Lincoln Junior High.

OREGON—*Hood River*, High, Junior High, Park Street; *Salem*, Garfield, Lincoln, McKinley Junior High, Park, Richmond.

PENNSYLVANIA—*Erie*, McKinley; *Pittsburgh*, Friendship.

SOUTH DAKOTA—*Sioux Falls*, Benjamin Franklin.

UTAH—*Jordan School District*, Bluffdale, Granite.

VIRGINIA—*Lynchburg*, Biggers; *Norfolk*, James Monroe.

WEST VIRGINIA—*Clarksburg*, Pierpont, Towers; *Parkersburg*, Jefferson.

WYOMING—*Casper*, Willard.

TWO YEARS

ALASKA—*Cordova*, Public.

ARIZONA—*Bisbee*, Garfield, Horace Mann Junior High.

ARKANSAS—*Wilson*, High.

CALIFORNIA—*Hayward*, Hayward Public Schools, B Street School, Grammar, John Gamble, Orchard Ward; *La Jolla*, High; *Lodi*, Emerson; *Los Angeles*, Amestoy Avenue, Solano Avenue; *San Diego*, La Mesa Heights; *San Francisco*, Balboa; *Santa Barbara*, Lincoln, Wilson; *South Pasadena*, Lincoln Park; *Sunnyvale*, Grammar.

COLORADO—*Delta*, High; *Denver*, Central, Elyria, Fairmont, McKinley, Montclair, Villa Park, Webster; *Englewood*, North Englewood; *Louisville*, Louisville Public Schools; *Montrose*, North Side; *Pueblo*, District 1, Bradford, Hinsdale, Irving Place, Parkview, Riverside, Somerlid, Thatcher; *Teller County*, Cripple Creek High, Garfield Grade, Golden Grade, Goldfield Grade, School District Number 1, Victor High.

CONNECTICUT—*Darien*, Darien Public Schools, Baker, Fifth District, Hindley Junior High, Holmes, Royle; *Stratford*, Center, High, Junior High.

DELAWARE—*Townsend*, Public; *Wilmington*, Number 3, Number 5, Number 6, Number 7, Number 8, Number 9, Number 14, Number 17, Number 26, Number 30.

FLORIDA—*Broward County*, Dania Elementary, Dania High, Deerfield Elementary, Hallandale Elementary, Hollywood, Pompano Elementary; *Palm Beach County*, Bare Beach, Canal Point, Inlet Grove, Northboro, Pahokee, Prairie.

HAWAII—*Kapoho*, Kapoho; *Ookala*, Ookala.

IDAHO—*Idaho Falls*, Eagle Rock, Eastside, Riverside; *Kellogg*, Lincoln, Sunnyside, Wardner, Washington.

ILLINOIS—*Bismarck*, Township High School; *Cook County*, Maywood and Melrose Park Public Schools, Emerson, Garfield, Irving, Lincoln, Melrose Park, Washington; *Dundee*, Dundee Public Schools, Community High, Elementary; *East Moline*, United Township High; *Easton*, Community High; *Naperville*, Naperville Public Schools, Ellsworth, High, Napier; *Oak Park*, Oliver Wendell Holmes; *Quincy*, Washington.

INDIANA—*East Chicago*, Garfield; *Fort Wayne*, James H. Smart, Miner; *La Porte*, La Porte Public Schools, Central Junior High, High, Lincoln, Maple, Park, Riley, Washington; *Rushville*, Graham Annex; *South Bend*, Foster, Muessel.

IOWA—*Fort Dodge*, Arey, Butler, Carpenter, Duncombe, Hawley, Lincoln, Pleasant Valley, Riverside, Waukon; *Keokuk*, Principals and High School Teachers Association, Junior High.

MAINE—*Portland*, Americanization, Isabelle Garvin, Jackson.

MASSACHUSETTS—*Belmont*, Daniel Butler, Homer, J. S. Kendall; *Beverly*, Edwards; *Brookton*, Shaw; *Medford*, Hervey; *North Easton*, Junior High; *Swampscott*, Palmer.

MICHIGAN—*Adrian*, Central High, Jefferson, Lincoln, McKinley, Washington; *Ann Arbor*, Tappan Junior High; *Detroit*, Berry, Franklin, Lingemann, Pattengill, Turner, Williams; *Grand Rapids*, Alexander, Coldbrook, Dickinson, Lexington, Michigan, Stocking; *Muskegon*, Nelson; *Onaway*, Onaway Public Schools, High, Junior High; *Pontiac*, Bagley, Central, Wisner; *Saint Clair*, Senior High; *Traverse City*, Junior High, Oak Park, Union.

MINNESOTA—*Mankato*, Lincoln Junior High; *Minneapolis*, Harriet Beecher Stowe, Irving, Johnson, Lake Harriet, Simmons.

MISSOURI—*Clayton*, Clayton Public Schools, Grade Number 1, Grade Number 2, High.

NEBRASKA—*Lincoln*, 26th and O Street Junior High; *Omaha*, Farnum, Jefferson, Mason, Park, Saunders, South Franklin.

NEVADA—*Clark County*, Clark County Public Schools, Bunkerville, Mesquite, Moapa, Overton, Saint Thomas.

NEW HAMPSHIRE—*Claremont*, West Claremont, West Terrace; *Rochester*, High.

NEW JERSEY—*Hackensack*, Hackensack Public Schools, High, Number 1, Number 2, Number 3, Number 4, Number 5, Number 6; *Summit*, Lincoln; *Trenton*, Centennial, Girard; *Upper Montclair*, Mount Hebron.

NEW YORK—*Binghamton*, Number 1, Number 3, Number 5, Number 6, Number 13, Number 15; *Yonkers*, Number 14.

OHIO—*Barberton*, Barberton Public Schools, Central, Hazelwood, Highland, High, High Street, Rose Street, Washington; *Lima*, Garfield; *London*, London Public Schools; *Mansfield*, Western Avenue, West Fifth Street; *Marion*, Greenwood, Olney Avenue, Pearl Street; *New Lexington*, High; *Norwood*, High; *Scienceville*, Coitsville Township; *Springfield*, Bushnell, Jefferson, McKinley, Roosevelt Junior High, Sunset; *Toledo*, Riverside; *Warren*, McKinley, South Park Avenue; *Youngstown*, Roosevelt.

OKLAHOMA—*Sand Springs*, Sand Springs Public Schools, Central, Garfield, High, Lake, Medio, Twin Cities.

OREGON—*Estacada*, District Number 78; *Hood River*, Hood River Public Schools, Coe Primary, High, Junior High, Park Street; *Lakeview*, Lakeview Public Schools, Grade, High; *Portland*, Rose City Park; *Salem*, Grant, J. L. Parrish Junior High, Washington.

PENNSYLVANIA—*Beaver*, Beaver Public Schools, High, Junior High, Lincoln, Market Street; *Erie*, Glenwood, Harding; *Franklin*, Fourth Street School; *Mauch Chunk*, First Ward, Packer; *Munhall*, Munhall Public Schools, Andrew Street, High, Junior High, Ravine Street, Twelfth Avenue; *Pittsburgh*, Perry High; *Shenandoah*, Shenandoah Public Schools, Center, High, Jardin, Line, Lloyd, Main Street, New White, Old White, Plum, Turkey Run, Union, West; *Upper Darby*, Cardington-Stonehurst, High, Keystone.

SOUTH CAROLINA—*Enoree*, Enoree Mill.

SOUTH DAKOTA—*Belle Fourche*, High, Junior High; *Mobridge*, East Side, West Side; *Siox Falls*, Lowell, Whittier.

UTAH—*Jordan School District*, Jordan School District Public Schools, Jordan District Teachers Association, Bluffdale, Butler, Central, Crescent, Draper Park, Granite, Herriman, Highland Boy, High, Jordan High, Lark, Midvale, Riverton, Sandy, South Jordan, Union, U. S. Mines, Upper Bingham, West Jordan.

VERMONT—*Brattleboro*, Canal Street.

VIRGINIA—*Norfolk*, Henry Clay.

WEST VIRGINIA—*Clarksburg*, Central Junior High; *Morgantown*, Wiles Hill, Woodburn; *Sistersville*, Sistersville Public Schools, High, Junior High, Main Street.

WISCONSIN—*Hartford*, High; *Madison*, Franklin; *New London*, New London Teachers Association; *Wausau*, Wausau Public Schools, Central, Franklin, Grant, High, Irving, John Marshall, Junior High, Lincoln, Longfellow, Vocational, Washington.

WYOMING—*Casper*, Grant, McKinley; *Cheyenne*, Corlett, High; *Riverton*, Riverton Public Schools, High; *Sheridan*, Taylor.

CURRENT YEAR

ARIZONA—*Inspiration*, Benjamin Franklin.

ARKANSAS—*Little Rock*, Philip Pfeifer, State Department of Education.

CALIFORNIA—*Anderson*, Union High; *Avalon*, Santa Catalina Island Schools; *Bakersfield*, Roosevelt, Williams; *Chula Vista*, Union Grammar; *Fallbrook*, West Fallbrook Union Grammar; *Long Beach*, Horace Mann; *Piedmont*, Piedmont Public Schools, Beach, Havens, Junior High, Senior High, Wildwood; *Pomona*, Alcott; *San Bernardino*, Lincoln; *San Francisco*, Corrective Speech Department, Denman, Haight, Hillcrest, John Swett, Lillenthal, Patrick Henry, Twin Peaks, Washington; *Santa Ana*, Lincoln; *Santa Clara*, Primary; *Santa Rosa*, Fremont; *Weaverville*, Grammar; *Yreka*, High.

COLORADO—*Boone*, Boone Public Schools; *Boulder*, Mapleton; *Branson*, Consolidated Schools; *Cope*, Washington County High; *Denver*, Alameda, Beech Court, Columbian Annex, Columbian, Smedley; *Flagler*, Flagler Public Schools; *Greeley*, Cameron; *Messax*, Roosevelt Centralized; *Montrose*, Montrose Public Schools, Central, County High, High, Johnson, North Side; *Pueblo*, District 1, Pueblo Public Schools, Bradford, Centennial High, Fountain, Hinsdale, Irving Place, Parkview, Riverside, Somerhill, Thatcher.

CONNECTICUT—*Bridgeport*, Garfield; *Thompsonville*, Brainard.

DELAWARE—*Wilmington*, Number 27.

DISTRICT OF COLUMBIA—*Washington*, Bryan.

FLORIDA—*Broward County*, Broward County Public Schools, Central Elementary, Central High, Dania Elementary, Dania High, Deerfield Elementary, Hallandale Elementary, Hollywood, Pompano Elementary, South Side Elementary, West Side Elementary; *Palm Beach*, Palm Beach.

GEORGIA—*Atlanta*, Grant Park.

IDAHO—*Boise*, Central Grade; *Gooding*, Gooding Public Schools, Grade, High, Junior High; *Idaho Falls*, Idaho Falls Public Schools, Central, Eagle Rock, Eastside, Emerson, High, Osgood, Riverside; *Kellogg*, Kellogg Public Schools, High, Lincoln, Sunnyside, Wardner, Washington.

ILLINOIS—*Allendale*, Consolidated School District Number 17; *Edinburg*, Edinburg Public Schools; *Evanston*, Lincolnwood; *Pekin*, Community High; *Peoria*, Whittier; *Robinson*, Township High; *Taylorville*, Township High; *Thomson*, York Community High; *Waukegan*, Waukegan Public Schools, Community High, North Side Grade, South Side Grade; *Waukegan*, Dady, Greenwood, South.

INDIANA—*Fort Wayne*, Oxford; *Martinsville*, Junior-Senior High; *Michigan City*, Jefferson; *Mitchell*, High; *South Bend*, Kaley, Madison, Senior High, Southeast Junior High; *Terre Haute*, McKeen.

IOWA—*Clinton*, Clinton Teachers Federation; *Council Bluffs*, Avenue B; *Keokuk*, Keokuk Public Schools, Garfield, George Washington, Jefferson, Junior High, Lincoln, Principals and High School Teachers Association, Senior High, Torrence, Wells-Carey; *Magnolia*, Magnolia Public Schools, Junior High, Senior High.

KANSAS—*Bird City*, Bird City Rural High; *Cordonia*, High, Junior High, Lincoln, Washington; *Hawatha*, Lincoln; *Lawrence*, Woodlawn; *Newton*, Washington; *Ottawa*, Lincoln; *Pittsburg*, Lincoln.

KENTUCKY—*Louisville*, Audubon Open Air, Eastern Departmental, George D. Prentice, George Rogers Clark, George W. Morris, Heywood, I. N. Bloom, Margaret Merker, Parkland.

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The Never-Old

Inscribed to J. W. Crabtree,
friend of teachers
and
my friend!

They who can smile when others hate,
Nor bind the heart with frosts of fate,
Their feet will go with laughter bold
The green roads of the Never-Old.

They who can let the spirit shine
And keep the heart a lighted shrine,
Their feet will glide with fire-of-gold
The bright roads of the Never-Old

They who can put the self aside
And in Love's saddle leap and ride,
Their eyes will see the gates unfold
To glad roads of the Never-Old.

Edwin Markham

Accept New Years Greetings from the N.E.O. and this poem by
Mr. Markham in his own handwriting and consider yourself
a member with him and me in the Order The Never Old. - J. W. Crabtree.

NOTES *and* ANNOUNCEMENTS

THOUSANDS of schools are now bringing their teachers together at regular intervals to work on the problems of the profession. The following letter sent by Secretary J. W. Crabtree to school principals tells its own story:

November 27, 1925.

TO THE PRINCIPAL:

The purpose of our first letter to principals of elementary and secondary schools was to emphasize the importance of a stabilized membership. The purpose of the second was to call special attention to the need of getting the "entire profession at work on its problems." This is the third letter. Its purpose is to offer the Association as a clearing-house for programs and plans for staff meetings.

When this slogan, "A stabilized all-inclusive membership and the entire profession at work on its problems," first appeared in letters and printed statements, it was looked upon as an inspirational sentiment, but not as an ideal to be realized. One delegate wrote: "I like the ideal, but of course it can never be realized." Another said, "Before you get the entire profession at work on its own problems you and I will have been in our resting places for generations—but go to it—it sounds good." But as membership grows more permanent, as schools continue year after year on the 100 percent list and as the organization for the study of our problems goes rapidly forward, the slogan becomes more than a sentiment, it becomes a goal visible enough to give inspiration and hope.

No one could reasonably hope that all schools could take hold of the plan immediately. Still the movement is on, and the momentum is such that we may be surprised at the gain made during the year. Let this work get under good headway and the state school papers, *THE JOURNAL*, and other educational papers will shape material to meet the needs. The enclosed "Plan in Brief" shows that present organizations and machinery are admirably adapted for getting the entire profession at work on its problems.

Never before in the history of the Association has there been any such

favorable response to suggestions sent out from this office. The principal is finding his place of leadership, and teachers are showing a degree of professional spirit which surprises their superiors.

Look ahead for better plans for next year. See that your school is among the first in this great movement. Send us copies of your programs. Do you want copies of others? The Association is serving as the clearing-house.—Very sincerely yours, J. W. Crabtree, Secretary.

The plan which Mr. Crabtree has tentatively worked out is as follows:

The Association joins in support of the movement to get "the entire profession at work on its problems." The movement has already met with a degree of success. The proposed plan begins with meetings and study by the teaching staff of each elementary and high school. About two thousand principals now hold regular meetings of their staff. Many give attention in their programs to important problems of the profession, such as that of the advancing curriculum and that of adequate tenure regulations. The following shows the scheme by which all educational forces may soon be at work on questions of vital importance:

The Plan in Brief

1. Regular meetings of the staff in every elementary and high school, public and private school, normal school, and college.
2. Regular meetings of local, city, and county associations.
3. Annual meetings of district, state, and regional organizations.
4. Annual meetings of the N. E. A., its departments, and allied cooperative organizations.
5. Biennial meetings of the World Federation.

Let every principal arrange for regular meetings of the staff. Let every local association build its program on what has been accomplished in the smaller groups. Let state and national associations carry the high spots of the achievements of local groups into their programs.

It will require time to work out definite nation-wide plans. In the meantime each principal will work out his own plans, using extensively the material in the state paper, *THE JOURNAL*, and other educational magazines. There will always be the need of giving attention to strictly local problems. The educational magazines will meet the demand for more printed purposeful material as the needs become evident. All may look ahead to more perfect plans for another year perhaps prepared by representatives of all branches of the profession.

Principals are requested to send to the

secretary of the National Education Association five to ten copies of printed or multi-graphed programs to be passed on to other principals who ask for information. Put name of principal and address on each program so that the one receiving it may know to whom to write for further information. The Association is serving as a clearing house in this movement. Use it.

KEEPING Pace With the Advancing Curriculum is the title of Research Bulletin Volume III, Nos. 4 and 5. It plays the spotlight on these topics: (1) Why the curriculum commands national attention; (2) educational theories affecting curriculum building; (3) decisions preliminary to the launching of a local program; (4) contributions of research to curriculum building; (5) looking backward at the curriculum; (6) books on curricular problems which have been tried and found helpful; (7) bases for evaluating courses of study; and (8) new courses of study for old.

This Bulletin is a notable and timely contribution. It is of special interest to committees charged with curriculum revision and groups of teachers engaged in professional study. Copies may be purchased from the National Education Association at 50c each.

NO PRINCIPAL can afford to remain outside the Department of Elementary School Principals. This department needs the help of every thinking collaborator. We need every one of our 50,000 elementary school principals, for we are members one of the other by the very nature of our task. Every principal in America has already been helped in a dozen ways through the fine professional spirit and service of the organization. Our membership should be, and I am sure it will be, doubled by the time the Fifth Yearbook is ready. But it is the present membership that must help the elementary principals of America to grasp the vision of this splendid army for bringing a better day to the citizens of tomorrow by an enlightened and united service.—Mary McSkimmon, president, National Education Association, in *Journal of Education*.

THE DIVISION of Records and Membership at Headquarters daily re-
(Continued on page A-18)

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You will want to know how other schools are using the Victrola and Victor records to bring the beauty of pure melody to their pupils. Send for information—or at any store selling Victor products, ask to hear these records. As you listen, your mind will create abundant uses for them in classwork.

Allegro Moderato—"Unfinished Symphony" (Schubert), Philadelphia Orchestra.....	6459	Negro Spiritual (Dvorák-Kreisler), Fritz Kreisler	1122
Ave Maria (Schubert), Marsh.....	55052	On Wings of Song (Mendelssohn), Heifetz.....	6152
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Devotion (Mascagni), Mormon Tabernacle Choir	19829	Salut d'Amour (Elgar), Zimbalist.....	890
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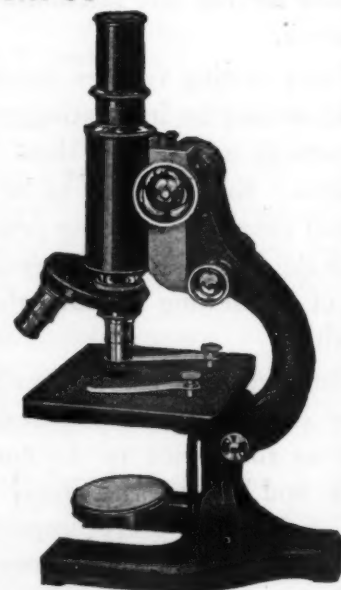
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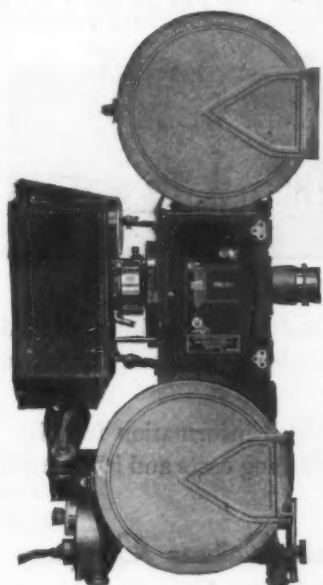
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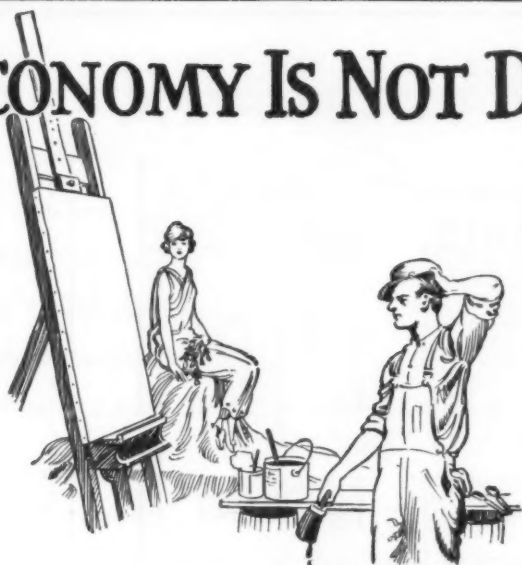
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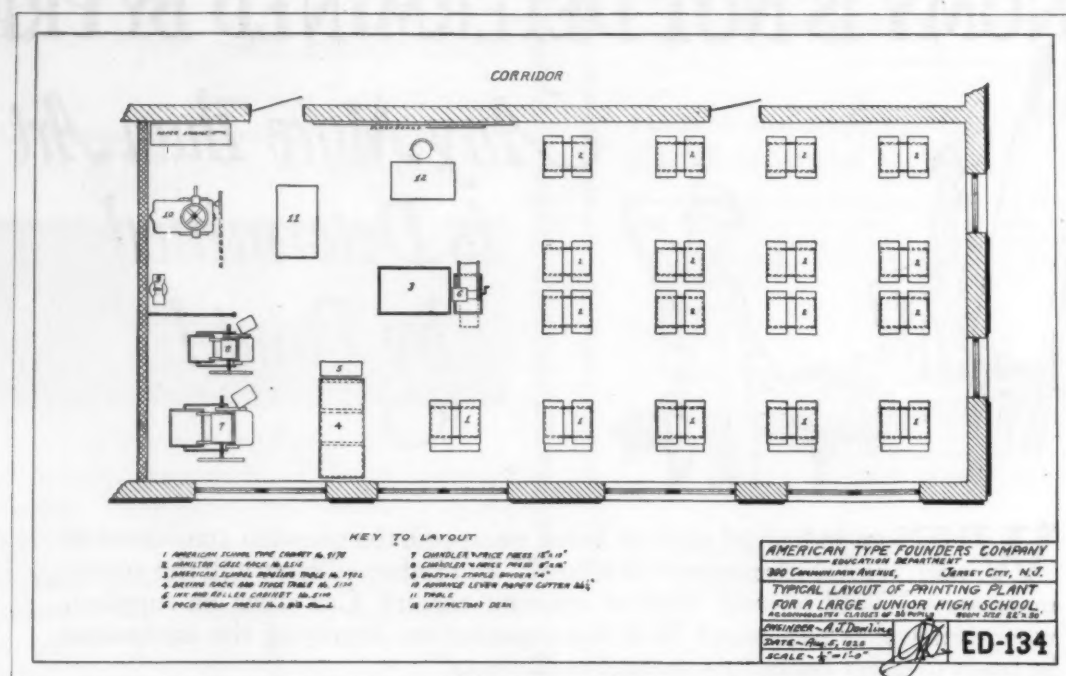
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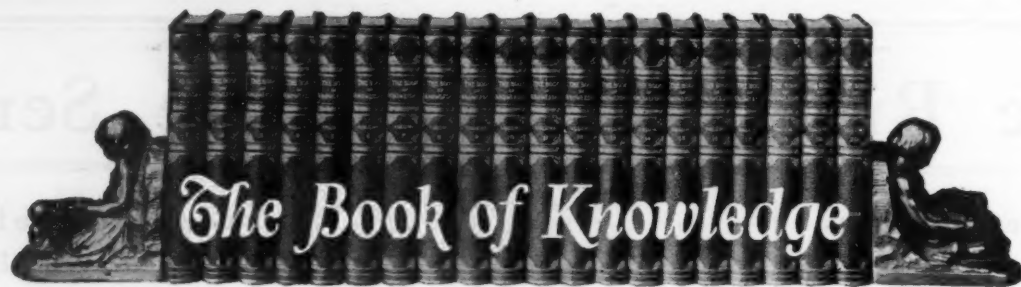
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(Continued from page 34)

ceives many letters that contain a kindly word of greeting or of tribute to the work the Association is doing. Some come from city teachers, busy with unsolved urban problems; some are from rural teachers with equally important needs. The following quotations show in what high esteem they hold the national Association:

"I never realized so much as now what I have been missing by not being a member of the N. E. A. Carry on the work! It is worth much."

"I enjoy reading *THE JOURNAL* and having in my possession the little card which assures me I am affiliated with one national organization. It is such a trifle—yet I know it is helping just a little toward a realization of my ideal of the teaching profession."

"I must confess I was not properly informed as to the scope of this Association. The leaflets sent show that membership in it means adherence to the highest and best in the teaching profession. I hope that I may become an enthusiastic member and in a small way help the good cause along."

THOSE desirous of obtaining good material on the need of child labor legislation will do well to write in care of the Senate Office Building for the speech recently made by Senator Thomas J. Walsh, of Montana.

A DELEGATION of forty foreign students in the International Institute of Teachers College, Columbia University, visited Association headquarters on Saturday, November 14. Their trip included the public schools of Baltimore, Md., Raleigh, N. C., and the Winston-Salem schools, Hampton Institute, College of William and Mary at Williamsburg, Va., State Colored College at Durham, N. C., State College for Women at Greensboro, N. C., University of Virginia at Charlottesville, Va., State Normal School at Harrisonburg, Va., the U. S. Bureau of Education, and the Chevy Chase Country Day School, Washington, D. C.

NATIONAL COUNCIL of Administrative Women in Education will hold two breakfasts at 7:45 A. M., Tuesday and Wednesday, February 23 and 24, Raleigh Hotel, Washington, D. C. Price per plate, \$1.

THE PRESIDENT of the Department of Classroom Teachers of the National Education Association, Julia E. Sullivan, of Boston, has been given leave of absence on full pay from January 4 to February 19, in order that she may devote herself to the promotion of the work of the Department.

THE UTAH Education Association holds a series of regional conferences at which the officers of local associations in each region meet for conference and discussion regarding vital professional problems. R. J. Mahoney, president of Box Elder Teachers' Association, is chairman of the committee in charge. Conferences will be held at Roosevelt, January 16, 1926, and at Salt Lake City, January 30, 1926.

AMONG the resolutions adopted by the Minnesota Education Association at its annual meeting in St. Paul, November 5, 1925, were the following:

The N. E. A.—It is the verdict of the M. E. A. that strong professional organizations of teachers are essential to the steady growth of educational ideals. Believing this, we urge: (1) That all teachers inform themselves on the plans and purposes of the National Education Association, and (2) Identify themselves as members with the national body at a date as early as possible.

Education Bill—1. We go on record in favor of the establishment of a National Department of Education, and that the head of this Department be a member of the President's Cabinet.

2. We urge our Senators and representatives to promote such a measure in the coming session of Congress.

World Court—1. We favor participation by the United States in any reasonable effort to codify international law and to organize an international court of justice, and

2. We urge the U. S. Senators from Minnesota to participate aggressively in the accomplishment of this purpose.

Child Labor—We urge upon the Legislature the reconsideration of the proposed Child Labor Amendment to the Constitution of the United States.

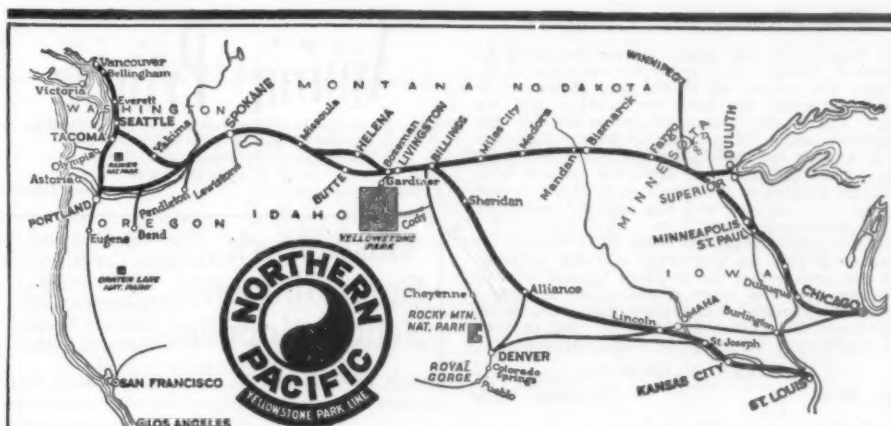
Health and Safety—We go on record for the support and extension of an enlarged health and physical education program and for greater emphasis upon safety education.

A. T. ALLEN, state superintendent of public instruction, Raleigh, N. C., writes: "It seems to me the only way we are ever to get the question of education squarely before the whole people of the United States is for the teachers themselves to take a greater interest in its outside relation, and study the question more from a standpoint of its place in our civilization rather than from the limited view of methods and materials for the classroom."

AN EDITORIAL in the *Alaska School Bulletin* discusses professional spirit as follows:

The professional spirit of teachers cannot be measured by any one index or standard. However, there are two measures which are applied more often than others—namely, the extent to which professional books and maga-

(Continued on page A-20)



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We shall be very glad to send "The Cleanliness Crusade" if you are interested in these subjects. It is not appropriate for children beyond nine or ten years. For the upper grades of the secondary schools Dr. Bonser, of Columbia, has prepared an Educational Chart that we shall be glad to send upon application for it by the Superintendent.

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(Continued from page A-19)
zines are read and the response which is made to opportunities for membership in professional organizations. Alaska teachers rank high when measured by the last named standard.

PETER HERZOG, after fifty years of service in the public schools of St. Louis and a member of the National Education Association since 1897, passed away on June 8, 1925.

JESSIE GRAY, N. E. A. state director, president of the Pennsylvania State Education Association and teacher in the Philadelphia Normal School, has been granted leave of absence in order to cooperate in organization work of the state association.

THE FOLLOWING notation is taken from a letter of J. Virgil Chapman, supervisor of rural schools, Frankfort, Ky., dated November 4, 1925:

I shall await with interest the Proceedings of 1924-25. I consider this one of the very best and most profitable investments that I make. In fact the most fruitful and profitable investment that I have ever made in a financial way was the \$100 borrowed and expended in making a trip to Washington, D. C., to attend my first N. E. A. meeting in 1898.

STATE NORMAL SCHOOL at River Falls, Wisconsin, is commemorating the death of one of its outstanding teachers, Elizabeth Fleming, by making a collection of books to be known as Elizabeth Fleming Memorial Collection. Such a collection serves most appropriately to perpetuate her memory.

THERE will be a meeting of the National Conference on Outdoor Recreation in Washington, D. C., January 20-21. This is the first meeting of the full conference since its organization in May, 1924, and the second meeting of the general council. The objects of the meeting are: (1) To consider federal and state responsibilities for outdoor recreation; (2) to form a national program for 1926; (3) to discuss progress reports on conference surveys and committees. Officers will be elected for the new year. All who attended the initial conference are cordially invited to attend.

THE income on one million dollars has been set aside by the Carnegie Corporation for a system of scholarships and fellowships in the arts, and \$100,000 will be used to purchase teaching equipment for departments of fine arts in universities in various parts of the country.

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St. Louis, Missouri Sixth and O'Fallon Streets

IN MANY states, county and state school moneys are distributed among the various school districts mainly upon the basis of attendance. Hence, absence becomes a matter of financial as well as educational concern. The better the attendance of pupils in a city, the greater that city's share in the state and county funds. At present, a day's absence by an elementary school pupil in Seattle School District No. 1 costs the district approximately twenty cents, and a day's absence by a high school pupil costs about thirty cents.

TRAVEL by teachers is encouraged by the Board of Education of Tulsa, Oklahoma. Every third summer any teacher who spends the vacation time in travel is paid full salary at the same rate per month as in the regular school term.

JAMES E. RUSSELL, dean of Teachers College, Columbia University, reports an annual expenditure of more than \$3,235,000 on the training of 9200 students, who have come to Teachers College from 450 different colleges and teacher training institutions. Foreign lands sent 308 students from fifty-five different countries. During the year the following degrees were conferred: Doctor of Philosophy, 47 students; Master of Arts, 1089 students; Bachelor of Science, 535 students.

TEACHERS interested in music education will enjoy seeing a new magazine, *Music and Youth*, which began publication in October, 1925, at 16 Arlington Street, Boston, Mass. It corresponds to a similar publication that has been successful in Great Britain.

HUGE BUDGET for factory research—Approximately \$35,000,000 is being spent annually by American manufacturers in research work, the United States Chamber of Commerce estimates, and probably \$500,000,000 annually is being saved in the conduct of industry as a result. The National Cannery Association reported \$120,000 as its annual research budget. The Portland Cement and the National Lime Associations each accounted for \$100,000. Heavy permanent investments in laboratories also were reported.—From *Journal of Education*.

"THE TAXES are indeed very heavy, and if those laid by the government were the only ones we had to pay, we might more easily discharge them; but we have many others, and much more grievous to some of us. We are taxed twice as

(Continued on page A-24)

A Unique Plan of Vocational Education for High School Students

A digest of the new cooperative plan of supervised correspondence instruction now being offered by the International Correspondence Schools

THE International Correspondence Schools are prepared to enter into a cooperative educational arrangement, whereby they will furnish vocational education for high school students under the guidance of constituted authorities of any local Board of Education. Under this plan, a technical or business course may be pursued by the correspondence study method, either along with the regular high school work or in lieu of one or more subjects in the regular curriculum.

This plan makes it possible for any high school to offer to any high school student all of the vocational subjects offered by the International Correspondence Schools, and to make generally available vocational guidance training, co-ordinated with regular high school courses.

The plan is peculiarly simple and flexible, because there may be but one student in the "class," or many, and because of the wide range of subjects covered. Also, the per capita cost of instruction is much less than it would be if local school authorities attempted to cover the same ground by the regular methods, namely, by the provision of a faculty to teach any or all of the courses to be offered by the classroom method.

The supervisor (or the high school principal) co-ordinates the work done through the correspondence school with regular high school courses, supervises the study-room for correspondence school studies, keeps the local records necessary, and lends his personal encouragement and aid in so far as he finds it practicable. A separate study-room should be provided for these students, or they should be grouped together for study purposes in the assembly room of the small school which may lack the necessary extra room. The only equipment necessary is desks, files and such other facilities as are offered by the ordinary high school.

In the study-room, students who are taking correspondence courses spend a definite amount of time in study each day. They may also continue their studying outside of school hours. Their lessons are sent directly to Scranton by the supervisor of correspondence study and are returned to him. He keeps the same after they have been reviewed by

the student, until the latter has completed his course, when they are to be turned over to him.

To introduce the I. C. S. plan, the following arrangement is offered:

1. Under the plan, the local school board will be charged \$1.00 per unit or lesson, the same to include our regular educational service. Texts will be furnished in accord with prices in our Trade, Technical and Business Texts catalog. Each drawing plate will be considered a unit.
2. If the school board desires the student to pay for the lesson pamphlet or instruction papers, then the instruction service will be billed separately to the school board.
3. The authorized representative of the school board shall determine who should be enrolled for the I. C. S. course, which course the student shall study, and be responsible for the payment for such courses, unless the school board assumes that obligation. He shall collect from the student, in advance, for lesson pamphlets to be purchased by the same, the bills of the I. C. S. for instruction service going to the school board in the proper authorized way.
4. Under this plan it will not be necessary for a student to take an examination on work he has already had in high school. In other words, the only examinations required by the I. C. S. will be those given regularly by our schools on the subjects covered. In lieu of the regular units of the course of study offered by the correspondence method, the I. C. S. will accept the statement of the high school superintendent or principal that the student has satisfactorily completed the equivalent of subject units in regular classroom work.
5. The I. C. S. diploma or certificate will be issued to each student satisfactorily completing the subjects of the regular I. C. S. vocational courses.

This plan is already being used in Benton Harbor, Mich.; Hazleton, Penna.; Williamsport, Penna.; Newton, Iowa, and in a number of other cities. Educators who have studied its details and success pronounce it to be the best plan ever offered for the vocational education of high school students.

We will gladly send you complete information about the plan on request

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(Continued from page A-21)

much by our idleness, three times as much by our pride, and four times as much by our folly; and from these taxes the commissioners cannot ease or deliver us by allowing an abatement."—Benjamin Franklin.

WILLIAMS bans autos for lower classmen—After January 1, 1926, freshmen and sophomores at Williams will not be allowed to keep or operate automobiles in Williamstown, and the privilege will be extended to upper-classmen only after written permission from their parents has been received by the administration. This action has been taken by the dean and faculty after careful consideration of conditions. Similar steps have been taken by other colleges. Princeton was one of the first of the Eastern colleges to frown upon the practice, while Smith, Wellesley, and a number of other New England institutions have followed suit.—From *Journal of Education*.

NEARLY six million dollars are expended annually by our municipalities for music, according to a recent survey made by the National Bureau for the

Advancement of Music, New York City. Band concerts take the lead in this expenditure and municipal orchestras rank second. The number of auditoriums for concerts is inadequate; only 64 of the 762 cities and towns reporting have a regular city auditorium. Twenty-eight cities report owning a municipal pipe-organ, fifteen of which employ an organist. More than 600 cities report having a public school music supervisor.

ENGLISH-SPEAKING-UNION in London—"Let's all meet in London at the English-Speaking-Union, next Saturday afternoon," said a group of American women delegates as they were saying good-bye to each other at the close of the Edinburgh Conference, last July.

"Doesn't Annie Woodward always think of just the right thing to do at the right time, and just the right place," Olive Jones commented, and we all agreed to her statement.

At the appointed time we found ourselves enjoying the comforts of a good club at the British headquarters of the English-Speaking-Union in Trafalgar Square. From the windows one had a fascinating view of the "Hub of London." What visitor ever went to Lon-

don who did not see Trafalgar Square with the Nelson Monument and the National Gallery? Gracious London hostesses served us, not English tea cakes with the delicious tea, but *hot* buttered toast, *American style*. Mary C. C. Bradford declared that she had tasted nothing better since she left New York.

In the delightfully interesting people we met there, we realized that the English-Speaking-Union is a meeting place for trans-oceanic travelers. We were told that the London branch was organized July 4, 1918, with Right Hon. A. J. Balfour as first president. On that date, the English-Speaking-Union held the first public celebration in England, of American Independence Day, with a crowded and enthusiastic meeting in Westminster, having Mr. Winston Churchill as speaker. Since then this British branch of the English-Speaking-Union has regularly celebrated the birthdays of Washington and Lincoln, has held memorial services for President Roosevelt, and for the American officers and men who fell in the late War and has not failed to pay its tribute on Decoration Day to American graves in England.

(Continued on page A-27)

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(Continued from page A-24)

We learned that the English-Speaking-Union had taken an active share in providing hospitality for American soldiers and students.

The British branch of the English-Speaking-Union like the American branch, works for amicable expression of friendliness and mutual understanding among all peoples, especially English speaking people.—E. Ruth Pyrtle, Lincoln, Nebr.

A NEW Department of American Citizenship and Public Affairs has been instituted at Washburn College, Topeka, Kansas. President Parley P. Womer will give his full time to its direction.

THE AMERICAN LIBRARY ASSOCIATION has received a grant of \$158,000 from the Carnegie Corporation of New York for the year beginning October 1, 1925, to be used for the following purposes: The work of the Board of Education for Librarianship; the study of adult education by the Commission on the Library and Adult Education; the publishing of reading courses to help the library in its service to the serious reader; the publishing of library textbooks; the Library Survey; a library school curriculum study under the direction of W. W. Charters, of the University of Chicago; a preliminary study of library extension; a library institute to be conducted next summer at some university.

The association has received a grant of \$7730 from the Laura Spelman Rockefeller Memorial for 1926-28, to carry on the work of supplying American periodicals to research libraries in foreign countries, the war and subsequent depreciation of foreign currency having cut off many foreign libraries from purchasing American publications and from thus keeping in touch with American thought and scientific progress for the past decade.

THE FIFTH National Safety Campaign under the auspices of the Highway Education Board offers two contests: one for elementary school pupils and another for elementary school teachers. The essay to be written by the pupils is entitled "My School's Share in Highway Safety," and must not exceed five hundred words in length. The contest for teachers offers five hundred dollars and a trip to Washington with all expenses paid for "Lessons for Children on Highway Safety." Both of these contests

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(Continued on page A-28)

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(Continued from page A-27)

ALVA OTIS NEAL, registrar and director of University Extension work of the University of Arizona, died suddenly on November 2, 1925, at his home in Tucson. Dr. Neal was an active member of the National Education Association for many years, and was specialist in rural school administration in the U. S. Bureau of Education from 1917 to 1920.

THE UNITED STATES BUREAU OF EDUCATION will make a state-wide survey of educational conditions in Utah covering public education in all elementary, secondary, and higher grades. The field work will begin in the spring of 1926; study will now begin of the two state-supported higher institutions of learning. This survey will be the ninth study of its kind made by the United States Bureau of Education in recent years. Other States previously surveyed are Washington, South Dakota, Wyoming, Colorado, Arizona, Arkansas, Oklahoma, and Alabama.

W. O. THOMPSON, president of the Ohio State University, Columbus, has accepted the pastorate of the Presbyterian Church in Denver.

IF ONE were asked to outline the work of fifty percent of the departments and bureaus of the federal government as briefly as possible, the answer could be given in a single word, education.—*Collier's Weekly*.

RECENTLY a director of health education was to be appointed in one of our largest cities. A young doctor of promise was under consideration for the appointment. A member of the board of education asked the opinion of one of the leading physicians in the city regarding the qualifications of the candidate under consideration.

The esteemed physician reached for his directory of the American Medical Association and then replied with extreme dignity, "I have not had the pleasure of meeting the young man, and I do not find his name in our professional organization."

EDWARD J. Alderman, president of the University of Virginia, in an address before the Virginia State Teachers' Association recently held at Norfolk, said: "One reason we do not make as rapid educational progress as we should is because teachers are too timid; they are timid not because they lack courage but

because they want to be courteous and gracious and not make trouble."

MAY I PLEAD that all who are occupied with schools as teachers or administrators will recognize more fully than they have done how truly educated are many who have escaped, as may be thought, prematurely from the definite influence of the school. The agricultural laborer, with his knowledge of, and often tender sympathy with, animal life, his watchings of the seasons, his weather lore, his power to drive a straight line with the plow, is a better educated man, even though he left the schoolroom at thirteen, than many a clerk who suffered complete immersion in a secondary school course and, satisfied with the benefits of his baptism, has since then only become a little more skilled in figures and filing.—*School and Society*.

BACK to the Constitution—Whose Constitution?—There is and has been for some time a praiseworthy movement throughout the State to give our citizens, present and future, a better conception of the importance of the Constitution as the fundamental law of the land. This movement has been sponsored by the American Bar Association. The teaching profession welcomes its cooperation to this end.

Recent events in Nebraska, however, have raised a question in the minds of some as to whether this canned propaganda, supposedly going out to encourage the movement, is just what the schools ought to have. Imported speakers, brought to our State to assist in the celebration of a public memorial occasion, such as the birthday of the immortal Lincoln, who prostitute it by spreading propaganda on a political question immediately before the people, do great harm to a good cause already making progress. "Back to the Constitution" in truth and what is actually being accomplished by certain public speakers are widely divergent.

Local speakers will likewise fail to enlist much cooperation in this worthy cause when they too overlook the proprieties of such occasions. What is needed is not a lot of destructive criticism and castigation of our institutions generally, but a constructive plan of a positive nature. Teachers may be compelled to do their own interpreting of the Constitution.—*Nebr. Educational Journal*.

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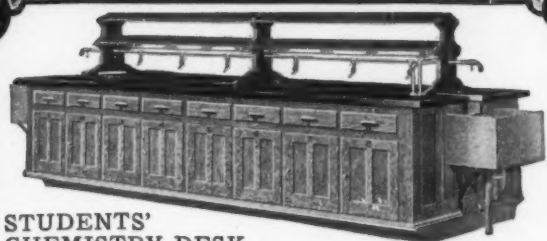
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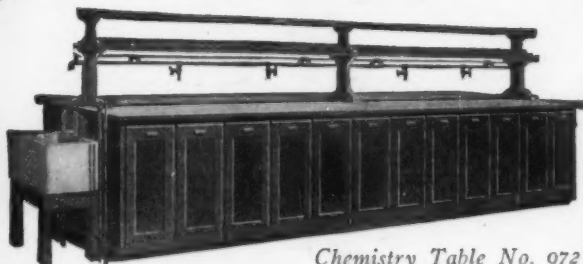
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