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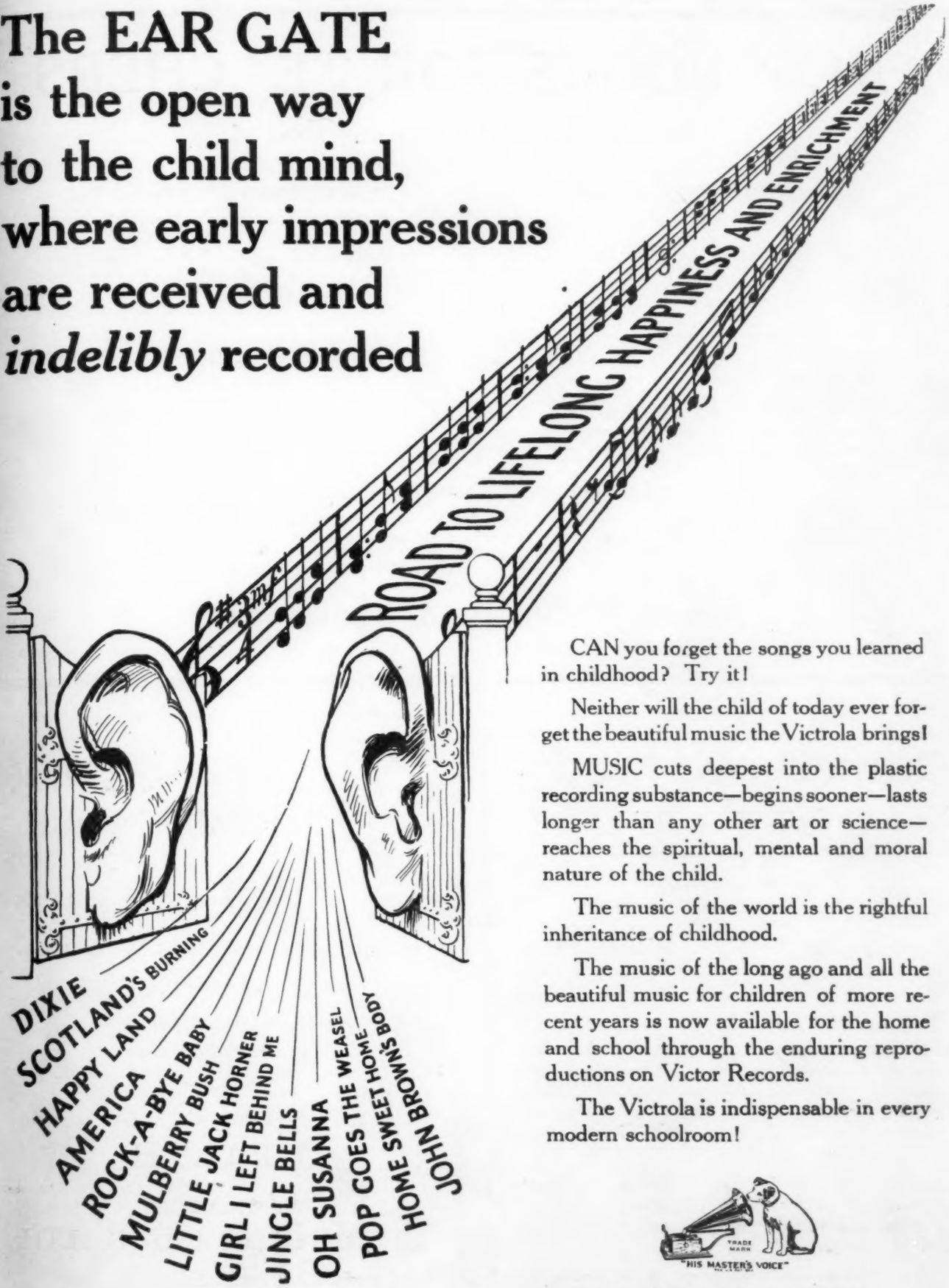

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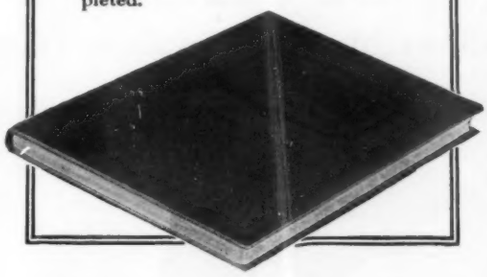

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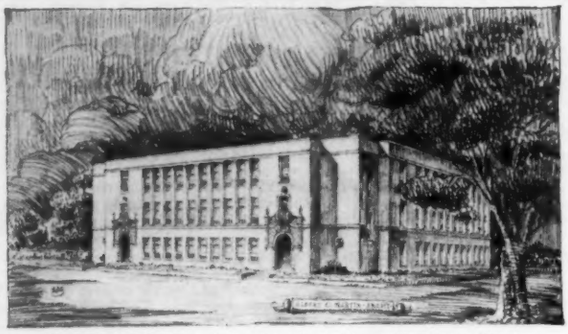

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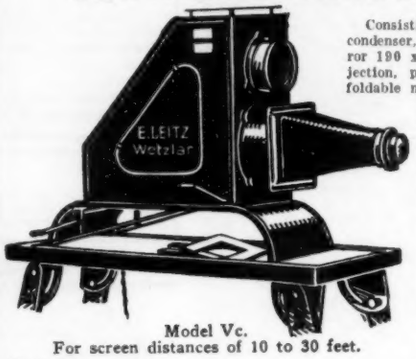

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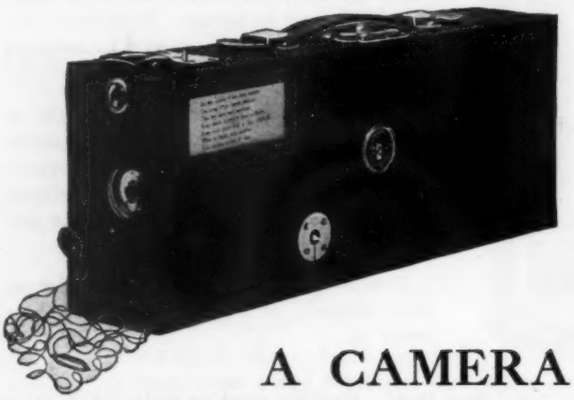

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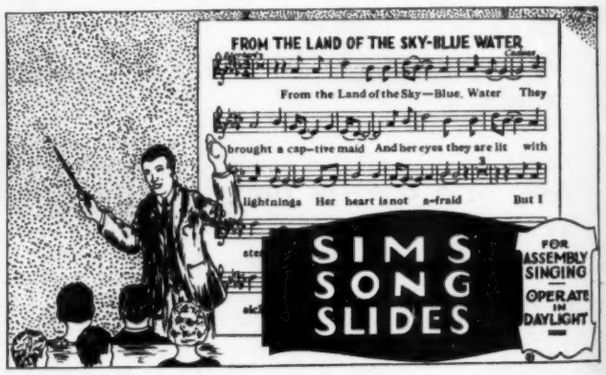

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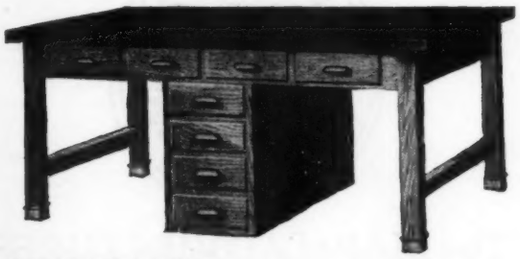

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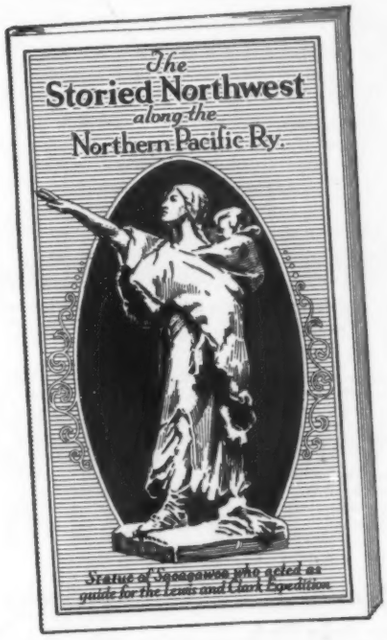

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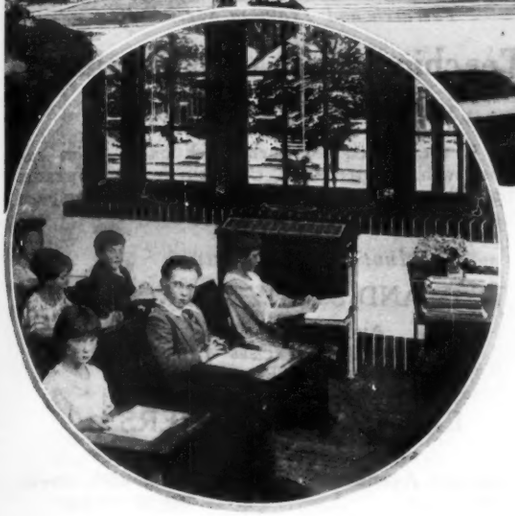

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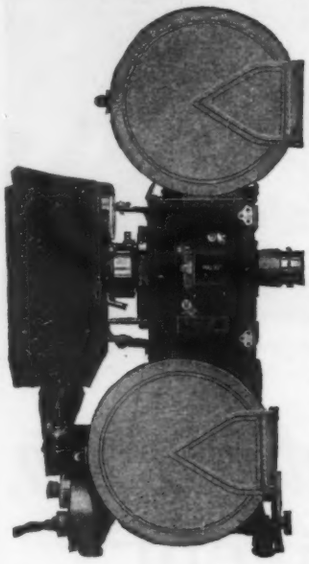

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	..	1923	4	M	M	G	M	M	G	G	G	M	G	.....
Mildred P..	12	1924	5	E	G	E	U	M	M	G	M	G	G	Improved
	..	1923	4	M	M	G	M	G	G	M	G	M	G	.....
Margaret S.	12	1924	5	E	G	E	M	G	G	G	M	G	G	Improved
	..	1923	4	U	G	G	G	G	G	M	G	G	G	.....
George K..	12	1924	5	M	G	E	G	G	G	G	M	E	E	Improved
	..	1923	2	G	M	G	M	G	M	M	G	G	G	.....
Marie G...	8	1924	3	G	E	E	G	G	G	E	G	G	E	Improved
	..	1923	3	G	U	M	U	U	U	U	U	U	U	.....
William K.	8	1924	4	M	M	M	M	G	M	G	M	G	G	Improved

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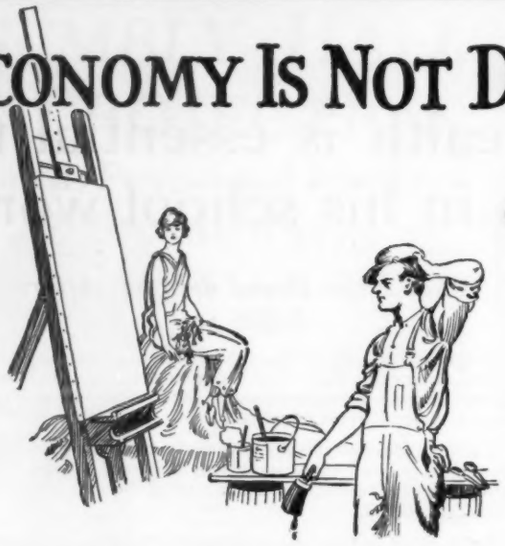

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The best talent is needed—Professional organization insists that society shall draft into its teaching service its most talented men and women. Education could learn much at this point from the Army and the Navy. It is an impressive sight to be at Annapolis when the two thousand cadets are on the drill grounds. These men have been chosen from every section of the nation. They are picked men. They are housed and clothed and paid salaries during four years of training. This is done in order that our fighting forces may have competent officers. No one questions the importance of the enterprise. Is it any less important that we shall have chosen men and women to give leadership to the oncoming army of future citizens? If standards of selection are high for Annapolis and West Point, should they not be equally high for the institutions which train our teachers? Society cannot afford to allow its most gifted workers to spend their time upon its material resources and put less capable workers in charge of its educational and moral resources. America needs her best minds and her biggest hearts for the schools.

> **YOU are the most important people in the whole civilized universe. The schoolmaster's place is not only important, but supremely important. That is my thesis. I want to put it with boldness, shamelessness, arrogance, and aggression. I want to suggest that they should up and take hold of the world. I shall tell you nothing new if I betray a consciousness that arrogance in taking hold of the world is not a characteristic of all schoolmasters. It is extraordinary that a lot of schoolmasters seem to be unconscious not only of the importance but of the range of their functions.—H. G. Wells, in the Manchester (England) Guardian Weekly.**

Training a big problem—Professional organization magnifies training. The National Education Association has said that every teacher should have four years of training beyond the four-year high school as an ultimate goal and two years as an immediate goal. Fewer than half the teachers of the United States meet the lower standard. More than half the teachers in rural and village communities have not even completed high school. The public will be content with this situation until the difference between keeping school and scientifically guiding the growth of children is brought home to them.

There is no responsibility in the whole range of human life where training counts for more than in teaching. Mere verbal command of book materials is the least of the teacher's tasks. When a community employs a teacher it is buying the moral and mental outlook of its children. It is buying ideals, attitudes, and appreciations that will do more to determine the success of the children than mere mastery of subject-matter. Teaching is a specialized job, as medicine and engineering are specialized jobs. Society would not intrust its health, its huge buildings, or its great bridges to the hands of untrained men. No more should society intrust the welfare of its children to the hands of novices, ignorant of the materials with which they work and the intricate laws that govern human life and social progress.

The vision of the organized profession—Educational associations are emphasizing professional outlook. The best teachers are eager to improve their profession. They recognize their debt to the pioneer workers who have gone before. They appreciate the service which these pioneers have rendered as individuals and through organizations to the schools of today. They recognize membership in professional organizations and training in service as inescapable obligations and opportunities. They appreciate the work that local associations have done to improve teaching. They are grateful for what state associations are doing to raise the whole level of education in the states. The best teachers are inspired by the notable achievements of the National Education Association, by its ideals, by its program, by its opportunities for service to the childhood of America.

The teacher's standard of living to be higher—The National Education Association has worked persistently through the years for adequate salaries, secure tenure, and wise systems of retirement. Much progress has been made in each of these directions. But vastly more remains to be accomplished. It is no selfish motive that has prompted the organized teachers to insist on better salaries, secure tenure, and provision for retirement. They have insisted on these things, because it is only through them that the best interests of the nation's children may be served. No one can do his best work when he must worry over daily bread for himself or his loved ones. The teacher can serve the children most only when he has sufficient income to enable him to live as the teacher of children should live. The public cannot ignore the fact that the teacher's standard of living and his freedom from economic

cares are fundamental to his service as a teacher, both in the schoolroom and in the community.

Tenure is vital—Likewise no teacher can render his best service when he is in constant fear of dismissal. There is an inner attitude toward the community that springs from being a permanent part of it, which rarely comes to a teacher who is facing the prospect of moving at the end of every year. If society wishes teachers to have an abiding interest in the community life, it must guarantee them secure tenure to the end that their whole lives may be thrown into the improvement of the community without fear or reserve.

The teacher as a citizen—Professional organization is also encouraging teachers to develop a larger interest in affairs. The teacher is a public servant. Because of the nature of his work he is detached from the selfishness of competitive life. He is serving all the people and is interested in the welfare of the people. The teacher is in a position to visualize the whole life of the community. He must battle constantly with conditions outside the schoolroom that break down his teaching. It is therefore necessary not only that the teacher inculcate honesty in children, but also that he take a citizen's part in demanding honesty in business, in government, and in social life.

In the struggle to make the school what it should be, the teacher is hampered by lack of energy and funds which he sees wasted in other directions; upon the useless dissipations and devastating conflicts. Is he not under obligation therefore to take a citizen's part to see that our recreation does not degenerate into dissipation and that our wider relationships are handled with a vision that does not lead to unnecessary combat and destruction?

The shortage of mature and trained teachers means not only that the technical work of teaching is being poorly done, it means also that the community lacks the leadership of an adequate number of influential men and women interested primarily in building up life. We need not be surprised if the home, the school, and the church seem to mold our lives less than formerly. We need not be amazed that the material forces about us seem more powerful than the spiritual. We have allowed it to be so. Nineteen billion newspapers, maintained primarily by advertising, are distributed in the United States each year. Attendance at motion picture shows each week numbers 50,000,000. Perhaps a fourth of our population now has access to radio sets. These are all educational influences of the first magnitude. For the most part they have been conducted with regard for public decency and welfare. Taken as a whole they are rendering incalculable service as agencies for the spread of ideas, but they are controlled primarily by persons who are interested in profits first and people afterward. Their appeal must be influenced largely by the desire for readers, or movie fans, or purchasers of radio sets. We spend for them more than we spend for public schools and libraries. The best way to meet the problems which these and other commercialized educational forces have created is to employ teachers and librarians whose grip on life is sure, whose outlook is broad, whose training is sound, whose leadership in the community commands recognition because of its sheer worth.

Love of childhood increases with improvement in other directions—At no point is the contrast between the new teacher and the schoolkeeper more striking than in their attitudes toward childhood. The schoolkeeper relied on fear and force. The new teacher relies on an intelligent understanding of childhood and on the old, old heritage—love of the individual child. Joy in childhood has been valued in the teacher since the day when the lowly Nazarene gave to the world the supreme example of teacher influence. We need consciously to exalt and honor this quality. It is one of the immeasurables. We do not know why something in a devoted teacher touches something in the aspiring child with a spark that kindles the divine fire, but we do know that the miracle has happened. Thousands of the world's most significant men and women attribute their success to this interest on the part of some noble teacher. The new teacher is helping to make universal the vision of our profession expressed with rare beauty by George Herbert Palmer in his immortal essay, "The Ideal Teacher." The great teacher must be a great personality, rich in loves and loyalties. Mr. Palmer points out that the teacher's chief concern is with those who are unawakened. "In the Sistine Chapel, Michael Angelo has depicted the Almighty moving in clouds over the rugged earth where lies the newly created Adam, hardly aware of himself. The tips of the fingers touch, the Lord's and Adam's, and the huge frame loses its inertness and rears itself into action. Such may be the electrifying touch of the teacher."

Let us exalt the teacher—Let us reward him well and honor him often. Let us acclaim the glory of his task in immortal verse. Let us symbolize his noble service in fine paintings. Let us laud his heroism in bronze statues. Let us lead the child sincerely to honor his father, his mother, and his teacher.—J. E. M.

A Self-Rating Scale for Teachers

STUDY the following questions carefully. Score the ones you can answer positively, ten; less than ten, in proportion. Your total score is the sum of these ten items. Remembering that you can guide your own growth in the direction indicated by these questions, try making an inventory once each month and filing the record for several years. Try writing ten questions under each of these ten.

1. Do I love and enjoy children and childhood? _____
2. Do I understand the seven cardinal objectives of education and try to relate all learning to them? _____
3. Can I explain the difference between memorizing words and building up experiences that the child understands, enjoys, uses? _____
4. Do I hold pupils more important than subjects? _____
5. Do I give freedom and develop responsibility among pupils? _____
6. Are my habits of life so organized as to give the maximum physical, mental, and spiritual effectiveness? _____
7. Am I a constant learner, curious and intellectually honest? _____
8. Do I support professional organizations that seek to elevate education? _____
9. Do I know the price that has been paid through the ages for human freedom? _____
10. Do I believe that what should be is more important than what has been or is? _____

TOTAL SCORE ..... _____

NO PROFESSIONAL man, then, thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work, and for this no equivalent is possible; what is accepted is in the nature of a fee, gratuity, or consideration, which enables him who receives it to maintain a certain expected mode of life. The real payment is the work itself, this and the chance to join with other members of the profession in guiding and enlarging the sphere of its activities.—George Herbert Palmer in *The Ideal Teacher*.

Crime and the School

PERCY B. CALEY

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THERE has recently been organized in the United States a movement for the suppression and prevention of crime. Articles have appeared in various magazines trying to enlist public opinion in this worthy effort. When one learns that there are 160 murders in New York City to every ten in London, and that the record in Chicago of one murder a day is thirteen times greater than all the murders in the Dominion of Canada,[1] one wonders how we could remain blind to such a situation so long. At last, however, the National Crime Commission is startling us all with the appalling facts they are disclosing.

Various causes are cited for this great increase in crime, but Richard Washburn Child says that the most important cause "is the distinct weakening, testified to by a hundred or more intimate observers of youth and felony, of the American home and the obligations of American parenthood."[2] Mark O. Prentiss, a member of the National Crime Commission, states that the failure to punish criminals is also one of the main causes, and cites evidence to support his statement.[3] However, Mr. Child concludes his article in *The Saturday Evening Post* of August 29 with this summary statement: "The reason for the startling part youth is playing in our crime record is the breaking down of authority."

It seems hardly necessary to ask why the schools should be interested in such a situation. Again, let me refer to Mr. Child's article for a few statements. After a wide investigation he asserts, "Youth is the outstanding contributor to our last ten years of increasing felony and law defiance." After consulting judges, wardens, prosecutors, police chiefs, patrolmen, detectives, and old professional criminals, he avers that their voice is one in saying, "The old criminal is outdone; today the criminal population, which probably numbers in excess of 1,000,000, is made up, in large part, of girls and boys." An ex-warden of Sing Sing Prison is quoted as saying, concerning the age of new prisoners: "They're getting younger and younger every day." A famous New York prosecutor is quoted as follows: "I can't believe that eighty percent of the offenders are under twenty-five, but certainly nearly half are between seventeen and twenty-two years—let us say that eight out of ten are in their teens or their twenties." And the police chief of a large metropolis states that "if youth is going to jump in at the rate they are coming, in ten years we will have doubled or trebled our criminal forces." Judge Alfred J. Talley, of the Court of General Sessions in New York City, says: "Most of the desperate criminals are mere boys. You will be heartbroken at discovering that the vast majority of defendants are under nineteen or twenty years old."[4] All this evidence would seem to offset the statement issued by the National Probation Association in January, 1925, saying that juvenile delinquency was on the decline.[5] No teacher can, therefore, doubt but that this is a situation to remedy which their support and cooperation is urgently needed.

A question that might be fairly asked by any teacher is: What percent of these youthful criminals have passed through or spent any time in our schools? In view of the fact that it has been stated that a large part of these delinquents are foreigners, it would seem that our schools have little to do. However, when it is asserted that eight out of ten of them are in their teens or twenties, it is almost certain that a large portion of them have spent at least a few years of their life under the influence of our school system. Therefore, it is just that the schools assume part of the responsibility.

Mr. Child asserts that the "crime wave" among our youth is due to the breaking down of authority, and the author of this article holds that the schools are partly to blame. True, most schools throughout our country have been endeavoring for the last few years to teach citizenship by giving courses in civics, problems of democracy, and kindred subjects, and a few by organizing systems of student government. Most of these attempts have evidently failed of their object. At least few, if any, have made it even an aim to teach respect for authority.

The majority of courses in citizenship fail because both pupils and teachers come to look upon their work simply as a "lesson" to be learned, recited, and forgotten as soon as the examination is over. In very few instances are the principles studied "carried over" and put into practice in even the life of the school community.

Student government has failed in most places for various reasons. Usually the failures are due to poor organization at the start and to lack of sympathy and direction on the part of teachers and administrators. The writer has heard a noted lecturer on educational matters tell how he had reformed obstreperous boys by placing them as important officials in the student government; and he has actually seen a rather incorrigible girl placed at the head of a girls' council. What is the result of such methods? The particular boy and girl so placed *may* be reformed, but in the eyes of the remainder of the pupils a premium has been put upon misbehavior. Thus early do they have contradicted what they have been taught at home and at Sunday school, perhaps, that those who live virtuous lives and strive to do right will receive the honors and high places among their fellowmen. Moreover, with such pupils in charge, the organization loses at the start the respect that it might otherwise have retained, for the students do not respect their erstwhile partners in mischief, nor fear them in their exercise of authority. Respect is a sort of sublimated fear, and pupils should fear the punishments for infringement of rules.

It may be stated that students are taught to respect the authority of the teacher. Right there the trouble lies. They are taught by a particular teacher to respect *his* or *her* authority. There is a close analogy in the fact that ruffians fear, or respect, if you will, the policeman on a certain beat, but not the *law* or *authority* which he represents. A class of pupils under one teacher is unruly; under another docile and orderly; yet both teachers actually represent the same authority. Place the blame upon the first teacher if you will, but the fact remains that if pupils were in some way taught to respect the constitution, laws, and regulations of their school, no matter what the personality of the teacher,

[1] PRENTISS, M. O., "War on the Growing Menace of Crime," *Current History*, October, 1925, p. 2.

[2] "The Great American Scandal," *The Saturday Evening Post*, Aug. 29, 1925, p. 19.

[3] *Op. cit.*, pp. 2ff.

[4] "The Most Lawless Nation in the World!", *The Literary Digest*, Sept. 13, 1924, p. 32.

[5] "Less Juvenile Crime," *The Literary Digest*, Jan. 10, 1925, p. 34.

good instructors but "poor disciplinarians" would have a better chance to succeed.

What is meant by respect for authority? The army offers the best illustration, for there the Sam Brown belt and shoulder bars always represent authority and are assured of a minimum amount of respect regardless of the personality of the wearer. This illustration does not at all mean that the writer advocates a military rule for schools, but it well shows what he means by respect for authority. If pupils were taught thus to respect authority, in the abstract, few principals would have to caution newly appointed teachers that they must "establish" themselves in the very first days of the school year.

Moreover, such respect for authority must be made to include observance of all school rules and laws, if we would have the future citizens respect the laws of their country. In fact, if such respect were instilled, the respect for the *authority* of the teacher would follow automatically. If a regulation passed by the student government or the administrator forbids smoking upon the school premises, or the casting of waste paper thereon, that rule should be rigidly enforced. If pupils discover that they can disregard such rules with impunity when no teacher or administrator is looking, it is not too much to suppose that they will imbibe the idea that traffic rules do not need to be obeyed so long as no policeman is near.

But how can this respect for authority be taught in the schools? In only one of two ways, since subjects, as civics and problems of democracy, fail in their purpose: either the administrator, with the help of the teachers, must constitute himself a sort of benevolent despot and force or persuade good conduct upon his subjects, or he may accord himself the position of a constitutional monarch and let the students aid in the drawing up of a constitution and the promulgating of a code of laws for their government. Without doubt the latter is the better plan so far as training the pupils for citizenship is concerned, but it is the better plan only so long as the "constitutional monarch" sees to it that it functions properly in its law enforcement.

No detailed account of how this student government should be organized is necessary here, since books have been written on the subject and a few schools already have the system working effectively. However, it must be noted that every law in the code should also state the penalty for its infringement, and this penalty should be inexorably enforced upon all offenders by a court composed of teacher or principal and student representatives in all major offenses, and by teacher or principal in all minor offenses. Care should be taken to prevent student officials from coming to be regarded as spies by the remainder of the pupils, and also to insure that teachers may be looked upon as representing the authority of the "constitutional monarch," the principal. Bearing these admonitions in mind, representatives of the students, together with the help of history and civics teachers, can draw up a brief but adequate constitution which should be printed and placed in the hands of every "citizen" of the school. In such a combination you will have the "inner urge" by the pupils and the "outer urge" to be used by the teacher or principal when needed. With the training which this system entails, there is little doubt but that respect for law and authority will be one of the outstanding results of the student's education.

Perhaps the above solution is not the best that can be suggested, but it may serve to stimulate or awaken the interest of others more experienced than the writer in the art of administration. At least something should be done by the school teachers of the land if the statistics furnished by the investigators of crime are true. There are three principal agencies by which respect for the authority of government must be instilled, if it is to be instilled at all: the home, the church, and the school. Since, as was pointed out at the beginning of the article, parents are neglecting their duty and since churches reach effectively but a small percentage of the young people, it remains for the school to do all that it can to teach the youth to respect the laws, institutions, and representatives of our government.

The Maid of the Mist

WALTER BARNES

I ONCE saw the Maid of the Mist
In the river below the Falls.
It is her job to carry tourists,
Me and you and other folks,
Around in the river below Niagara Falls.

When I inquired how she got there—
For she couldn't have come down over the Falls
And she couldn't have come up over the gorge—
They said, "She was built here,
Right here on the river."

She was built for the river, too,
This river,
At this spot.
There was never a boat like her.
She lies close to the water,
Dumpy, stocky, squatty,
With engines strong beyond common.
She was built for her job, that one particular job:
To strain slowly and haltingly and tentatively against the maddened current, white with fear, stampeding down stream away from that thundering horror,
To be buffeted, hammered, bruised, twisted, slewed around,
And yet to nose her way along,
To take out a party of tourists every hour,
And what's more, to bring them back.
She takes them up till the mist lays her cold, clammy hands on their faces,
Till Niagara looms over them like a liquid mountain,
And she gives them their thrill
And she brings them back safely
(Now they can go home and talk about it the rest of their lives).
—That's the job she was built for.

Nothing graceful about her,
Nothing frivolous or fanciful about her—except her name—
Of course not.
She was made for a certain job,
And grace and daintiness and beauty don't belong to her.

The Maid hasn't been what you would call a wide traveler:
A half mile or so comprises her universe.
Does she wish to go out into the world, I wonder.
Why should she?
The world is pretty much the same anywhere,
Air and water and land and people,
And, above all, one's work to do,
The work that one was made for.

Of course, the Maid wouldn't be much of a boat
On Lake Erie or Lake Superior.
The great Seeandbee liners would make her seem right small and ugly
And could run circles around her.
But the Maid isn't on Lake Erie or Lake Superior,
She is in the river below Niagara Falls,
At the place she was built,
At the job she was built for.
Imagine what one of these same Seeandbee liners would look like,
And act like,
If she would try to take the Maid's job,
There in that half mile of water below the Falls!
The Seeandbee boats are all right in their place,
And the Maid of the Mist is all right in her place.—
Every boat for its place and its job.

I once knew a schoolmaster
Who lived all his life and taught school all his life
In a tiny West Virginia town.

Teach Them How to Save Their Sight

KIRK M. REID

A FEW YEARS ago if you had rheumatism in your knees or neuralgia in your shoulders, the doctors put hot compresses on it and rubbed it with liniment and gave it all sorts of treatment, usually without results. Nowadays they don't fuss with the ailing member—they examine your teeth and your tonsils and usually locate the trouble there.

This same progress has been made in educational matters, too. For example, there is the backward pupil. In the average class there are from one to three such pupils, and they use up about three quarters of the teacher's time, and fully 99-44/100 percent of his patience. The backward pupil instead of sapping the teacher's strength is now sent to an oculist, and it is often found that the cause of the whole trouble is defective eyesight, not lack of gray matter.

Definite figures on this subject are available for an entire city, New York. One year 100,000 children failed to pass examinations, and it was found that 50,000 of these had eye defects needing correction. This percent is so startlingly high there is no question that defective vision was responsible for an appreciable portion of the failures. We learn chiefly through the sense of sight, and half of these children literally could not see!

At the age when most children start to school it is probable that not over 5 percent of them have defective eyesight. By the time they have finished their public school course, however, extensive surveys reveal that over 25 percent have eye defects. They possess an education which makes them more fitted to earn a living, but somewhere during the process of acquiring that education, they have lost part of their priceless birthright—good eyesight. Much has been gained, but also something has been taken away.

Entirely aside from the humanitarian standpoint, the economic loss due to defective vision, both during school life and afterwards, is so great that it deserves serious consideration.

The underlying cause of the vast majority of the present defective eyesight is that during comparatively recent years we have almost completely changed our mode of living. Until a few generations ago, the principal use of the eyes was for distant vision, out-of-doors, under ample daylight. Compared to the centuries during which the human eye has been evolving, it was only yesterday that we came indoors and commenced to

Fig. 1—Here is a future candidate for glasses.

Fig. 2—Light coming over the left arm is especially good for writing.

use our eyes for close vision, under daylight or artificial light, in either case at a small fraction of the levels of outdoor illumination under which the eye evolved. It is no wonder that at the present time there is a higher percent of defects in eyes than in any other member of the human body.

In view of this prevalence of defective vision, all children should have eye tests once every two or three years, and where glasses are needed they should be worn. Glasses not only correct imperfect vision, but they also help prevent the progressive increase of the defects. This latter consideration is of extreme importance.

The lighting facilities in most schoolrooms are put there by the board of education, their maintenance depends upon the school custodian, and their operation is in the hands of the teacher. It is true that the direct part played by the teacher seems to be comparatively unimportant, but it is equally true that conditions are not likely to be much improved unless the teachers themselves take an active interest in the matter of lighting and make constructive suggestions to the proper authorities.

In schoolrooms, daylight is the source of illumination most of the time. The quality of the daylight obtained depends largely on the size and location of the windows, and the proximity of tall buildings which cut off the light. These are features which are now being given serious consideration when a new school is built, but after the building is completed they may be regarded as fixed quantities. There are several things which can be done, however, to improve the daylight in the schoolroom—clean windows, proper window shades, and light paint.

First of all, the windows should be kept clean. This may seem to be a trifling matter, but a comparatively thin layer of dust and dirt absorbs a surprisingly large amount—sometimes a quarter or a third—of the light that would otherwise pass through the glass. The trouble is that a film of dust and dirt accumulates gradually and consequently does not attract attention. Nevertheless, from the standpoint of lighting it pays to wash the windows at intervals of a month or two, depending somewhat upon whether the school is located in Pittsburgh or in Hiram Corners.

After the light gets through the glass it can be controlled by the use of proper window shades, and thereby greatly improve the interior illumination. In general, shades should do two things: they should prevent glare by diffusing direct sunlight and any uncomfortably bright light reflected from outside; and they should distribute the light so as to give a reasonable uniformity of illumination over the whole room.

These requirements are met satisfactorily by installing two shades at each window, arranged to permit independent operation of the upper and lower halves. Both rollers may be located at the middle of the window, one operating upwards and the other downwards, or one roller may be at the middle and one at the bottom, both operating upwards. In either case, the top half of the window, which supplies light to the inside portions of the room, need not be shaded unless absolutely necessary. The shades should be made of a material that transmits a considerable proportion of the light and at the same time diffuses it thoroughly.

Another thing which improves the daylight greatly—and the artificial light as well—is paint. Very little of the light we use comes to our work directly, as sunlight. Practically all of it is reflected several times, and every time it is reflected part of it is absorbed. The amount absorbed depends largely on the color of the reflecting surface. For instance, a white surface absorbs only about 20 percent of the light that strikes it, while a dark gray surface absorbs about 80 percent. Hence, the color of ceilings and friezes should be white or light cream, and the walls should be of a medium tone, such as light warm gray, light olive green, light buff, or dark cream. All surfaces should have a dull finish to reduce uncomfortably bright reflections.

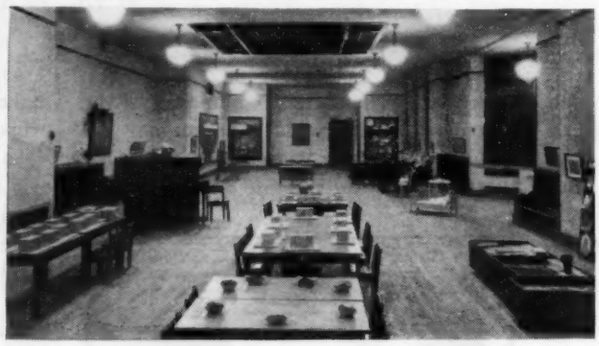


Fig. 3—Kindergarten lighted with 200-watt lamps in 16-inch diffusing globes of white glassware.

Fig. 4—"Sight-saving" classroom with semi-indirect lighting.

Daylight is the principal source of illumination for the schoolroom, but the deficiencies of daylight should be met by adequate artificial lighting. It is not hard to check roughly whether the artificial lighting in a classroom conforms to recognized good practice. There should be an adequate amount of light, it should be fairly evenly distributed, and it should not be glaring. Simple enough? The first item, adequate amount of light, is largely a matter of sufficient lamp wattage, and even distribution of the light is obtained by not spacing the lights too far apart.

Another thing about artificial lighting to keep in mind is that a film of dust and dirt on a reflector absorbs light just as it does on a window pane. Keep the reflectors clean by having them washed with soap and water once every month or two.

Most of the reading and studying done at home by school children is done under artificial light. Teachers can be of the greatest assistance in preserving the eyesight of their charges by suggesting the right kind of light for reading and explaining how to use it properly.

First of all, reading matter should be held at least twelve or thirteen inches away from the eyes. If the child must hold a book closer than this in order to see clearly, an oculist should be consulted. The eyes naturally focus for rather distant vision and the focusing muscles are overworked when the eyes are used for reading at close range. This causes an undesirable muscular strain, at least, and may ultimately contribute to nearsightedness. A similar and more serious action sometimes takes place when a baby sucks its thumb. Most of the baby's attention is then centered at its hand, only a couple of inches from its eyes, and due to the extremely plastic state of the eye muscles during babyhood, this practice is sometimes partially responsible for cross-eyedness and lesser muscular deformation of a similar nature.

When one looks at an object, an image of the object is formed within the eye, and nerves transmit the picture to the brain. The distinctness of the brain picture, or in other words the clearness of vision, depends upon the amount of light on the object viewed and also upon the area of the pupil of the eye. In the absence of glare the pupil automatically expands, which is equivalent to increasing the illumination on the object viewed. Surely it is well worthwhile to eliminate glare by the proper shading of all lamp bulbs.

It is also important that incandescent lamps of a "diffusing-bulb" type be used in the home, especially in floor lamps and table lamps which provide light for reading, sewing, and the like. A "diffusing-bulb" lamp is one in which the bright filament, which is the source of light inside the bulb, cannot be seen because the surface of the bulb is "frosted" or else coated with a thin layer of white enamel. The reason for using lamp bulbs of the diffusing type is also to reduce glare, but this time it is the kind of glare that is reflected into our eyes from the shiny surfaces of glazed paper and polished woodwork. Even when all the glare *directly* into our eyes is eliminated by shading the lamp bulbs properly, the glare *reflected* into our eyes from below may be very bad indeed, especially as we are apt to be looking directly at the white page which does the reflecting.

Even with diffusing-bulb lamps, however, the reflected glare may be bothersome unless we sit in the right position with regard to the source of light. For instance, the boy who studies his lessons with a table lamp in front of him, as in Figure 1, is pretty sure to be a candidate for glasses in two or three years. Tilting the book, so that the glare is reflected below his eyes, relieves this condition more or less.

It is nearly always better, however, to place the table lamp near one end of the table, as in Figure 2, so that the light comes over the left arm. Then there are practically no reflections into the eyes. In the same way, if a floor lamp provides the light it should be placed close to the table and to the left of the student, so that the light comes over the left shoulder. When reading, there is of course no question that the light should come diagonally from the back, over either shoulder.

Besides having plenty of light on the work, if eye-strain is to be avoided, the entire room should be illuminated to a moderate level.

Early Textbooks on Reading[1]

MARY MAGRUDER

IN 1690 John Locke, the English philosopher, writing of English elementary schools, said that he knew of no books being used besides the hornbook, primer, Psalter, Testament, and Bible. These books remained in general use during our colonial period, and there were schools of this type for some time after spelling books began to be introduced.

During the next period most children learned to read from reading lessons in the spelling books. Webster's *Part III, a Reader,* was published only two years after his *Part I, a Speller,* but the latter was adopted much more generally than the former. Webster wrote the spelling book because he was not satisfied with Dilworth's *New Guide to the English Tongue,* but that continued to be used in many schools after the more competent teachers agreed with Webster that he could write a better book.

The reading in Dilworth begins on page 5 of his *New Guide to the English Tongue.* Selections follow:

Some Easy Lessons on the Foregoing Tables Consisting of Words Not Exceeding Three Letters.

Lesson I

No man may put off the Law of God.
The Way of God is no ill Way.
My Joy is in God all the Day.
A Bad Man is a Foe to God.

Lesson V

Let me not go out of thy Way, O God.
O do not see my sin and let me go to the Pit.

On page 53, after about twenty pages of spelling and the same amount of reading all similar to that quoted, we have the last lesson in Part I. It says:

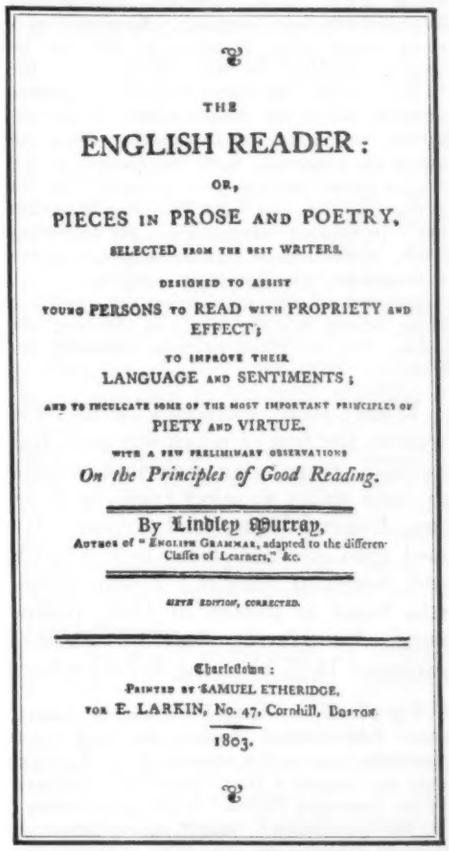
A wise Man feareth and departeth from Evil.
But the Fool rageth and is confident.
The Evil bow before the Good
And the Wicked at the Gates of the Righteous.

From an edition published in 1811 in Harrisburg I take two lessons which seem much more likely to have been of benefit to the teacher than to his pupils.

Sentences in Prose

5. Children are such as their institution; infancy is led altogether by imitation; it hath neither words nor actions, but what are infused by others. If it have good or ill language it is borrowed; and the shame or thanks are only due to them that lent them.

42. Young minds being fullest of ignorance want instruction most; are fittest to receive it, as being freest from prejudice and worldly care; and are apt to retain it best, being void of such corruption as would otherwise expel it.


THE
ENGLISH READER:
OR,
PIECES IN PROSE AND POETRY,
SELECTED FROM THE BEST WRITERS.
DESIGNED TO ASSIST
YOUNG PERSONS TO READ WITH PROPRIETY AND EFFECT;
TO IMPROVE THEIR
LANGUAGE AND SENTIMENTS;
AND TO INCULCATE SOME OF THE MOST IMPORTANT PRINCIPLES OF
PIETY AND VIRTUE.
WITH A FEW PRELIMINARY OBSERVATIONS
On the Principles of Good Reading.
By Lindley Murray,
AUTHOR OF "ENGLISH GRAMMAR, adapted to the different Classes of Learners," &c.
SIXTH EDITION, CORRECTED.
Charlestown:
PRINTED BY SAMUEL ETHERIDGE,
FOR E. LARKIN, No. 47, Cornhill, BOSTON.
1803.

This if understood must have proved encouraging to children so frequently reminded of sin and its consequences.

Some of Dilworth's spellers contained eight fables and Webster included the same number in his. These must have been like an oasis in the desert to children who had read the preceding lessons. Many books for beginners' reading were written between the Franklin Primer of 1802 and Mandeville's Primary Reader of 1849. The latter has "This is a par-rot in a cage against a wall" beside a picture of a bird on a tree limb, and "That is a ti-ger in a cage upon a cart" beside a little picture which looks like a dog in a wheat field. But there were *pictures* and they suggested *animals.*

Another primary reader says:

Of all feathered an-i-mals, there is none more useful than the *common hen.* Her eggs supply us with food during her life, and her flesh affords us del-i-cate meat after her death.

Many apple trees live above a *thousand* years, and it is said that there are some trees which were not destroyed when the world was drowned.

Of all the horses in the world some of the finest are said to be bred in *England.* The English races often go at the rate of a *mile* in *two minutes;* and some of them have been known to go a mile in one minute.

One may wonder whether the following story from *The Clinton Primer* of 1830 would have desirable effects if included in Maryland primary readers.

The Horse Race

Who loves a horse race? Are not too many fond of it? Does it not lead to many evils, and to frequent ruin? Never go to a horse race. Mr. Mix had one child, whom he called Irene; he had also a good farm and some money. He went to the races with his child, dressed in black crepe for the loss of her mother. Here Mr. Mix drank freely and bet largely, and lost all that he was worth. At night he went home a beggar; took a dose of brandy, and died before morning, leaving his child a pennyless orphan. Never go to a horse race.

Perhaps the following poem, which is typical of many learned by the children of a century ago, may express Irene's experience.

The Orphan

My father and mother are dead.
No friend or relation I have,
And now the cold earth is their bed
And daisies grow over their grave.

I cast my eyes into the tomb
The sight made me bitterly cry
I said, and is this the dark room
Where my father and mother must lie?

I was well acquainted with the above and the three verses which follow, but it was associated with a regular diet of *The Youth's Companion* and *St. Nicholas,* which doubtless altered the psychological effect first produced when my mother recited it.

The gradual substitution of information for moralizing and sentimentality resulted in much more appropriate mental food for school children, and at the

[1] This is the fourth of a series of articles on early American textbooks by Mary Magruder, Sandy Spring, Maryland.

same time the methods of teaching reading improved. The first year at school was less frequently spent in learning the alphabet, although the word method suggested by Samuel Worcester in 1828 in a *Primer of the English Language for the use of Families and Schools* came into use very slowly. Horace Mann in an article in his *Common School Journal* says in 1840 that he had advocated the word method many years and attacks the alphabet method by saying:

> Let us examine a line with which we are all familiar,—the initiatory sentence in Webster's old spelling book: "No man may put off the law of God." The manner in which we were taught to read was as follows: En—o no; emm—ai—en, man; emm—ai—wy, may; pee—you—tee, put; o double eff, off; tee—aitch—ee, the; ell—ai—double you, law; o—eff, of; gee—o—dee, God.
>
> What can be more absurd than this? Can we wonder that the progress of a child should be slow when we place such unnecessary impediments as these in his way?

Webster's "Third Part" was the first American reader. It was published in 1785 and Caleb Bingham was the second author to provide a reader which appealed to patriotic sentiment. His *American Preceptor* was published in 1794. This was followed by his *Columbian Orator* in 1797. These were more popular than Webster's "Third Part." By 1832 the *American Preceptor* had passed through sixty-four editions and six hundred and forty thousand copies had been printed, and about two hundred thousand copies of the *Columbian Orator*.

The next readers to hold first place in popularity were Lindley Murray's series, *The Introduction to the English Reader; The English Reader* and *The Sequel to the English Reader*, called by those who used them "Introduction," "Reader," and "Sequel." The popularity of *The English Reader* is suggested by an article in the *Annals of Education*, 1831, which says:

> Ask almost any boy or girl you meet, "What book do you read at school?" the answer will probably be *The English Reader*, with the additional information, "I read in that now and spell in the dictionary, but I used to read in the Testament and spell in the spelling book."

Reeder says:

> In literary worth the compilations of Murray were greatly in advance of Bingham's. In the former selections from Addison, Goldsmith, Pope, Gray, Cowper, Milton and Wordsworth were frequent. Bingham exercised much more freedom in the use of secular material, as well as less care for literary merit. But there was also a greater effort to adapt the subject-matter to the interests and tastes of the child. Thus the spirit of adventure finds expression in the stories about Indians and animals. In his preface to the *American Preceptor* Bingham says: In making selections for the following work, a preference has been given to the productions of American genius. . . . Convinced of the impropriety of instilling false notions into the minds of children, the author has not given place to romantic fiction.

When John Pierpont's series was written, the first of which was published in 1823, there were American writers of more ability to select from, as Webster, Everett, Irving, and Bryant. He used good selections from both English and American authors. Lyman Cobb, who began to publish in 1831, recommends his *North American Reader*, edition of 1835, by saying in his preface:

> The pieces in this book are chiefly American. *The English Reader*, the book most generally used in the schools of our country, does not contain a single piece or paragraph by an American citizen. Is this good policy? Is this patriotism? Shall the children of this great nation be compelled to read, year after year, none but the writings and speeches of men whose views and feelings are in direct opposition to our institutions and government? Certainly, pride for the literary reputation of our country, if not patriotism and good policy, should dictate to us the propriety of inserting in our school books specimens of our own literature, and it is certainly no disparagement to English reading books to assert that they are not adapted to American schools.

More than six million copies of Cobb's readers had been sold by 1844. They were not on so high a literary level as Pierpont's books, but they seemed to be what was wanted at the time. S. G. Goodrich, William D. Swan, David B. Tower each wrote a series of readers.

In 1850, William H. McGuffey published readers which have come to have quite a high market value at second-hand book stores. Reeder says of them:

> McGuffey's series has probably attained the largest sale and widest distinction of any series yet produced in America. In range of subject matter it swept almost the entire field of human interest—morals, economics, politics, literature, history, science, and philosophy. Many a profound and lasting impression was made on lives of children and youth by the well chosen selections of this series, and valuable lessons of industry, thrift, economy, kindness, generosity, honesty, courage, and duty found expression in the after lives of millions of boys and girls.

This was written in 1900, but similar praise of McGuffey's series has been expressed later by others interested in American school books.

The process of evolution in readers from the beginning of our Republic to 1850 was rapid and satisfactory from the point of view of our present ideals in education. Many unmentioned and forgotten readers educated the children who used them in desirable ways. In many homes there was no secular reading except school books, and the first taste for good literature often came from a school reader containing good selections. For several generations there was a great deal of memorizing and declaiming of "pieces" in the reading books and this reading and rereading resulted in a thorough assimilation of their contents, which served as preparation for a wide reading of well-written books.

HERE are some portraits of state superintendents of schools which The Journal has not before had the privilege of publishing. Reading from left to right are: C. O. Case, Arizona; C. G. St. John, South Dakota; Will C. Crawford, Hawaii; John H. Logan, New Jersey; and Francis B. Haas, Pennsylvania.

Extra-Mural Teaching in England

STELLA B. FINNEY

Jamaica Training School for Teachers, New York City

EDUCATION is the ideal gift of life. Today the value of education is appreciated by the English-speaking nations more fully than by other countries. The readiness and keenness with which both America and England have accepted the responsibility of widening the opportunities of their people through university extension is remarkable. If the youth and eagerness of America were combined with the maturity and culture of England, there would be no doubt of the realization of either an Anglo-Saxon tradition or an English language medium of communication in the world.

The attempt to compare extra-mural work of American universities with that of English universities is a vexing but happy task, presenting unusual difficulties and pleasant complexities. The problem is vexing because a broader perspective is essential; it is perplexing because the dissimilarity of the two systems is so acute that to present the difference in small space to a divided audience, one half of which may not comprehend the other half, seems impossible.

The attempt at comparison would be wholly futile without bringing to mind the varied physical differences in America, from which has sprung an educational system unique from that of other lands. America is broad, reaching from the Atlantic to the Pacific through stretches of thick forests, through ranges of high mountains, through chains of placid lakes, through areas of barren deserts, through expanses of fertile prairies, through depths of rich mines. America is long, extending over miles of coastline on either ocean, through all varieties of climates. America is populated with over a hundred million people of many nationalities and of wide interests—people who live in some fifty states of diverse shapes and sizes. Yet the field of education in America is Everyman's land, where each ambitious private, armed with earnestness and sincerity, struggles to attain the ideal gift of life.

An educational system which meets the needs of these local peculiarities and at the same time retains an extraordinary unity of organization, must of necessity be a creation. Here education is compulsory and free throughout that period of school life preceding the time for entrance to the university, and many states offer free university instruction. Schooling in America is wholly free. It is free from financial outlay, and it is free from class distinction. Education is the only passport necessary, and a willing mind the only visé required for admittance to the most selective of circles. Please note that I do not say there are no classes in America; there are. But anyone may choose the class to which he shall belong by his own limitation or expansion of his mental circumference. Truly the glory of American education is the glory of the commonplace.

Extra-mural instruction in America is partially, if not wholly, dissimilar from that in England. The long summer sessions in the United States, lasting from six to eight weeks, compare more closely with the six-weeks term of intra-mural instruction at English universities, in which systematic and extensive teaching is offered in the several departments.

The personnel of the summer schools differs greatly. The audience of the English summer sessions corresponds with that of the American Chautauqua. Each is composed of persons of diverse training, who receive from the brief lectures an impetus for individual or group study of the subjects presented, and an inspiration for higher living.

Extra-mural teaching in both countries has one common objective—to create a desire for greater learning and to offer a deeper enrichment of personality through close contact with master professional personalities and through quickening friendships. This personal element, which is as an avenue leading to growth and development, inspires those who find it to go forth refreshed, giving a greater zest and spreading a deeper influence in their fields of service.

The most marked disparity between the universities of the two countries is that of renown. Oxford and Cambridge are recognized centers of learning in the world. Their devotion to the ideal of learning, religious and educational, has become a tradition, so that from all over the world there come to these institutions scholars and seekers. The finest impression that I received at Cambridge this summer, was the completeness of generosity with which this university opened its doors to all the people of all the nations of the earth. And, strange as it may seem, in three weeks of time, due to this friendly, simple hospitality, personalities became known. No matter how strong the intolerance felt toward any nation by any individual, this feeling is bound to be mitigated through contact with likeable individuals. In spite of its highly organized and closely unified system of common education, America is as yet too young to offer international extra-mural teaching comparable with that received at Oxford and Cambridge. Here one may imbibe on holy ground traditional culture and atmosphere and faith. This indefinable something must be felt; it cannot be described. It is the realization of the immense possibilities of simplicity, culture, and religion. It is the inspirational impetus to make a greater reach to grasp the ideal gift of life. And from it one receives a new meaning for education—the interpretation of experiences into humanity and of knowledge into the sympathetic application to the problems of the world. The spirit of Cambridge will cling like the fragrance of lavender in its court gardens.

University Extension in Massachusetts

JAMES A. MOYER

Director, Division of University Extension, Massachusetts Department of Education and Secretary, National University Extension Association

THE POWER of the teaching profession rests upon ideas. Freshness, soundness, sureness, and richness of teaching grow out of ideas and experience which are rich, fresh, sure, and sound. In no other occupation must ideas be replenished as in teaching. The teacher who makes no effort to refresh and strengthen his stock of right ideas soon becomes a bore and an affliction to the children under his care.

Public interest in education is aroused. In most communities this interest has taken substantial form in higher salaries. With increased appreciation of the teacher's work there is also a closer scrutiny of the teacher's accomplishment and worth. As a result, professional improvement of teachers is fast gaining universal application.

To meet the demand, universities, colleges, and normal schools have added to their curriculums courses for teachers at convenient hours, and teachers from adjacent communities have responded. However, since the advantages offered by these institutions are out of the reach of a great number, some educational organization is necessary which can serve teachers far removed from educational centers. University extension is such an agency.

University extension classes for teachers—The whole state is the field for university extension activities. Groups of teachers in the communities more remote from centers of education are able to receive instruction of college grade in the localities where they live and do their work. In the bigger cities, courses for teachers have had considerable popularity because of the superior instruction obtainable at nominal fees. In academic and cultural courses, teachers form a large percent of the membership. Last year more than 100,000 teachers were enroled in such classes. This number does not include those who took university extension correspondence courses.

Correspondence study courses—Actual results have proved the genuine value of correspondence study to the person who applies himself earnestly. Though it is true that a personable and scholarly lecturer adds attractiveness to his subject, correspondence instruction has many advantages of its own. The sincerely interested student suffers little loss from the lack of personal contact with instructor and classmates.

EVERY educator is of course, heartily in favor of the professional improvement movement among teachers. Those who are in the position should do more than praise it; they should assist it vigorously. In the accompanying article, Director Moyer has made an attempt to show briefly what is being done for teachers in service by means of State University Extension organizations which are committed to all varieties of adult education.

In Massachusetts, for example, any person in the United States may enrol in the correspondence courses of the State Division of University Extension, Department of Education, by authorization obtained through an act of the Massachusetts legislature in April, 1925. This act came about by reason of repeated inquiries concerning such courses from persons and organizations outside of Massachusetts. Since April, a large number of registrations have come in from residents of states near and far from Boston. Many of these people live in rural or semi-rural communities, and some of them are teachers. From a survey of the requests of this latter group we are able to put our hand on the pulse of the educational wants of teachers, both within and without our own state. The courses most in demand are those in the project method of teaching, applied educational psychology, methods of teaching English, and methods of teaching elementary and higher mathematics.

Instruction by radio—Instruction by radio is not the least of the practical applications of this science. For the past several years, university extension divisions in a number of states have broadcast courses either from stations belonging to the university or by arrangements for the use of radio stations conducted on a commercial basis. Such lectures are free to every listener, but to become a course member a small fee is required, for which the radio student receives textbooks, lesson assignments, and has his papers corrected and returned. At the end of the course, a special "radio" certificate is mailed to him provided he has fulfilled all requirements. Usually there is no provision for college credits for courses by radio, but at least one large state university offers regular college credits for such courses. That this arrangement has met with favorable response is shown by the large number of enrolments and the wide distribution of students. Every state in the Union and many of the Canadian provinces are represented in one or another of the courses given by the institutions offering such courses. A large number of teachers, a heavy percent from rural communities have enrolled for radio instruction, although few courses designed specifically for teachers have been given.

The professional improvement movement is as active in the scattered communities as it is in the cities adjacent to centers of education. However, it is easily seen that the teachers in these smaller places have considerable difficulty in obtaining courses. The effort of Massachusetts University Extension to supply this want is indicated by the fact that more than fifty percent of the teacher improvement courses given last year were held in places of fewer than 15,000 inhabitants. The instructors who went to these towns were the best that could be obtained from the state colleges, universities, and normal schools.

During last July, summer vacation courses for teachers were given in Massachusetts University Extension in Boston, Brockton, Fall River, Lawrence, Lowell, New Bedford, Salem, Springfield, and Worcester, with an enrolment of more than 700. In each course, the average attendance was between 90 and 100 percent. The large total enrolment is evidence that there is an increasing number of teachers who desire to study for professional improvement but are prevented by circumstances from attending the usual summer schools.

The Child in the Movies

OUT under the mazarine skies of the California coast where stars shine by day as well as by night, hosts of bright-faced boys and girls of school age and under are working daily in the movies.

Talented, curly-headed youngsters from every section of the country, attracted by the rise and popularity of the Wesley Barrys and Jackie Coogans and Baby Peggys, have sought an outlet for their own particular abilities on the screen; and of these future Barrymores, hundreds have found a warm reception. Last year nineteen hundred and ninety-two permits were issued to children who were asked to appear in pictures, eleven hundred and thirty of these being for children of school age.

Throughout the country there is a deep curiosity about these children and particularly about the school facilities available for them in these important years of their youth. Now comes Professor Raymond B. Dunlap, head of the child welfare division of the Los Angeles Board of Education, the man closest to these boys and girls, to answer these questions.

Speaking before the Compulsory Education Officials at Duluth, Minnesota, Professor Dunlap outlines how his department and the motion picture industry have worked out the cooperative plan under which these child actors may be employed, and at the conclusion of his address these educators went on record as advocating the motion picture industry as the one worthy of emulation by other industries using juvenile help.

"The State law of California requires that all children under eighteen years of age must have permits to work," said Professor Dunlop. "The board of education has been authorized to issue such permits under the stipulation that the education and moral conditions are entirely proper.

"When any child wishes to appear in pictures, he or she must come to our office with the father or mother. The application card must always be accompanied by a report from the prospective employer that the child is wanted for a certain picture. The card bears in addition the name of the picture, the name of the director, the hours the child will be used, and the place of employment. It is, therefore, necessary for the children to have permits for each separate picture. They are thus prevented from using the same permit over and over again.

TRAINING *in service. In this pretty school of the Universal Pictures Corporation little movie actors are taught their lessons without cost to their parents.*

"When the child comes to our office he is examined by a physician and must meet certain rigid health requirements before a permit is considered and every ninety days thereafter must be examined and granted a new health certificate.

"When the permit is granted, the child may be employed in the specified studio and immediately afterwards he becomes a pupil at the studio school. The board of education selects the teachers for these schools, and all instructors must be duly qualified and attain a rating equal to that of public school teachers of the city. These teachers are on duty on the sets from eight o'clock until five o'clock in the day, and they are paid by the producers, their salaries being regulated by the board of education. Those having from one to four pupils receive $7.50 a day and those having from four to ten pupils receive $10 a day. None are allowed to teach more than ten children in a day.

"The subjects taught are the same as those taught in the regular schools and daily and weekly reports are made by the teachers, these reports being of a confidential nature and having to do not only with school work, but with other studio matters as well.

"Last year 1992 permits were issued to children and of these 1130 recipients were of school age. Of the 1130, thirty-seven who were eight years old did sixth-grade work and one eight-year-old boy did eighth-grade work. The average school attainment of the 1130 is 17 percent above that of the regular public school children. There are two reasons for this, one being that only the brighter children are used, and the second, that the cooperation given by the

READING left to right are: Richard Headrick, in "East Lynne"; Jacqueline Wells, in "Classified"; Jackie Condon, of "Our Gang"; Baby Peggy; Elmo Billings, in "Dance Madness"; Doreen Turner, known as "Mary Jane."

producers has enabled us to have up-to-date facilities and to engage excellent teachers.

"The children are supervised in the classroom for three hours a day. There is then one hour of supervised recreation and actually the children are under our control for eight hours each day. While the producers may use the children for four hours of this time, if they wish, they do not do so. As a matter of fact, the youngsters are not used on the average of an hour a day, and ten minutes possibly would cover it. Often their parts are very simple.

"The boys and girls in the movies are most tractable and attractive. They are not driven and are not made into automatons. They thoroughly enjoy their work as it is like play to them. I have never yet heard one of them say: 'I wish I didn't have to work.'

"Of course a certain amount of reading, trained thinking, concentration, and power of observation beyond the normal are required of these young actors. The happy cooperative plan, however, which we have worked out with the assistance of the Motion Picture Producers and Distributors of America, the personal interest of Mr. Hays, and the sympathetic and patient work of the California Producers through the secretary of that organization, Fred W. Beetson, is, I believe, a splendid one in which instruction, play, health, and work have all been taken care of to the child's greatest happiness and good."—Jason S. Joy.

The School Lunch

DR. MATHER M. MCCORD
Rome, Georgia

ONE of the perplexing problems a mother has to meet is preparation of the school lunch, and yet she probably does few things that are more important to the welfare of her child. It may be easy to throw a slice of ham or cheese, a hamburger or an egg, between two slices of bread and tell Johnnie or Mary to "scoot," but it is not best for the present or future good of the child. We should remember that training of the young to be both physically fit and mentally alert is now the aim of schools.

A generation ago the school of one session a day was not much in evidence. The custom was, as we grown-ups recall, a morning and an afternoon session. In the town and city schools many of the students returned home for the midday meal, while those in the rural schools carried theirs in buckets and baskets. Now the town and city schools have practically abandoned the two sessions a day, but the rural schools must still hold to the old custom, which after all may be better.

Certain of the country schools used to run their sessions during the summer months, for one reason because they had not the comforts in buildings and equipments for the cold days of winter. But today few schools, even in the more remote communities keep open in midsummer. In the matter of suitable lunches we may, therefore, make plans for the cold rather than the hot days. Many of the larger schools now give some attention to domestic science in their courses of instruction. So while talking to the children about their diet, why not demonstrate to them in a practical way what may be done?

From 1915 to 1919 I was medical inspector of the public schools in my city and county. I had thus a good opportunity to observe and be impressed. It is surprising to notice the large number of undernourished children in the average school. I have seen little youngsters on a cold day standing against the sunny side of the school building to dodge the wind while "choking down" a dry sandwich. Perhaps it tasted good, for the children were cold and hungry. Very likely too they escaped stomach-ache for the time being, but I was not so sure that those digestive organs escaped injury. Many attacks of indigestion that appear in later life probably had their start in some such imposition on the stomach in early childhood.

In the cold days especially the child needs something warm to give him what we generally call "pep," produce a healthy reaction, and allow him to return to his studies in better condition than when he closed his books for recess.

Two most convenient and effective foods to furnish the child for this recess occasion are cocoa and soup. I suspect that most of the children prefer cocoa, yet it would be well to have soup at least two days of the week. Cocoa, when made as it should be with whole milk without dilution is both nourishing and refreshing. Most children are fond of it, and it is easy to prepare. An obstacle to the use of cocoa generally has been the inability to get and keep fresh milk. The schools are not provided with facilities for keeping milk fresh and safe for use. This obstacle is now being overcome in some of the schools by the use of a product known as dried milk. You ask "What is dried milk?" It is nothing more nor less than the dry solids of fresh milk which have been removed from the liquid fresh milk by a drying process under heat without injuring the original elements of the milk. Liquid milk, which is largely water, is easy to spoil even before the spoiling is recognized. But, since dried milk has no moisture in in it, nothing is there to spoil. After the dry solids are added back to water in the proportion of one level tablespoonful of dried milk to one ounce of boiled water, you have the freshest and safest milk that is possible. It is used just as any other milk.

The dried milk has already been tested by some schools, and the results have shown that it is as nutritious as the average fresh milk. The taste is a little different from raw milk, but children soon learn to like it, and many prefer it to the raw milk.

Dry milk may be bought in wholesale quantities from the producers and stored at the schools until it is needed. It will keep absolutely fresh under ordinary conditions for several months. If dried milk is used in making the cocoa the milk should be full strength, and not diluted with water as is usually done in making cocoa.

A few pennies a day from each child should be enough to pay the cost of the milk and cocoa, also the cost of the milk and vegetables for making the cream of vegetable soup, and the child can have something that is palatable and really nutritious, as well as invigorating. A committee of girls for each day would find great pleasure in preparing the lunch. Besides the benefits mentioned for the children generally this teaches some practical lessons to the serving girls, and at the same time lifts a great burden from the mothers whose brains are daily "racked" to think of a suitable lunch to prepare for the children going to school.

There are now a number of manufacturing plants about the country that produce a high class dried milk, making it easy enough to secure the necessary amount for any school on short notice. I would urge school authorities to give this matter some serious thought and maybe a fair trial during this winter.

My School in India

RABINDRANATH TAGORE

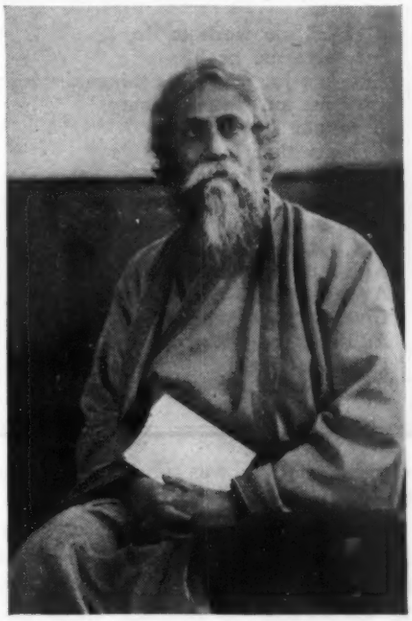
I HAVE BEEN told that you would like to hear of the educational mission I have taken up, but it will be difficult for me to give you a distinct idea of my institution, which has grown gradually during the last twenty-four years. With it my own mind has grown and my own ideal of education has come to its fullness, so slowly and so naturally that I find it difficult now to analyze and put it before you.

The first question you may all ask is: What urged me to take up education? I had spent most of my time in literary pursuits till I was forty or more. I had never any desire to take my part in practical work, because I had a rooted conviction in my mind that I had not the gift. Perhaps you know the facts, or shall I make a confession? When I was thirteen, I finished going to school. I do not want to boast about it; I merely give it to you as an historical fact.

So long as I was forced to do so, I felt the torture of going to school unsupportable. I often used to count the years that must pass before I should find my freedom. My elder brothers had passed through their academic career and were engaged in life, each in his own way. How I used to envy them when, after a hurried meal in the morning, I found the inevitable carriage, which took us to school, ready at the gate. How I wished that, by some magical spell, I could cross the intervening fifteen or twenty years and suddenly become a grown-up man. I afterward realized that what then weighed on my mind was the unnatural pressure of the system of education that prevailed everywhere.

Children's minds are sensitive to the influence of the great world to which they have been born. Their subconscious mind is active, always imbibing some lesson, and with it realizing the joy of knowing. This sensitive receptivity of their passive mind helps them, without their feeling any strain, to master language, that most complex and difficult instrument of expression, full of ideas that are undefinable and symbols that deal with abstractions. And through their natural gift of guessing they learn the meaning of words that we cannot explain.

But it is just at this critical period that the child's life is brought into the educational factory—lifeless, colorless, dissociated from the context of the universe, within bare white walls staring like eyeballs of the dead. We had the God-given gift of taking delight in the world, but such delightful activity was fettered and imprisoned, stilled by a force called discipline which kills the sensitivity of the child mind, the mind which is always on the alert, restless and eager to receive first-hand knowledge from Mother Nature. We had to sit inert, like dead specimens of some museum, while lessons were pelted at us from on high, like hailstones on flowers.



RABINDRANATH TAGORE, *born in India in 1861, lived in Calcutta until he was twenty-four, when he went to the country to take charge of his father's estates. There he wrote many of his prose and poetical works. In 1913, the year following his visit to England, he received the Nobel Prize for Literature. In 1901, he founded his school at Shantiniketan, Bolpur, Bengal, about which he writes in this article abridged from a longer account in The Living Age.*

I rebelled, young as I was. Of course this was an awful thing for a child to do—the child of a respectable family! My elders did not know how to deal with this phenomenon. They tried all kinds of persuasion, vigorous and gentle, until at last I was despaired of and set free. Through the joy of my freedom, I felt a real urging to teach myself, and found it to be a delightful game. I pored over any books that came my way—not school selected textbooks that I did not understand—and I filled up the gaps of understanding out of my own imagination. The result may have been quite different from the author's meaning, but the activity itself had its own special value.

At the age of twelve I was first coerced into learning English. You will admit that neither its spelling nor its syntax is perfectly rational. The penalty for this I had to pay, without having done anything to deserve it, with the exception of being born ignorant.

When in the evening time my English teacher used to come, with what trepidation I waited! I would be yearning to go to my mother and ask her to tell me a fairy story, but instead I had to go and get my textbook, with its unprepossessing black binding, and chapters of lessons, followed by rows of separate syllables with accent marks like soldiers' bayonets. . . .

One day I discovered, in a library belonging to one of my brothers, a copy of Dickens' *Old Curiosity Shop*. I persisted in reading it, and with the help of the illustrations supplemented by contributions made by my own imagination, I made out some kind of story. In this manner, with no help from any teacher, but just as a child learns by sheer guessing, I went on reading and reading and a twilight atmosphere of colorful vision was produced in my mind.

This was the experience of my own young days, and I believe that a large part of such success or reputation I may have acquired I owe to that early freedom, won with willfulness.

In our childhood we imbibe our lessons with the aid of our whole body and mind, with all the senses fully active and eager. When we are sent to school, the doors of natural information are closed to us: our eyes see the letters, our ears hear the abstract lessons, not the perpetual stream of ideas which form the heart of Nature, because the teachers in their wisdom think that these bring distraction, that they have no great purpose behind them.

When we accept any discipline for ourselves, we try to avoid taking in anything except what is necessary for our

purpose, and it is this purposefulness, which belongs to the adult mind, that we force upon the children in school. We say, "Never keep your mind alert, attend to what is before you, what has been given you." This becomes torture to the child, because it goes against Nature's purpose, and Nature, the greatest of all teachers, is thwarted at every step by the human teacher who believes in machine-made lessons and not in the lessons of life, so that the whole growth of the child's mind is not only hurt but forcibly spoiled.

I believe that children should be surrounded with the things of Nature, which have their own educational value. Their minds should be allowed to stumble on and be surprised at everything that happens in the life of today. The new tomorrow will stimulate their attention with new facts of life. This is the best method for the child. But what happens in school is that every day, at the same hour, the same book is brought and poured out for him. His attention is never hit by the chance surprises which come from learning from Nature.

How quickly the child, left to himself, is capable of gathering facts! In its early days it is always picking them up; and even if, for the time being, it does not grasp all their meaning, yet, because of the immense receptiveness of the subconscious memory, nothing that passes across the mind really ever leaves it. Our grown-up mind is always full of the things we have to arrange and deal with. . . . The stream of lessons perpetually flowing from the heart of Nature does not touch us; we merely choose those which are useful, rejecting the rest as undesirable because we want the shortest cut to success.

Children have no such distractions. With them every new fact or event comes to a mind that is always open, with an abundant hospitality, and, through this exuberant, indiscriminate acceptance, they learn innumerable facts within a very short time, amazing compared with our own slowness. These are most important lessons of life which are thus learned, and what is still more wonderful is that the greater part of them are abstract truths. I cannot even imagine how it is possible for a child to understand abstract ideas through mere guessing, to master that most complex organism of expression, our language, while its mind is so immature.

Knowing something of the natural school which Nature herself supplies to all her creatures, I chose a delightful spot and used to hold my classes under some big shady tree. I taught them all I could. I played with them. In the evening I recited our ancient epics and sang my own songs. I trusted to the presence of the spirit of freedom in the atmosphere. I had to fight the teachers who assisted me, who had been brought up in a different environment to that of mine, who had no faith in freedom, who believed that it was impertinence for the boys to be boys.

GIVE me work to do,
Give me health,
Give me joy in simple things,
Give me an eye for beauty,
A tongue for truth,
A heart that loves,
A mind that reasons,
A sympathy that understands.
Give me neither malice nor envy,
But a true kindness
And a noble common sense.
At the close of each day
Give me a book
And a friend with whom
I can be silent.

S. M. Frazier.

Then I tried to create an atmosphere of culture. I invited renowned artists from the city to live at the school, leaving them free to produce their own work, which I allowed the boys and girls to watch if they felt so inclined. It was the same with my own work. All the time I was composing songs and poems, and would often invite the teachers round to sing or read with them. Our boys would also come and peep in since they were not invited and listen to the poems and songs fresh from the heart of their composer. This helped to create an atmosphere from which they could imbibe something impalpable, but life-giving.

We have there the open beauty of the sky, and the different seasons revolve before our eyes in all the magnificence of their color. Through this perfect touch with Nature we took the opportunity of instituting festivals of the seasons. When Nature herself sends her message, we ought to acknowledge its compelling force. When the kiss of rain thrilled the heart of the surrounding trees, if we had still behaved with undue propriety and paid all our attention to mathematics it would have been positively wrong, impious.

Our children began to be of service to our neighbors, to help them in various ways, and to be in constant touch with the life around them. They had their own freedom to grow, which is the greatest possible gift for the child life. There was also another kind of freedom at which we aimed, the freedom of sympathy with all humanity, a freedom from all racial and national prejudice.

The sympathies of children, like the undergrowths of a forest, are allowed to cling to the dust of the soil to which they belong and not to grow up to that height from which they can send their branches in all directions. Therefore their hearts remain stunted, incapable of understanding other people with different languages and customs. This causes us, when our growing souls demand it, to grope after each other in darkness, to hurt each other in ignorance, to suffer from the worst form of blindness of this age. . . .

I have tried to save children from such vicious methods of alienating their minds, which are fostered through books, through histories, geographies, and lessons full of national prejudices. I have done it with the help of friends from the west. In the east there is a great deal of bitter resentment against western races, which rankles in our hearts, and in our own homes we are brought up in feelings of hatred. I have tried to save the children from that; and these friends from the west, with their understanding, with their human sympathy and love, have done us a great service. . . .

Our education must enable every child to grasp and to fulfill this purpose of the age, not to defeat it by acquiring the habit of creating divisions, and of cherishing national prejudices. There are of course natural differences in human races, which should be preserved and respected, and the mission of our education should be to realize our unity in spite of them, to discover truth through the wilderness of their contradictions.

This we have tried to do in Visva-Bharati. Our endeavor has been to include this ideal of unity in all the activities in our institution, some educational, some that comprise different kinds of artistic expression, some in the shape of service to our neighbors by way of helping the reconstruction of village life. As I wanted this institution to be interracial, I invited there great minds from the west. They cordially responded, and some have come permanently to join hands with us and build a place where men of all nations and countries may find their true home, without molestation from the prosperous, or from the politically powerful.

Fresh Air and Ventilation in Schools

THOMAS D. WOOD AND ETHEL M. HENDRIKSEN

AIR is the first essential for human life. But just as one can often survive impure water and contaminated food, so is it possible to maintain life, in the sense of existence, in impure air. Whereas the action of impure water and tainted food is chemical, the harmful effects of impure air are physical. Air that is fit to breathe meets only one requirement. It must be fit to live in, which is much more important according to the new science of ventilation.

It is not through a disease organism that impure air affects the body. We no longer believe in "air borne" diseases. Nor yet is the harm done by a chemical change. The "carbon dioxide theory" was discredited sixty years ago. The harmful effect of bad air of inclosed places is due entirely to heat stagnation.

Experiments of the New York State Commission on Ventilation showed 70 percent more respiratory illness among children in schoolrooms lacking fresh air than in the fresh air rooms. Overfatigue and nervous disorders are definitely known to be more prevalent in rooms lacking fresh air. The lack of fresh air predisposes children to malnutrition and to tuberculosis.

What is fresh air?—From experiments conducted by the New York State Commission on Ventilation[1] and by others, it is believed that air that is higher in temperature than 68 degrees F. is no longer fresh.

Dry air is not fresh air. Moisture from 25 to 50 percent of relative humidity must be supplied.

Stagnant air is not fresh. Air must be in gentle motion, resembling the air of outdoors under ideal weather conditions. Also, air temperature must fluctuate a little, one to three degrees, as between 66 and 68 degrees F., in order to be fresh.

Cleanliness is a requisite of fresh air. It should be reasonably free from dust and odors. Dusty air irritates the membranes of the nose and throat and is harmful.

Is the air in schoolrooms fresh?—Taking temperature as an indication of the freshness of schoolroom air, the American Child Health Association recently observed the temperature in 250 schoolrooms in scattered cities of states where a cold winter climate makes heating necessary. In more than fifty percent of these schoolrooms the temperature was above 70 degrees F. and in 20 percent of the rooms the temperature was above 75 degrees F.

That schools generally are indifferent to room temperature was apparent in that only 38 of the schoolrooms visited had thermometers.[2] Where does the trouble lie? Chiefly with the belief that ventilation can be automatic.

Ventilation cannot be automatic—Now we are facing the fact that no system of ventilation can be automatic. The sooner teachers realize this the sooner will schoolrooms begin to have fresh air.

Neither is it possible for the average janitor to supervise the ventilation of every room. Marked improvement is needed here and the janitor should be encouraged to do his part. The janitor's chief offense is in overheating school buildings. If the janitor is provided with a daily weather forecast, it will help him to judge the amount of heat required. Since overheating is the chief cause of bad air in schoolrooms, the careful operation of the furnace becomes the first essential in good ventilation.

With mechanical ventilation, unless the individual duct system is used, it is impossible to open windows in any room without interfering with the ventilation of other rooms. Teachers under such systems of ventilation are helpless to do anything definite about the ventilation of their rooms, except to report the condition. Mechanical or artificial ventilation is chiefly responsible for the mistaken belief that ventilation can be automatic.

Mechanical systems fail—A study of ventilation practices in 96 cities, distributed in 31 states, recently revealed that in 79 percent of the representative schools of these cities mechanical systems of ventilation have been installed. However, it was further discovered that in many of the schools the ventilation systems were used merely as adjuncts to heating. "There is an investment of millions of dollars of idle split-plenum-fan-ventilation equipment in certain cities of the United States," this report maintains.[3]

Window gravity ventilation indorsed—The New York State Commission on Ventilation made a study of the chief systems of ventilation used in schools and found window-gravity ventilation the most promising for schoolroom use.

Recently the Joint Committee[4] on Health Problems in Education of the National Education Association and the American Medical Association gave its indorsement to window gravity ventilation. The essentials of this system of ventilation are:

1. A thermometer for each room with a danger signal pointed at 68 degrees F.
2. Windows open at the bottom.
3. Deflecting boards placed at bottom of windows.
4. Radiators extending beneath the full width of the windows and equipped with hand control valves.
5. Exhaust ducts, equipped with dampers, located near the ceiling on the wall opposite the windows; two ducts to the average schoolroom.

How to Ventilate the Schoolroom

FRESH air in the schoolroom means outdoor air brought directly into the room; cool air, not above 68 degrees Fahrenheit; air in gentle motion, without draughts; air that smells sweet and clean.

To insure this fresh air in schoolrooms there should be a thermometer on or near every teacher's desk, and it should be watched, so that it never registers above 68 degrees Fahrenheit; windows should be open according to the weather when school administration permits.

No system of ventilation can be automatic. In the socialized classroom, teachers and pupils should be responsible for the control of ventilation as the first essential for the healthful condition of the room.

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[1] Report of New York State Commission on Ventilation. E. P. Dutton. 1922.

[2] A Health Survey of 86 Cities: American Child Health Association. 1925.

[3] McLure, J. R.: The Ventilation of School Buildings. Teachers College. 1924. pp. 48 and 101.

[4] Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association: Ventilation of School Buildings. 1925.

The **Journal** *of the*
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***President,* Mary McSkimmon**

***Secretary,* J. W. Crabtree**

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When to Move

IN spite of growing recognition of the tenure rights which education associations are sponsoring, there remain many schools where teachers are elected for only one year at a time. Early in the spring the unrest in these schools begins to grow. Pupils and public are eager to know if the teacher will stay. The teacher wonders if he is wanted or if he should stay.

Under such circumstances it is important to remember that in the end the public accepts teachers at their own valuation. If teachers set their standards high, the public will rate them high. If teachers look upon themselves as transients, the public comes to accept that view. If teachers take the minor irritations of parent and teacher relationship over-seriously, the public talks about these irritations to the exclusion of really important educational matters. If teachers violate their professional ethics and underbid one another or apply for positions that are not vacant, the public is led to regard these practices as proper.

The problem of when to move involves several factors, each of which the sincere teacher considers—the needs of individual children, the school as a whole, the community, salary, goodwill or lack of it, opportunity for growth, the need of more training, cost of living, working and living conditions. A careful balancing of such factors as these in cooperation with a few trusted personal advisers will do much to prevent hasty or unwise decisions.

The Teacher's Stake

EVERY TEACHER has a stake in the New Education Bill. The effort to obtain a Department of Education is one of the big forward movements like the organization of the National Education Association in 1857. That event was the morning star of a new day for teaching. It was the beginning of a richer faith in the teaching art. It prepared the soil from which has sprung the present scientific movement in education. It marked the beginning of a finer appreciation by the public.

The development of the Federal Bureau of Education somewhat later also helped teachers everywhere. It was a public admission that education was important enough to justify gathering facts about it. The crudest information on a national scale was not available up to that time. Because of the work of the National Association and the Bureau, teachers everywhere are now better paid and more highly regarded; schools are better housed; courses of study are stronger; legislation is wiser; teaching is better done.

But the road leads on. The demands of a new age are focusing public attention upon the imperfections of the schools. *Even the best schools dare not stand still.* When progress stops every teacher suffers. The individual soldier must share the fate of the army. The schools can move ahead only as they face the facts. It takes money and organization to gather facts. Other branches of government and industry have far outstripped education in their research enterprises. No teacher can afford not to do his part to help education catch up. The public expects its doctors to improve medicine and its engineers to improve construction. It has a right to hold teachers responsible for the improvement of education. That task is a privilege, a duty, and an opportunity.

Every teacher has the power to help improve education by understanding the New Education Bill, which appeared in full in the February JOURNAL. Congressmen want to hear from their constituents about this measure. Even before these lines reach the readers, hearings will be held on the bill by Congressional committees. It may be put on the calendar for action in either house or both. Congress will not fail unless the teachers fail. Have you written your Representative? Your Senators? Have you discussed the bill in faculty meetings? Have you brought it before civic clubs of which you are a member? Have you circulated a petition for it among fellow teachers and citizens? Never has there been a finer opportunity to have a part in the great work of our noble profession than now. No teacher is so far away or so inexperienced that he cannot share in this privilege.

LEND A HAND—A teacher who has rendered long and honored service suggests that every established teacher should be helping some younger teacher to a better start on the way, an understanding of professional opportunities and obligations, an appreciation of the divinity of teaching. This big brother and big sister plan is one way of paying the debt that we all owe to others who have lent us a helping hand.

PARTICIPATION of the United States in the World Court is almost assured. On January 27 our Senate indicated the willingness of this country to become a member of the court with reservations. It is believed other countries will accept these reservations.

MISS M. M. COLCOCK *began teaching school in McPhersonville, S. C., in 1876. She has taught every session of the school since then, and is still teaching there. All honor to the veterans who exalt the profession with their bright eyes and strong hearts.*

Liberty Bell Rings Again

President McSkimmon Writes to the Boys and Girls

THE following beautiful letter by President McSkimmon should be read in every schoolroom in America as a ceremony in good citizenship. It breathes the spirit of the founding fathers. In schools where there are assemblies, the principal may read the message. In other schools, the teacher will take charge. The National Education Association will meet June 27 to July 2, 1926, in Philadelphia, where it was organized in 1857. The Sesquicentennial celebration opens in Philadelphia on June 1. There is no better way to build love of country into human hearts than pilgrimages to the sacred shrines that are rich in memories of the nation's birth. No one can stand thoughtfully in the significant precincts of Independence Hall without being a better citizen and a richer personality. The historical setting and the attractions of the Sesquicentennial Celebration in addition to the strong programs which President McSkimmon and her colleagues are planning promise to attract an unusually large attendance at the 1926 annual meeting.

TO THE Boys and Girls of America:—You all know that this new year is the 150th since the signing of the Declaration of Independence at Philadelphia. This city is going to remember that great event next summer by a splendid celebration called the Sesquicentennial, which means the one hundred and fiftieth anniversary. When our patriots rang the old Liberty Bell on Independence Hall on that famous day in July, 1776, it told the world that we were going to be a free nation, and though the old bell is said to have been silent for nearly a century, on New Year's Eve it spoke again. This is how it happened:

The good mayor of Philadelphia, Honorable W. Freeland Kendrick, with his wife, gave a beautiful reception to their friends in the old Independence Hall, on New Year's Eve, last week. It was my great pleasure to be a guest through the courtesy of Mr. Joseph R. Wilson, director of education for the Sesquicentennial Exhibition. The old hall, whose noble colonial architecture has been lovingly preserved all these years, was brilliantly glowing with light. Electric candles burned from every window sill, rainbow flashes dripped from the old chandeliers, many colored lights glowed outside, besides the white radiance of the searchlights.

You boys and girls would have liked the military guard dressed in the old Continental buff uniforms. Out in Independence Square were crowds of people singing carols or listening to the old music of other days played by the band.

IN THE really truly old hall where the convention was held so long ago, in the very seats of old, sat the committee appointed to draft the Declaration of Independence, representing the Thirteen Colonies, each dressed exactly like the one whose name he bore, in costume and periwig. Splendid John Hancock presided in the very chair the real John Hancock had used. The leather was crumbling, but the sacred wood was fair and staunch as ever. He used the same table and the same silver inkstand. He wrote with a goose quill and scattered fine powder that they used to call "pounce" on the page to dry the ink.

THE FOLLOWING extract, which is often referred to as the heart of the Declaration of Independence, should be memorized by every child before he leaves the common schools: "We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. * * *

"We, therefore, * * * do solemnly publish and declare That these United Colonies are, and of right ought to be, Free and Independent States; that they are absolved from all allegiance to the British crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce and do all other acts and things which independent States may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor."

Benjamin Franklin was there, too, old and feeble in body, with his thin gray hair reaching almost to his shoulders, but strong in his alert and noble mind. Invited by the chairman, John Hancock, to read aloud the proposed Declaration, he courteously passed the honor to Virginia. I wish that all America's children could have heard those heroic words in the beautiful enunciation of the one who impersonated Benjamin Harrison, of Virginia. Thomas Jefferson listened as if he were hearing those words for the first time.

There were few throats without a lump, or eyes without tears, among the listeners, as the thrilling words of the Declaration of Independence were read. When the discussion, brave and frank, was over, Robert Treat Paine, of Massachusetts, in a gorgeous flowered silk coat, was called for his vote. "Yes" rang out like the report from a musket. Every man of them voted "yes," even old Stephen Hopkins, of Rhode Island, who had spoken for a longer consideration of this action.

THERE was feasting, beautiful music, fine clothes, and interesting conversation among the guests at that memorable reception on New Year's Eve in Independence Hall, but ever my eyes held to the candle-lighted window where, outside in the white searchlight, a bright flag fluttered from a tall flagpole, in the frosty air filled with the music of the old songs our fathers knew. It was red and white and blue, but strangely different from Old Glory, for in the field was the Union Jack with all its crosses; the thirteen red and white stripes were there for the Colonies, but not a star, not a star! It was the flag of the day we were but colonists, and it would be the emblem of our dependence on another nation today but for the glorious courage and the noble following of truth as those patriots at Philadelphia saw the truth, through great searching, and in whose service each man knew he was offering his life with his vote for the Declaration of Independence.

AS MIDNIGHT approached, a gold hammer was handed to Mrs. Kendrick, and, with the hammer's end carefully covered with rubber, the sacred old bell was struck. —One—Nine—Two—Six.— Soft and gentle was the ringing of the sacred old bell, but I have heard great cities rock with the music of bells from dozens of towers that had less moving eloquence than the muffled voice of the grand old Liberty Bell, for it uttered its old message, forever fresh, forever new, "Proclaim liberty throughout the land to all the inhabitants thereof."

Your teachers are coming to Philadelphia next summer as pilgrims go to a shrine, to kindle again their devotion to the service for the Nation's coming citizens. I hope you will come, too, with your fathers and mothers and visit these places made sacred by the spirit that had its birth in Philadelphia.—Mary McSkimmon, president of the National Education Association.

What Do Parents Think?

C. E. Turner

WHAT do parents think about health habit training in public schools? Do they resent the process as an infringement upon parental rights, or do they welcome the backing and support of the school system in helping to develop those habits which the child ought to acquire? This is a vital question. If health education arouses parental objection, it has slight chance of succeeding.

Have you ever passed through the anxious moment when the parent has told you that he came to discuss Johnnie's health habits and you are waiting to see what Mr. Parent thinks of the health training program? My recollection of this type of experience is most vivid. We had continued our health education studies for a year and it was my privilege to appear before the school committee and tell them, as nearly as possible, what had been accomplished. A few questions followed the report, and then a member of the school board whom I did not know personally said: "My son is in one of the schools where your health experiment is going on."

What a start those words gave me! Did I remember this boy? What had been his reaction to the health program? Would it be my luck that the school committeeman's son should have reacted less favorably than any other child in the group? But the voice of the committeeman was continuing in clear even tones to say, "The thing which strikes me as most important in the program is that it has changed the lad's whole attitude toward the ordinary habits related to health. Last year he was doing things because we wanted him to; this year he is doing them because *he* wants to. He used to perform these somewhat unpleasant tasks under watchful supervision as a matter of obedience without feeling that it would make much difference to him whether he did them or not. Now he does them with enthusiasm because they help him to grow and develop strength and athletic prowess."

A few months ago the mother of an adorable little girl in the first grade said to me, "Going to school has solved the problem of getting Grace to bed. It used to be quite a process, but Grace has accepted her teacher as an authority in everything. Now she informs me that it is just as bad to be late to bed as to be late to school. She usually assures me at supper that she must be sure to get to bed on time."

Faulkner and West Schools
Malden, Massachusetts

Dear Parents:

Health teaching was organized at the Faulkner and West Schools nearly three years ago as a new aid in improving the health of the children. We are anxious to know to what extent health teaching has been carried into the home life of the child. If you are willing to help us by giving the information requested below, we shall appreciate it.—Very truly yours,

..... Grade Teacher

..... Health Teacher

1. Has your child talked at home of things which he has learned? Yes, 180. No, 53.
2. Please check the following list of health habits to indicate those which he has improved since health teaching began:
   1. Going to bed earlier? Yes, 129. No, 104.
   2. Spending more time out of doors? Yes, 198. No, 35.
   3. Keeping himself more clean? Yes, 195. No, 37.
   4. Brushing teeth more regularly? Yes, 146. No, 87.
   5. Drinking more milk? Yes, 169. No, 64.
   6. Eating more vegetables? Yes, 176. No, 57.
   7. Eating more fruit? Yes, 194. No, 39.
   8. Eating more cereals? Yes, 103. No, 130.
   9. Eating less candy between meals? Yes, 156. No, 77.
   10. Eating foods which he had refused before? Yes, 141. No, 92.
   11. Standing and sitting in better posture? Yes, 149. No, 84.
3. Has your child improved in health appearance as shown in bright eyes, clear skin, good color, etc.? Yes, 177. No, 56.
4. Do you think there has been a real improvement in health? Yes, 186. No, 47.
5. Have you noticed improvement in any of the following ways as a result of better health:
   1. More cheerful and good-natured in disposition? Yes, 151. No, 82.
   2. More completely rested in the morning and more willing to get up promptly? Yes, 150. No, 83.
   3. Better appetite? Yes, 171. No, 62.

As our experiments in Malden progressed we were anxious to know what the parents thought of it and whether they believed that the school program helped to improve the habits of the children. So we thought we would ask them. The letter shown in the center of this page was multigraphed at school headquarters and sent to the parents of the 300 children who had been having health training for three and one half years. In order to make it a personal matter we put a short letter at the top.

Eighty percent of these questionnaires were returned. A few of the sheets were not filled out completely but carried some such statement as: "I approve of all this." In making the computations these were discarded. There remained 233 of these questionnaires filled out completely with "yes" or "no" answers, and the judgment of these 233 parents is expressed in the parenthetical figures given after the questions upon the reproduced questionnaire.

The high percentage of the questionnaires which were filled out and returned was not more surprising than the care with which the questions were answered. Each sheet showed the "yes" and "no" answers so interspersed as to indicate thoughtful answering.

The judgment of the parents, as secured by this process, was interesting. In their opinion there had been most improvement in the habits of cleanliness and spending more time out of doors, while the least improvement was made in the habits of eating cereals and going to bed earlier, with a varying degree of improvement in other habits scattered between these two extremes.

These reports indicated to us which are the most difficult habits to teach and which habits gave the greatest improvement for the amount of time spent upon them. The reports which were returned indicated that the parents had a very clear idea of what we were trying to do. They understood the habits which we are trying to assist them in developing among the children, and in the future they will watch even more definitely for improvement in these habits and for improvement in the signs of health indicated in the questions at the end of the list.

[1] This is one of a series of short articles on adventures in health education prepared for The Journal from the experimental studies in health education being carried on by the Massachusetts Institute of Technology in Malden, Massachusetts. Mr. Turner is associate professor of biology and public health in the Institute.

Popular Education in 1825

THE CENTURY ending in December, 1925, has produced extensive changes in the attitude toward popular education throughout the world. Just one century ago both America and England were in the midst of an educational revival. This revival is reflected in a significant article in *The North American Review,* Volume XXIII: 49-67, July, 1826, based on a pamphlet by Henry Brougham, M. P., F. R. S., of London, published during the preceding year. The subject proved so popular that the pamphlet, *Practical Observations upon the Education of the People,* went through nearly thirty editions in a single year. The author remarks "that there should be men to take alarm at the universal spread of knowledge; that there should be powerful, nay, respectable journals setting themselves in array against this object only shows how strong is that cause, against which such opposition avails so little." The following abstracts from this review will be of interest, we believe, to JOURNAL readers:

. . . The subject of education, at large, among the many subjects that have engaged the minds of men for the last three hundred years, has come late for its share of attention. The pressure of political tyranny, or of ecclesiastical domination, has compelled men to inquire into their civil and religious rights. Curiosity and the love of research have urged them to penetrate far into the fields of science and intellectual philosophy. The natural growth of taste and imagination has developed itself in the arts and in literature. But the science of education has been one of less obvious utility or attractiveness, or of less urgent claims upon attention. Men could live, could defend their rights and opinions, could amass personal acquisitions and pleasures, without any of this science. And in the nature of things, they would regard a present interest which was their own more than a future one which concerned their children.

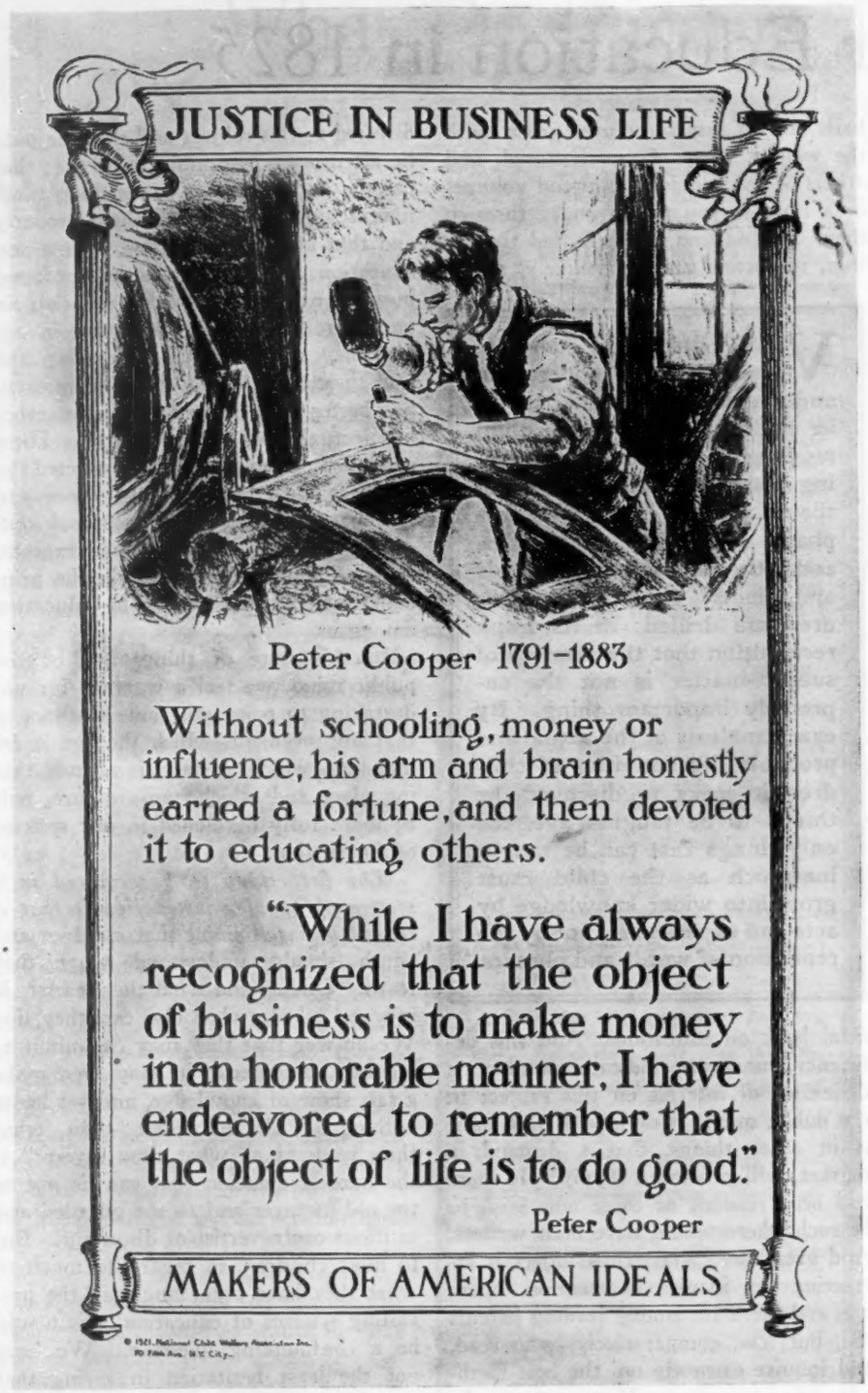
The subject of education has elicited fewer books than any other great subject affecting human welfare; fewer than law, medicine, politics, or religion. Fewer, did we say? There is really no comparison. While there are books on these and other subjects, so many that the world can scare contain them; while in foreign countries alcoves and halls and mighty structures groan with the weight, some of one hundred, and others of five hundred thousand volumes in a library, you may wander through them all, and find but here and there a thin, neglected, and, very likely, superficial book on education. And this deficiency, moreover, indicates another: a deficiency of interest on this subject in the public mind. For it is in this, as it is in other things, that a demand, a market, will procure a supply. If there had been readers, or those who wish to be such, there would have been writers. And even now, when this subject is attracting an increased attention, there are, and there are among reading parents too, but few, comparatively, who read, and inquire earnestly on, the best methods of education. Voyages, travels, poems, novels are good things in their place provided they are good in their character, but these accounts of other, and often fictitious, beings and scenes are more attractive to the most of us than those discussions which lead us to contemplate in every light that interest and duty can present the beings and scenes of our own home.

VAST literature, elaborate research, wide coöperation, and statesmanlike vision are all in evidence in the curriculum movement that is now sweeping America. The strength of the movement lies in its emphasis on the ideals, attitudes, and activities back of the words and "facts" upon which children are drilled; in its frank recognition that the mastery of subject-matter is not the supremely important thing. By exact analysis of the actual and probable life activities of children it seeks to discover the things to be taught—aye, the only things that can be taught inasmuch as the child must grow into wider knowledge by acts and experiences, not by the repetition of words and phrases.

It is an encouraging omen for the coming age that the number both of writers and readers on education is increasing; that many powerful minds are directed to this subject and that the public attention is beginning to awake; that parents and guardians are making more liberal appropriations of their property and that men of the highest talents and education are taking up the professed business of teaching youth, not only in our universities and colleges but in our lyceums, academies, and schools; and that their toils, moreover, in many cases, are better compensated than any other intellectual labor in the country. These combined circumstances, connected as they are with the free institutions and fortunate auspices of our national condition, give rise to indefinite expectations of improvement, both in the principles and in the modes of education among us.

In this state of things and of the public mind, we feel a warrant for undertaking to point out some features of that improvement, which the age is demanding, which, in fact, is already taking place and which, we are sure, will be more fully developed in our systems of instruction. . . .

The first thing to be required in a system of popular instruction is that it should be intelligible; that children and youth should understand what they learn. Understand what they learn? It may be asked: what else can they do? We answer that they may commit it to memory, may recite it, may even make a fair show of knowledge, and yet know nothing. "Understandest thou what thou readest? or what thou sayest?" is the hardest question that can be put to the old inquirer and to the guarded and cautious controvertist or disputant. But to most children, in regard to much of what they have been taught in the prevailing systems of education, this would be a confounding question. We have not the least hesitation in saying that two or three years in the education of almost every individual in this country have been thrown away upon studying what they did not understand. What, for instance, can a child from seven to ten or twelve years old understand of the science of grammar? It is one of the most abstruse and profound of sciences, involving an analysis of thought and the most delicate discrimination of it. Language is the instrument of thought, and if a man cannot comprehend an instrument of merely mechanical power: if he cannot comprehend the



principles of a steam engine without some acquaintance with philosophy [physics], shall he expect with more ease scientifically to comprehend the great instrument of intellectual power? It may be said that this comparison is against us; that a man may understand the use of a steam engine without philosophy. But to this we have a ready answer. Every child learns the correct or incorrect, not from the pages of a grammar but from actual life, from conversation, from reading. And one of the evils of this system is that the child imagines that by the new names he gives to words, as verbs and nouns, by a parade of definitions and a routine of parsing terms, he is making great acquisitions of knowledge, while in fact he is learning nothing. . . .

The improvement, then, which we confidently expect on this subject, is, that it will be postponed to a later period in the course of education; that it will be accompanied with more reading, writing, and reflection; and that it will then be taught not as a mere set of rules, which every child gains from actual conversation but that it will be taught as the science of language. . . .

Shall a child, then, it may be asked, attend to nothing that it cannot understand? We answer to very little or nothing. What possible use would it serve? It may be thought that for a boy to study the grammar of an unknown language is studying what he does not understand. But certainly not. He understands, if he is properly taught, that the grammar, which he is learning, is a description of the unknown tongue that he is to study. The child, in this case, therefore, no more commits to memory what he does not understand, than an adult, than the most learned professor of languages. But is there not much in the commencement of every study and science that is necessarily unintelligible? . . .

The evils, which have resulted from this defect in education, are of the worst kind. The loss of time already alluded to is the least of them. Nor is even the loss of knowledge the greatest of them. For the very disposition to know, the very desire of acquisition is taken away. Much of the ignorance of the community is to be traced to this kind of learning. How many dull scholars, too, have been made so by unintelligible instruction. The abused mind still gives this testimony to its intrinsic dignity, that it cannot be interested in what it does not understand. Words, that neither teach nor signify anything to it, must be dull; they ought to be dull. It is, and it ought to be, a dull business to commit them to memory, and to repeat them, though with ever so much fluency and éclat. This attending to words, without comprehending their meaning, also fosters a habit of indistinctness, a want of discrimination of mind. It creates a mental unfaithfulness and something bordering certainly on moral dereliction. There cannot be a worse habit for the mind, if not for the heart, than to be content with an equivocal, half-way knowledge of what is studied, or read, or heard. It is fatal to thorough scholarship; it is injurious to practical good sense; it is a species of injustice to the mind and almost a swerving from conscience. We are prone enough from our natural indolence to rest satisfied with superficial knowledge, but we add to this propensity the influence of a negligent and superficial education. And yet, perhaps, nothing so puffs up the mind with a notion of its acquisitions as superficial

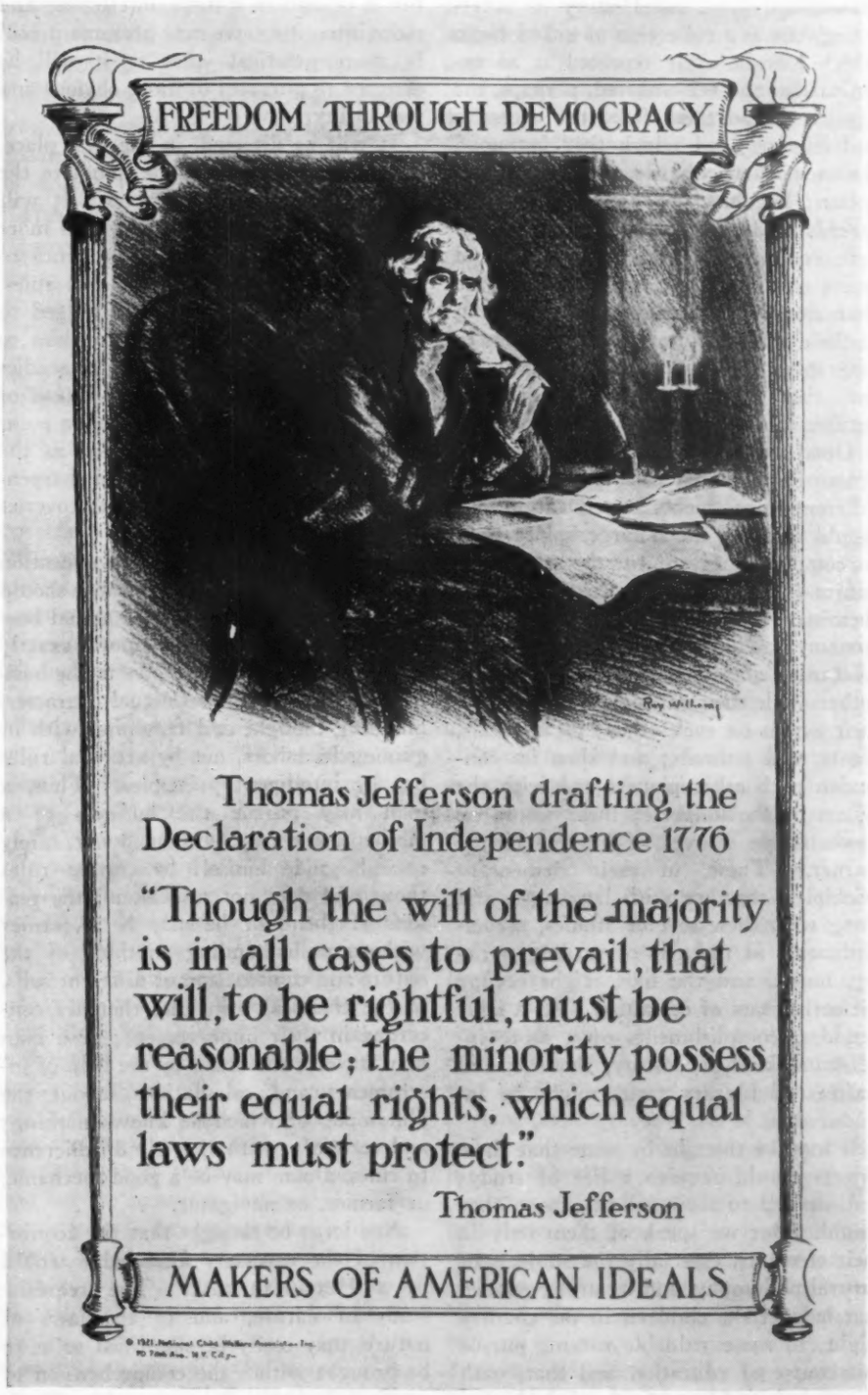
knowledge. No person is so self-complacent as the fluent repeater of unmeaning words. . . .

The second thing, then, to be demanded in an improving education is that children and youth should be more interested in what they learn. The dulness of our schools is proverbial. The weary task, the irksome lesson, is what most persons probably remember as having tried their utmost patience. Enter many of our schools, and unless an approaching examination or a contested medal has called forth the spirit of zealous rivalship, what languor and listlessness meet you on every side! How many vacant faces, and heavy attitudes, and sluggish movements! How many indications that everything is done because it must be done; that almost every learner is held to his seat, not by inclination but by necessity; that if the restriction were taken off, they would fly from the walls of the schoolroom as they would from the walls of a prison. And now suppose they were released and that you should follow them to the playground. What an instantaneous and total metamorphosis would you witness! What life and spirit; what eager faces and bright eyes; what delightful animation. . . .

This step in the course of an improved education will naturally follow the one already mentioned. Let children understand and they will be prepared to be interested. But this is not all. They must be taught what is naturally fitted to interest them, and they must be taught it in a manner suited to gain this object.

And here we shall venture to call in question much that is taught in many, even of the better sort of schools, on the ground of a deficiency in one of these respects—that is, of its being uninteresting in the matter, or of its being made uninteresting by the form in which it is presented. Of this latter class are many of the English studies that are pursued in most of our schools, and especially of our female schools. They are not uninteresting in themselves, but they are made so. Arithmetic, geography, history, as they are commonly taught, are to most learners extremely wearisome and dull—that is to say, these studies are not interesting for their own sake, and they can be pursued with interest only by means of stimulants quite foreign to the love of knowledge. It is impossible that a body of mere abstract facts, without any relation to the grounds or reasons of them, without any relation to human nature or human life, without any obvious relation to practical utility or personal improvement; it is impossible that such isolated facts, however true or important, should be really interesting any more than the definitions of a dictionary or the events of a table of chronology. . . .

Now what pleasure, we beg leave to ask, what interest can be taken in the hundred rules of arithmetic if not one in ten of them is ever to come to any use, and still fewer of them are ever understood in their principles—that is to say, are ever demonstrated by the learner? . . . As to geography, there is indeed a satisfaction in being acquainted with foreign countries; there is a charm in the descriptions of noble rivers and mighty cataracts; of green and cultivated fields, and majestic forests and mountains; of flourishing kingdoms and splendid cities; and Malte-Brun has shown us, that a charm may be given to these descriptions even in a book of geography. But geography, as it is commonly taught, is divested of most of these



attractions. . . . History is interesting, not as a collection of naked facts, which may be aptly repeated at an examination, and remembered, perhaps, the day after, and then, from the excessive and irksome load which they lay upon the memory necessarily and gladly forgotten; but history is interesting as it spreads before us a mighty scene of human conduct, unfolds its springs, and traces out its consequences, displays the character of the actors, with something of the detail and interest that belongs to biography, and thus touches and quickens the moral sentiments of our nature. . . .

Upon the whole, then, in fixing the proportion that should be observed in the different departments of education, we should assign a much larger place than is commonly given to the study of nature—that is, to natural history, chemistry, natural philosophy, and astronomy. The earth, its structure, the substances of which it is composed, together with their mutual relations, and their action on each other; its minerals, plants, and animals; and then its connexion with other planets and with the system of the universe; these would be inexhaustible sources of interest to the learner. These, in their elementary principles, together with languages, and along with these severer studies, accomplishments in the arts of reading, writing, music, and the like, might occupy the early years of education. At a later period, accomplishments of a more intellectual kind, as history, rhetoric, and matters of literary taste, might be introduced.

It may be thought by some that these objects would require a life of study; and, carried to their fullest extent, they would. But we speak of them only in their elements, especially the subjects of natural philosophy, and we are persuaded that half of the children in the country might, to some valuable extent, pursue this course of education and that, with the exception of languages and the higher accomplishments, the other half might. Let them only begin right; let them learn nothing that they do not comprehend; let them be interested in what they learn; let them feel the excitement of curiosity and have their faculties put on the stretch with the love of knowledge; and we believe that a new race of children would rise up among us. . . .

The third thing to be desired in a system of popular education is that it should be more practical. This step will naturally follow the two preceding, for if education is more intelligible and more interesting, we may presume it will be more practical—that is, it will be directed to purposes of more obvious and real utility.

It will be directed, in the first place, more to the culture of the mind, to the improvement of the character. It will be less an exercise of memory and more of reasoning. For a child or youth to load his mind with thousands of rules, principles, and facts, will be judged to be of less consequence than for him to reason on a few of them. The studies of the school and the college, instead of being looked upon as the ultimate point of attainment, will be regarded as the preparation, the furnishing, and sharpening of the mind for further discoveries and acquisitions. . . .

The other respect in which education should be more practical is that it should more directly fit men for the actual business of life—or to say more exactly what we mean, it should give to the business of life a more intellectual character, mingling thought and reasoning with it, guiding its labors, not by artificial rules but by intelligent principles. Thus, a man may pursue the business of a mechanic and may, without doubt, safely enough guide himself by certain rules though he does not understand the reasons of them, or he may be a farmer without understanding anything of the nature and combination of different soils, or the chemical principles that are concerned in their improvement; or a man may traverse the ocean by the help of instruments and calculations, about the philosophy of which he knows nothing; and certainly, with this blind adherence to rules, a man may be a good mechanic, or farmer, or navigator. . . .

Nor let it be thought that the acquisition of the necessary knowledge would be a Herculean task. The requisite study of nature, and of the laws of nature, may easily be simplified so as to be brought within the comprehension of youth and within the time ordinarily allotted to a common education among us. . . . Labor need not be a mere mechanical or corporeal drudgery. It may be accompanied with a perpetual exercise and improvement of the intellect. It may be accompanied with the study and love of nature, and with increasing discoveries of the wisdom of its laws, and the wonders of its operations; while with these, every domestic affection too and every religious aim may mingle to relieve, to exalt, and to hallow the toils of life.

Nor would those only who are engaged in laborious employments feel the benefit of an improving education, but the men of more leisurely and sedentary pursuits. It has been, we can hardly say to the reproach, but certainly to the disadvantage, of our merchants and men of the learned professions, that they have been too much mere men of business. This is rapidly changing; and it will yet more change. Not that they will be less men of business, but more men of reading and study. . . .

There is at this day an unprecedented development of mind, and most of all unprecedented in its extension to all classes of the people. We cannot say that we look without apprehension upon this excited mass of public sentiment that is rising from the lethargy of centuries, like the sea from that deep, long, and unnatural calm which precedes its most violent convulsions. From the free and inquisitive spirit of the age we believe that there is much to hope. We believe that politics, religion, and the wisdom and welfare of life have much to hope, but we seriously apprehend, too, that they have something to fear, and the only chance of that glorious issue of the present state of things, to which the quickened and enthusiastic spirit of the age is looking, depends on the sound culture and wise direction of the public mind.

"The question," says Mr. Brougham, "no longer is whether or not the people shall be instructed"; whether or not, we might add, in this country, they shall think and inquire with freedom and boldness; "for that has been determined long ago, and the decision is irreversible, but whether they shall be well or ill taught; half informed or as thoroughly as their circumstances permit and their wants require. Let no one be afraid of the bulk of the community becoming too accomplished for their superiors. Well educated and even well versed in the most elevated sciences they assuredly may become, and the worst consequence that can follow to their superiors will be that, to deserve being called their *betters*, they too must devote themselves more to the pursuit of solid and refined learning. . . .

Visions of improvement, not of perfectibility, are before us, and though past experience seems to mock them, we will not believe they are dreams. The auspices of freedom, the tendencies of knowledge, the counsels of providence, the promises of Christianity, the hope of man, all forbid despair. Let our favored

communities do their duty, and there shall be no place even for scepticism. Tell us not of difficulties, of obstacles, of expenses, in the way of rearing a wise and enlightened, and righteous generation. Give us the refuse of the superfluous expenditure of the country, the fragments from the tables of luxury, the leavings of expensive entertainments and amusements, the cast off garments of sumptuous wardrobes; or store for us what excess consumes and intemperance swallows in this land; and with these means, we could pledge ourselves to raise up a community far more enlightened than the world has yet seen. Let every man, moreover, give his own faithful personal endeavors, and we deem it not too solemn to add, his earnest prayers to Heaven, and here upon these shores of promise shall be reared up a community as pure and happy, as it shall be intelligent and enlightened.

Professional Progress in Ohio

R. J. KIEFER

Superintendent of Schools, Niles, Ohio, and N. E. A. State Director

AS N. E. A. Director for Ohio, I take pleasure in bringing to your attention an account of my stewardship. First of all, I congratulate you and the teaching profession of the state, of which you are representative, for the increasing recognition and support accorded the National Association. This, more eloquent than words, is expressive of that broadening and deepening spirit so encouraging to those who are working for the advancement of teaching. Des Moines, Boston, Oakland, Washington, and Indianapolis each mark a step in advance over the year previous in point of interest, delegates attending, and total registration, and Philadelphia this year seems most certain to record a 50 percent increase in registered delegates; an N. E. A. enrolment for Ohio of 10,000 as of September 1, 1925, is likely to become 15,000 by the time of the June meeting.

A most encouraging increase of 100 percent school systems is also noted. A long list of cities, and a much longer list of buildings within cities, report all-inclusive membership. N. E. A. enrolment in rural and consolidated schools is also increasing. Springfield, Ohio, is but representative of that growing class of larger cities in the state achieving the enviable record of 100 percent enrolment for national as well as state, district, and local associations. Two counties, Logan and Wood, also report every teacher a member as the result of an all-inclusive membership drive. In Cuyahoga County, of 468 teachers all but three are now enrolled in the National Association. The teachers of Scioto County have taken out life membership for their county superintendent, E. O. McCowan. The teachers of Lancaster, Ohio, have, in like manner, shown their appreciation of Superintendent J. J. Phillips. In creating these life memberships, the teachers of these respective counties have not only signally honored their superintendents, but have erected enduring professional memorials to themselves. Good salaries, high professional enthusiasm, and progressive school systems go hand in hand. Where these are found, N. E. A. membership is always largest.

One year ago this body approved, with slight amendment, a plan for the election of N. E. A. delegates. It provided for nomination and preferential voting by the teachers of the several districts, so that N. E. A. delegates would be selected and voted for by those teachers who knew them best. Each district was to be assigned a number of delegates in proportion to its N. E. A. enrolment. The secretary of the state association, after the preferential ballot was taken, was then to cast the ballot of the entire state for the person so designated. The experience of last year, though inaugurated late, must be recognized as a distinct advance over anything heretofore attempted. The same plan in use this year will run even more smoothly. Nominations are already provided for and will be certified in ample time for distribution to the teachers of the respective districts for the preferential ballot. The plan does not concentrate the responsibility of nomination for delegates in a central office but instead relieves it of any embarrassing responsibility associated with this selection. An improvement which the speaker as director of the state would suggest is that possibly from the list of delegates in any one year, the vice-presidents of the state association who are also presidents of the district association, select say 25 percent to be returned as delegates-at-large for the ensuing year. This would provide a continuity of delegate membership which would enable our state delegation to assume a more commanding and compelling place among the delegations in attendance at the national meeting.

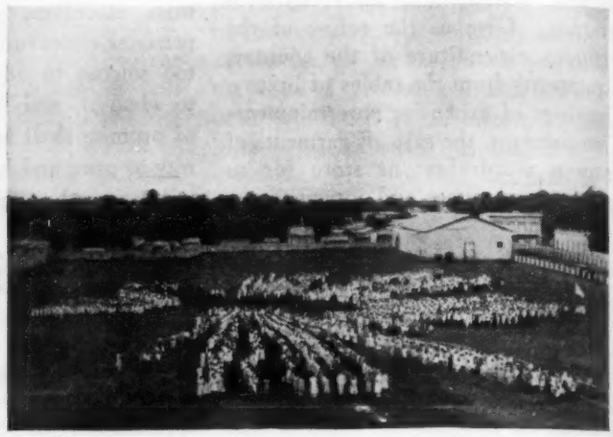
The personnel of the body of delegates sent to Indianapolis was distinctly creditable to the teachers of the state and throughout the sessions; whether on committee, on the floor, or in the lobbies, Ohio was in evidence and drew favorable comment. Not only did our delegates give a good account of themselves in Indianapolis, but on their return home they dispensed much professional enthusiasm by reports of proceedings. The expense allowance by the state for the 26 delegates sent did not begin to cover the actual expense involved but the difference was gladly assumed by the delegates themselves. The total cost to the state of delegate attendance is less than five cents per member, and we doubt whether any other equal portion of your membership dollar returns so much in substantial worth and merit to all the teachers of the state and to all the schools of the state as that allowed for N. E. A. expenses.

The teachers of Ohio understand that they are a part of that great national body of teachers and that, in this profession as in every other, we cannot stand alone. If our profession today occupies a vantage point more satisfactory and more greatly influential than that held a decade or two ago, and if, in consequence, the welfare of the schools and educational progress have been furthered by that advancing position, we owe that gain to the National Association alone. In view of this, it seems that no progressive teacher of the state would question, for one moment, the advisability of allowing five cents of his membership fee to go as expense money to delegates who are willing to represent him in the councils of the National Association. Certainly the teachers of Ohio would not expect to profit by the labor of the National Association without assuming their portion of the burden.

Ohio had close to 1000 teachers in attendance at Indianapolis. Our President, Harvey C. Minnich, was honored by appointment to membership on the Resolutions Committee and our Secretary, Mr. Reynolds, on the Committee on Elections. The election, the first to be conducted under the Ohio plan, passed off smoothly and justified the

Told in Pictures

REPRESENTATIVES of the Washington Education Association closed the annual meeting in Tacoma, Washington, with a trip to Paradise Valley on the slopes of Mt. Rainier. Miss Mary McSkimmon, president of the National Education Association, in the foreground.



PORTO RICO celebrated American Education Week. Four thousand pupils of the Ponce Urban Graded Schools getting ready for review on the school athletic field, November 20, 1925.

THE EAST SIDE CAMPUS of the University of Iowa, which has a notable building program under way. State universities are hard pressed to accommodate the crowd of students which popular faith in education is bringing to their doors.

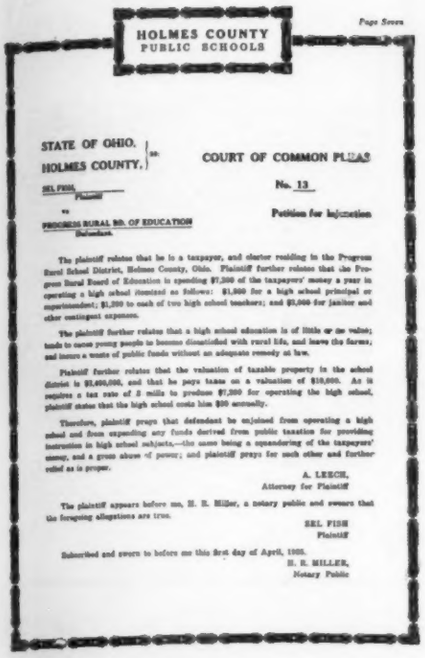
efforts put forth by Ohio to bring about a change in nominations. There is a suggestion, met with on occasion, that would extend the operations of what the N. E. A. group call the Ohio plan, to nominations of the trustees and the Executive Committee. This is a matter for future consideration and would involve some charter modifications which might possibly necessitate Congressional cooperation. Your director has also thought that some method of tying up more closely the different state associations to the policies and workings of the National Association would be desirable and possibly might be effected by such change in the National Constitution as would permit the state body to select that person in your state who should represent you as director in the deliberations of the N. E. A. This, if done by various representative bodies or conventions, such as are here assembled, together with the nomination of delegates and our preferential selection by the teachers of the several district associations, would succeed in uniting more closely the national and state associations to their mutual advantage.

In closing, I would appeal to every delegate present to spread the leaven of all-inclusive membership among the groups which sent you here, so that a largely increased membership in the state may result and that we may have a much larger delegate group present in the deliberations at Philadelphia. To this end may we suggest that each local association of fifty or more teachers, arrange for affiliation with the National Association and provide for the appointment of its own local delegate to the Philadelphia convention.

ANY ORGANIZATION of teachers should have for its prime purpose the elevating of the human standard in teacherdom. The publicity organ of such an association should help, therefore, to set the pace. In addition to this, we feel that the local magazine must always merge itself into the larger interest—national and state—if it would serve its true mission of enlarging the teacher's vision. Through this means it can help to make her the real copartner of the administrative side of education, which position she so justly deserves.—*The League Scrip* of the Minneapolis Teachers' League.

The School on Trial

A NOVEL SCHOOL ANNUAL



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HOLMES COUNTY PUBLIC SCHOOLS

STATE OF OHIO, HOLMES COUNTY, } ss.

COURT OF COMMON PLEAS

No. 13

SEL FISH, Plaintiff, vs. PROGRESS RURAL BD. OF EDUCATION Defendant.

Petition for Injunction

The plaintiff relates that he is a taxpayer, and elector residing in the Progress Rural School District, Holmes County, Ohio. Plaintiff further relates that the Progress Rural Board of Education is spending $7,200 of the taxpayers' money a year in operating a high school (limited as follows: $1,800 for a high school principal or superintendent; $1,200 to each of two high school teachers; and $3,000 for janitor and other contingent expenses.

The plaintiff further relates that a high school education is of little or no value; tends to cause young people to become dissatisfied with rural life, and leave the farms; and insure a waste of public funds without an adequate remedy at law.

Plaintiff further relates that the valuation of taxable property in the school district is $2,400,000, and that he pays taxes on a valuation of $10,000. As it requires a tax rate of 3 mills to produce $7,200 for operating the high school, plaintiff states that the high school costs him $30 annually.

Therefore, plaintiff prays that defendant be enjoined from operating a high school and from expending any funds derived from public taxation for providing instruction in high school subjects,—the same being a squandering of the taxpayers' money, and a gross abuse of power; and plaintiff prays for such other and further relief as is proper.

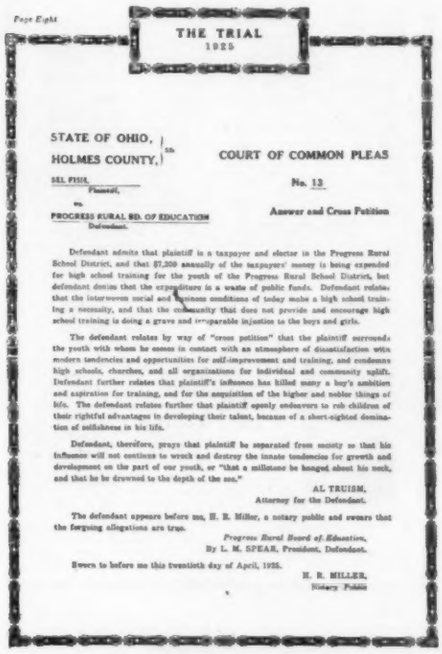
A. LEECH,
Attorney for Plaintiff

The plaintiff appears before me, H. R. Miller, a notary public and swears that the forgoing allegations are true.

SEL FISH
Plaintiff

Subscribed and sworn to before me this first day of April, 1925.

H. R. MILLER,
Notary Public



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THE TRIAL
1925

STATE OF OHIO, HOLMES COUNTY, } ss.

COURT OF COMMON PLEAS

No. 13

SEL FISH, Plaintiff, vs. PROGRESS RURAL BD. OF EDUCATION Defendant.

Answer and Cross Petition

Defendant admits that plaintiff is a taxpayer and elector in the Progress Rural School District, and that $7,200 annually of the taxpayers' money is being expended for high school training for the youth of the Progress Rural School District, but defendant denies that the expenditure is a waste of public funds. Defendant relates that the interwoven social and business conditions of today make a high school training a necessity, and that the community that does not provide and encourage high school training is doing a grave and irreparable injustice to the boys and girls.

The defendant relates by way of "cross petition" that the plaintiff surrounds the youth with whom he comes in contact with an atmosphere of dissatisfaction with modern tendencies and opportunities for self-improvement and training, and condemns high schools, churches, and all organizations for individual and community uplift. Defendant further relates that plaintiff's influence has killed many a boy's ambition and aspiration for training, and for the acquisition of the higher and nobler things of life. The defendant relates further that plaintiff openly endeavors to rob children of their rightful advantages in developing their talent, because of a short-sighted domination of selfishness in his life.

Defendant, therefore, prays that plaintiff be separated from society so that his influence will not continue to wreck and destroy the innate tendencies for growth and development on the part of our youth, or "that a millstone be hanged about his neck, and that he be drowned to the depth of the sea."

AL TRUISM,
Attorney for the Defendant.

The defendant appears before me, H. R. Miller, a notary public and swears that the forgoing allegations are true.

Progress Rural Board of Education,
By L. M. SPEAR, President, Defendant.

Sworn to before me this twentieth day of April, 1925.

H. R. MILLER,
Notary Public

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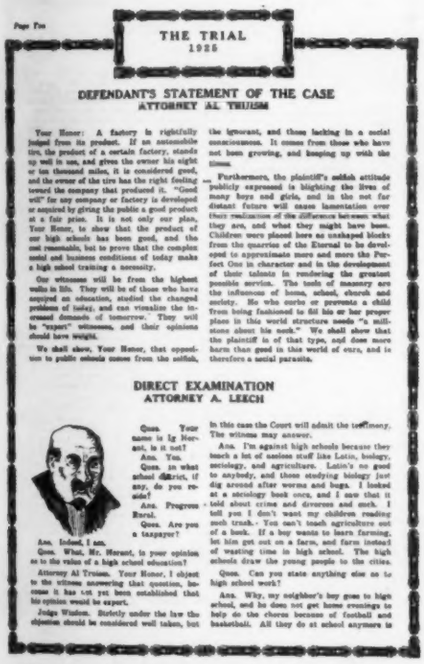
HOLMES COUNTY PUBLIC SCHOOLS

PLAINTIFF'S STATEMENT OF THE CASE,
ATTORNEY A. LEECH

Your Honor, we are fast getting away from the ways of our forefathers, and people are becoming taxed to death. My client has shown courage enough to bring this action to free himself and others from the unjust burden of paying taxes for providing high school training. We expect to show that our forefathers got along with but little schooling and what was satisfactory for them, should be good enough for us and our children.

Evidence will be presented that will indicate clearly that it is not years of book learning and a high school diploma that lead to success, but an early start, practical common sense, and a determination to make money. It is our intention, Your Honor, to enlighten you with evidence that high school subjects are useless, impractical, and can never be of any real help in selling goods, managing a store, farming or in running any kind of business.

And furthermore, Your Honor, evidence will show that high schools today deal principally with football, basketball, baseball, cigarette smoking, social gatherings, and dancing. That the taxpayers' money should be spent for such foolishness is ridiculous. Your Honor, we believe that the evidence will uphold the plaintiff's allegations, and that he will obtain justice.



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DEFENDANT'S STATEMENT OF THE CASE
ATTORNEY AL TRUISM

Your Honor: A factory is rightfully judged from its product. If an automobile tire, the product of a certain factory, stands up well in use, and gives the owner his eight or ten thousand miles, it is considered good, and the owner of the tire has the right feeling toward the company that produced it. "Good will" for any company or factory is developed or acquired by giving the public a good product at a fair price. It is not only our plea, Your Honor, to show that the product of our high schools has been good, and the cost reasonable, but to prove that the complex social and business conditions of today make a high school training a necessity.

Our witnesses will be from the highest walks in life. They will be of those who have acquired an education, studied the changed problems of today, and can visualize the increased demands of tomorrow. They will be "expert" witnesses, and their opinions should have weight.

We shall show, Your Honor, that opposition to public schools comes from the selfish, the ignorant, and those lacking in a social consciousness. It comes from those who have not been growing, and keeping up with the times.

Furthermore, the plaintiff's selfish attitude publicly expressed is blighting the lives of many boys and girls, and in the not far distant future will cause lamentation over their realization of the difference between what they are, and what they might have been. Children were placed here as unshaped blocks from the quarries of the Eternal to be developed to approximate more and more the Perfect One in character and in the development of their talents in rendering the greatest possible service. The tools of masonry are the influences of home, school, church and society. He who curbs or prevents a child from being fashioned to fill his or her proper place in this world structure needs "a millstone about his neck." We shall show that the plaintiff is of that type, and does more harm than good in this world of ours, and is therefore a social parasite.

DIRECT EXAMINATION
ATTORNEY A. LEECH

Ques. Your name is Ig Norant, is it not?

Ans. Yes.

Ques. In what school district, if any, do you reside?

Ans. Progress Rural.

Ques. Are you a taxpayer?

Ans. Indeed, I am.

Ques. What, Mr. Norant, is your opinion as to the value of a high school education?

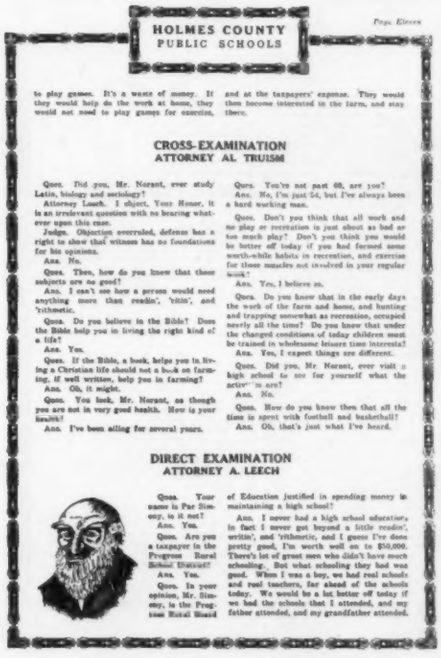
Attorney Al Truism. Your Honor, I object to the witness answering that question, because it has not yet been established that his opinion would be expert.

Judge Wisdom. Entirely under the law the objection should be considered well taken, but in this case the Court will admit the testimony. The witness may answer.

Ans. I'm against high schools because they teach a lot of useless stuff like Latin, biology, sociology, and agriculture. Latin's no good to anybody, and those studying biology just dig around after worms and bugs. I looked at a sociology book once, and I saw that it told about crime and divorces and such. I tell you I don't want my children reading such trash. You can't teach agriculture out of a book. If a boy wants to learn farming, let him get out on a farm, and farm instead of wasting time in high school. The high schools draw the young people to the cities.

Ques. Can you state anything else as to high school work?

Ans. Why, my neighbor's boy goes to high school, and he does not get home evenings to help do the chores because of football and basketball. All they do at school anymore is to play games. It's a waste of money. If they would help do the work at home, they would not need to play games for exercise, and at the taxpayers' expense. They would then become interested in the farm, and stay there.



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CROSS-EXAMINATION
ATTORNEY AL TRUISM

Ques. Did you, Mr. Norant, ever study Latin, biology and sociology?

Attorney Leech. I object, Your Honor, it is an irrelevant question with no bearing whatever upon this case.

Judge. Objection overruled, defense has a right to show that witness has no foundations for his opinions.

Ans. No.

Ques. Then, how do you know that these subjects are no good?

Ans. I can't see how a person would need anything more than readin', 'rithin', and 'rithmetic.

Ques. Do you believe in the Bible? Does the Bible help you in living the right kind of a life?

Ans. Yes.

Ques. If the Bible, a book, helps you in living a Christian life should not a book on farming, if well written, help you in farming?

Ans. Oh, it might.

Ques. You look, Mr. Norant, as though you are not in very good health. How is your health?

Ans. I've been ailing for several years.

Ques. You're not past 60, are you?

Ans. No, I'm just 54, but I've always been a hard working man.

Ques. Don't you think that all work and no play or recreation is just about as bad as too much play? Don't you think you would be better off today if you had formed some worth-while habits in recreation, and exercise for those muscles not involved in your regular work?

Ans. Yes, I believe so.

Ques. Do you know that in the early days the work of the farm and home, and hunting and trapping somewhat as recreation, occupied nearly all the time? Do you know that under the changed conditions of today children must be trained in wholesome leisure time interests?

Ans. Yes, I expect things are different.

Ques. Did you, Mr. Norant, ever visit a high school to see for yourself what the activ'ties are?

Ans. No.

Ques. How do you know then that all the time is spent with football and basketball?

Ans. Oh, that's just what I've heard.

DIRECT EXAMINATION
ATTORNEY A. LEECH

Ques. Your name is Pat Simony, is it not?

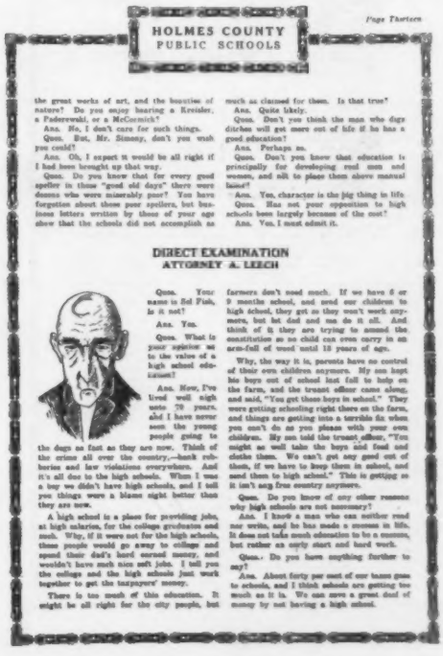
Ans. Yes.

Ques. Are you a taxpayer in the Progress Rural School District?

Ans. Yes.

Ques. In your opinion, Mr. Simony, is the Progress Rural Board of Education justified in spending money in maintaining a high school?

Ans. I never had a high school education, in fact I never got beyond a little readin', writin', and 'rithmetic, and I guess I've done pretty good, I'm worth well on to $50,000. There's lot of great men who didn't have much schooling. But what schooling they had was good. When I was a boy, we had real schools and real teachers, far ahead of the schools today. We would be a lot better off today if we had the schools that I attended, and my father attended, and my grandfather attended.



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the great works of art, and the beauties of nature? Do you enjoy hearing a Kreisler, a Paderewski, or a McCormick?

Ans. No, I don't care for such things.

Ques. But, Mr. Simony, don't you wish you could?

Ans. Oh, I expect it would be all right if I had been brought up that way.

Ques. Do you know that for every good speller in those "good old days" there were dozens who were miserably poor? You have forgotten about those poor spellers, but business letters written by those of your age show that the schools did not accomplish as much as claimed for them. Is that true?

Ans. Quite likely.

Ques. Don't you think the man who digs ditches will get more out of life if he has a good education?

Ans. Perhaps so.

Ques. Don't you know that education is principally for developing real men and women, and not to place them above manual labor?

Ans. Yes, character is the big thing in life.

Ques. Has not your opposition to high schools been largely because of the cost?

Ans. Yes, I must admit it.

DIRECT EXAMINATION
ATTORNEY A. LEECH

Ques. Your name is Ed Fish, is it not?

Ans. Yes.

Ques. What is your opinion as to the value of a high school education?

Ans. Now, I've lived well nigh onto 70 years, and I have never seen the young people going to the dogs as fast as they are now. Think of the crime all over the country,—bank robberies and law violations everywhere. And it's all due to the high schools. When I was a boy we didn't have high schools, and I tell you things were a blame sight better than they are now.

A high school is a place for providing jobs, at high salaries, for the college graduates and such. Why, if it were not for the high schools, these people would go away to college and spend their dad's hard earned money, and wouldn't have such nice soft jobs. I tell you the college and the high schools just work together to get the taxpayers' money.

There is too much of this education. It might be all right for the city people, but farmers don't need much. If we have 8 or 9 months school, and send our children to high school, they get so they won't work anymore, but let dad and ma do it all. And think of it they are trying to amend the constitution so no child can even carry in an arm-full of wood until 18 years of age.

Why, the way it is, parents have no control of their own children anymore. My son kept his boys out of school last fall to help on the farm, and the truant officer came along, and said, "You get those boys in school." They were getting schooling right there on the farm, and things are getting into a terrible fix when you can't do as you please with your own children. My son told the truant officer, "You might as well take the boys and feed and clothe them. We can't get any good out of them, if we have to keep them in school, and send them to high school." This is getting so it isn't any free country anymore.

Ques. Do you know of any other reasons why high schools are not necessary?

Ans. I know a man who can neither read nor write, and he has made a success in life. It does not take much education to be a success, but rather an early start and hard work.

Ques. Do you have anything further to say?

Ans. About forty per cent of our taxes goes to schools, and I think schools are getting too much as it is. We can save a great deal of money by not having a high school.

HERE are some pages in reduced facsimile from a school annual that is an exceptionally good interpretation of educational needs. It will not be soon forgotten either by the children or the public. It was published by the Holmes County Schools, Millersburg, Ohio, during the commencement season of 1925. County Superintendent Frank H. Close believes that the people will support what they understand. In THE TRIAL the value of a high-school education is brought up for consideration before the Court of Common Pleas. Mr. Sel Fish, a taxpayer, through Attorney A. Leech, seeks to enjoin the board of education from operating a high school. Mr. Al Truism, for the board of education, files an Answer and Cross-Petition. Attorney A. Leech states his case. Then follows direct examination and cross-examination of competent witnesses, including the President of the United States, the president of the American Federation of Labor, superintendents of the various city schools in Holmes County, Bishop William F. McDowell, State Director of Education Vernon M. Riegel, United States Senator S. D. Fess, Judge Florence E. Allen, and other prominent citizens. Then come exhibits of graduating classes, debating

The School on Trial—*Continued*

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CROSS-EXAMINATION
ATTORNEY AL TRUISM

Ques. Are you Mr. Sel Fish, the plaintiff in this case?
Ans. Yes.
Ques. When you were a boy, Mr. Fish, did people have automobiles, telephones, motion pictures, radios, and a thousand other things of today?
Ans. No, of course not.
Ques. Living was simple in those days. If modern conveniences have changed life, should not the training of children be different, and is not an extended schooling or high school education necessary?
Ans. Yes, things are different, but we do not need high schools.
Ques. A muzzle-loading gun was quite effective in our early wars. Would it be effective today?
Ans. Of course not.
Ques. Do you think the old-time muzzle-loading schools and the education they imparted would suffice for today?
Ans. There's something wrong with the schools today, because there is so much crime, and children are so disrespectful.
Ques. Do you know that Socrates more than two thousand years ago wrote very much the same sentiments? He wrote: Children now love luxury, they have bad manners, contempt for authority, they show disrespect for there elders and love to chatter in place of exercise. Children are now tyrants and not slaves of the household. They no longer rise when an elder enters the room, they contradict their parents, chatter before company, gobble up their dainties at the table, cross their legs and tyrannize their teachers." Don't you believe that children today are better than when you were a child, but you have changed and forgotten many of the unpleasant things of childhood?
Ans. Perhaps so.
Ques. And, too, Mr. Fish, if children are not meeting well the new problems, could it be because schools today have not changed enough from the old-type?
Ans. I cannot see how.
Ques. Take government, for an illustration. In the days of isolation not many services were rendered by the government, and perhaps they were not needed then. Today we have the parcel post, rural delivery of mails, good roads, inter-state commerce regulations, food inspection, government welfare publications, library service, provisions for sanitation, traffic control, and many other activities. For good citizenship, Mr. Fish, isn't a broader understanding of government needed today than in those early days of isolation?
Ans. Yes, that is no doubt true.
Ques. Can you expect to have the increased services of government without higher taxes?
Ans. No.
Ques. Can a boy or girl be prepared for life as it is today without an increased expenditure of money?
Ans. No.
Ques. You referred in your testimony to the proposed "child labor amendment." Have you ever read it?
Ans. No, but I've heard lots of people talk about it.
Ques. Do you know that a man who does not get facts, but is controlled by gossip, is a dangerous man to the community?
Ans. I expect it's so.
Ques. Do you know that if this were an absolutely free country neither your property nor your life would be safe?
Ans. Yes.
Ques. Then, Mr. Fish, a man should not be allowed to drive an automobile as he pleases, or appropriate what he likes, or do what he pleases with his children,—unless the interests and welfare of others are considered, and what he pleases is right. Isn't that true?
Ans. Yes, I expect so.
Ques. Do you see, then, Mr. Fish, that a parent should not be allowed to do as he pleases with his children, unless he has the right vision?
Ans. Yes, but some laws are not right.
Ques. The laws you think wrong, others may feel that they are just. What kind of a country would this be if each were required to obey only the laws thought right by the individual?
Ans. It would be a mix-up, I'm sure.
Ques. Now, Mr. Fish, a man, who had never taken a bath, lived to be nearly a hun-

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dred years of age. Do you think that means that people should not keep clean?
Ans. Oh, no, cleanliness is all right.
Ques. But you just said in your testimony that, because one man got along pretty well without an education, a high school training is not necessary. Isn't that a narrow way of thinking?
Ans. Yes, it is.
Ques. How much tobacco do you use a week, Mr. Fish?
Ans. About a dollar's worth.
Ques. You pay about $30 in taxes for maintaining a high school, and $52 a year for tobacco. Wouldn't you be a bigger man if you would lower your taxes by quitting tobacco instead of fighting the high school?
Ans. I never looked at it that way, but I must say it does look bad.
Ques. You say that forty per cent of the taxes goes toward education. Do you know the difference between direct and indirect taxes?
Ans. I never heard of indirect taxes.
Ques. Do you know that in Holmes county direct taxes are about $37 per capita, and indirect taxes for state and nation around $73?
Ans. I don't know anything about those matters.
Ques. How much, then, is the total tax per capita?
Ans. 37 added to 73, which would be 110.
Ques. If forty per cent of our direct taxes goes to schools, what per cent of our total per capita tax is for schools?
Ans. I don't know.
Ques. It will make approximately 13½ per cent. Other governmental functions, then, cost more than 7 times as much as the schools. Don't you see that it is unfair to state that schools cost so much when indirect taxes for other purposes amount to far more than our direct taxes for schools?
Ans. I never studied such things.
Ques. Don't you think it is time for you to become informed?
Ans. I expect so.

The Defense
Hon. Calvin Coolidge

Attorney Al Truism: Are you Calvin Coolidge, President of the United States of America?
Ans. Yes.
Attorney Al Truism: What is your opinion as to the value of an education?
Ans. Education for the children of all the people, extending from the primary grades through the university, constitutes America's noblest contribution to civilization. No child or youth in the United States need be deprived of the benefits of education.

Nevertheless, either through negligence or because of unfortunate circumstances which might be controlled with sufficient effort, large numbers of children do not receive the full preparation for their life's work to which they are justly entitled. Many have reached maturity without even the rudiments of education.

This condition demands the solicitude of all patriotic citizens. It involves not only the persons immediately concerned and the communities in which they live, but the nation itself, for the welfare of the country depends upon the character and the intelligence of those who cast the ballots.

Education has come to be nearer to the hearts of the American people than any other single public interest. The plan of maintaining educational institutions from public funds did not originally prevail in most of the states, and even where it was in use it was feebly developed in the early days of the republic. That plan did not arise spontaneously in the minds of all citizens. It was only when the suggestion came forcefully,

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convincingly, and repeatedly from a few pioneers that popular interest was fully aroused. Vigorous campaigns were required not only to establish the idea of public education, but also for its maintenance, and for its important extensions.

Campaigns of national scope in behalf of education have been conducted annually since 1920, and they have been increasingly effective with each succeeding year. They have concentrated attention upon the needs of education, and the cumulative impetus of mass action has been peculiarly beneficial.

In the last few years we have placed much emphasis on vocational training. It is necessary for men to know the practical side of life and be able to earn a living. We want to have masters of our material resources. But it is also necessary to have a broad and liberal culture that will enable men to think and know how to live after they have earned a living. An educated fool is a sorry spectacle but he is not nearly so dangerous to society as a rich fool. We want neither in this country. We want the educated to know how to work and the rich to know how to think.

Not cross-examined.

Hon. Wm. Green

Attorney Al Truism: Are you Wm. Green, president of the American Federation of Labor?
Ans. Yes.
Attorney Al Truism: From your long experience with the problems of labor, what is your opinion as to the value of a high school education.
Ans. Nothing so definitely limits development as lack of educational opportunities. Education means trained capacity to live and work. Though education should be extensive with experience that person has a serious handicap who fails to get in each period of his life the educational experience that properly belongs to that development.

There is every practical reason, therefore, to urge all boys and girls to complete the high school course and thus acquire at the proper time the mental disciplines that belong properly to the period of immaturity. Even though the boys and girls may not have the opportunity for collegiate training, they will be equipped to undertake studies in the field of adult education.

I earnestly urge all boys and girls to complete the full public school course at the proper time.

Not cross-examined.

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THE STATE OF OHIO, HOLMES COUNTY, SS,
IN COURT OF COMMON PLEAS,

SEL FISH, Plaintiff
vs
PROGRESS RURAL BOARD OF EDUCATION, Defendant

OPINION.

Wisdom, J.:

The relator, Sel Fish, is a resident of the Progress Rural School District, Holmes County, Ohio, and prays for an injunction to prevent the Progress Rural Board of Education from operating a high school at an expense to the taxpayers, charging that a high school is unnecessary and a waste of public funds.

The testimony offered by the plaintiff cannot be considered expert, but merely as unfounded opinion. An opinion amounts to nothing unless based upon scientific investigation. Any one with the lowest intelligence quotient can express his opinions on churches, schools and government, and talk about everything going to the bow-wows. It does not require brains to give opinions, but it does require intelligence to form conclusions based upon facts. There has been too much of a tendency on the part of Americans to approve or condemn without first a thorough investigation from all angles. A democracy above all needs a fair-minded thinking people. Proneness to accept and express opinions has ruined many a just and righteous cause. There are those who have opinions how every business and every profession under the sun should be operated, when in this specialized age one does well to master one business or one profession.

Agriculture was at one time based upon opinion and oftentimes superstition, but today agriculture is a science. One who has not been in touch with farming and agricultural problems would not be a very good adviser in that field. Medicine is a science, and of course one would not think of calling a farmer or a school teacher for the diagnosis and treatment of disease. Education has become a science, and it, therefore, requires a careful study of educational problems to be considered capable of giving expert testimony.

Applying this interpretation to the evidence presented by the plaintiff, it can be given no weight. In fact, it should have been ruled out as incompetent. The defense had an array of witnesses qualified from training and interest in the problems of education, and the value and necessity of a high school education were well established. The Court, therefore, decides in favor of the defense, and assesses all costs against the plaintiff.

In the matter of the defense's cross petition, the evidence showed a willingness on the part of the plaintiff to get much from society, but to give nothing. His influence has, without doubt, caused many a boy and girl to discontinue schooling, and later be carried down in the whirl of things because of the lack of education.

It has been argued that this is a free country, and a man has a right to do as he pleases, but liberty does not mean that. We must realize that this is not an age of independence, but an age of dependence. We are all linked together almost inseparably, dependent one upon another. A wreckless driver of an automobile not only endangers self, but others along the highway. No one can be permitted to drive as he pleases, unless the rights and welfare of others are taken into consideration. Likewise, no one should be allowed to blast the hopes and aspirations of boys and girls in order to save for himself a few paltry dollars.

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The Court, therefore, sentences plaintiff in the original case to live for ten years in the heart of Africa. There he will find a fertile soil and be able to raise excellent crops. He will have no high school to support and no taxes to pay, but will be cut off from the agencies of civilization, and will live there unable to enjoy the conveniences of modern living. It is hoped that his experience away from civilization will bring him to a realization of the fact that when the standard of living is raised, costs and wealth are necessarily increased, and taxes become higher. We have conveniences and leisure time interests undreamed of a generation or so ago. These cost money and the general cost of living rises. It is hoped further that his experience in an isolated spot in the interior of Africa will bring him to an appreciation of civilizing influences, and an eagerness to return and contribute his full share to society.

The Court Room being filled with taxpayers, parents, and high school boys and girls, the Court desires to take this opportunity to express a few thoughts relative to schools and education.

Cost of Our Schools

Ordinary private music lessons will cost from fifty cents to a dollar for a lesson of thirty minutes. If parents were required to have their children tutored in all the subjects of the elementary and high school courses, the cost would be enormous. The per capita expenditure for all public schools in Holmes county is around fifteen dollars, and the per pupil cost is approximately sixty dollars, for a year's instruction in all the subjects of the course of study.

We hear a great deal about the schools costing too much, but scarcely a word about the high cost of personal luxuries. Do you know that the American people spend $2,200,000,000.00 a year for tobacco, and much less for the public schools? Do you know that candy, chewing gum, baseball and the theatre cost twice as much as our public educational institutions? Do you know that the total luxury bill for the nation for one year would pay all school expenses for more than twelve years? Do you know that by counting automobile travel at fifteen and one half cents a mile and the average mileage for each machine in Holmes county as 5,000, it indicates that we spend six times as much in operating our automobiles as we spend for schools? The man whose expenditures for luxuries exceed his taxes for schools should have foremost in his mind the question, "How can I cut down my tobacco bill, and other unnecessary expenses?" Wholesome pleasures and recreation should be a part of every person's daily program, but there should be a right appreciation and control of values, giving due consideration to those things which have a bearing upon the general welfare, and upon community building.

Quite generally American people feel that every child should have the very best educational opportunities and advantages, and that all should stand by the public schools. Yet how many, faced by a choice between reducing expenditures for non-essentials and lessening school taxes, would put self and personal enjoyment above the children's welfare? When it comes to economizing, every true citizen will begin on the things of least value. Do people become agitated over the enormous expenditures for personal luxury? Does the fact that the annual expenditures for cosmetics, soft drinks and perfumes exceed what is paid for the children's education cause any worry? Patriotism is something dynamic, and must function in making this a better nation, even if at the sacrifice of personal pleasures.

It is argued that school costs, during the past decade, have increased beyond what is reasonable, and are now entirely too high. Figures from the United States Bureau of Labor indicate that the purchasing power of a dollar has decreased from one hundred cents in 1913 to fifty-eight cents in 1925. Fifty-eight dollars in 1913, on this basis, meant as much as a hundred dollars today. Taking into consideration this increased cost of living, and the greater burdens placed upon the schools, costs have not increased.

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The Teacher

The biggest factor in any school is the teacher. There is no comparison in money value between a real good instructor and a poor one. Tests have shown a strong, capable teacher to accomplish in half a year what a weak teacher does with difficulty in a year, yet we find boards of education paying all teachers including beginners pretty much the same in salary. Such a practice would bring ruin to any industry in the country.

A poor teacher is dear at any price. In fact, there have been cases where the boys and girls and the community would have been better off had the teacher been paid not to teach. All agree that we need skilled teachers, but we cannot expect the very best results with an unskilled rate of compensation. It is argued that standards for teaching should be raised, but that would be folly without providing adequate salaries, which is the foundation of a good school system.

Think of the former teachers of our county who are now successful bankers, efficient workers in rubber factories, and worthy employees in the post-office and other departments of government! Is the handling of money, the making of automobile tires, or the distributing of mail of more importance than the teaching of the nation's children? It was H. G. Wells, who said, "No conqueror can make the multitude different from what it is, no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the widest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind."

There are those who say that teachers should teach for love, but in this day of division of labor that cannot be done. Each group of workers, whatever the occupation or profession, contributes something to the welfare of society. The physician renders his services to the farmer, the clothier, the grocer, the railroader, the lawyer, and to those of other lines of endeavor. He has a right to be paid well enough for his work to enable him and his family to participate in the fruition of the labors of other groups. It would be extreme selfishness on the part of the various groups of the industrial and professional world to accept the services of the teaching group without enabling them to live a complete life. The teacher serves all groups, and hence should be financially able to bring unto herself the comforts and advantages of life, which will give her self-respect and the respect of her community.

It is so obvious that we cannot have the best school, without skilled teachers. And, we cannot have well-trained teachers until the inducements for teaching are such as to cause successful teachers to continue, and to interest the most capable from the high school graduating classes to prepare to enter the profession.

Board members are legally bound to operate the schools fundamentally for the children's welfare and advancement. The question should always be, "What is best for the boys and girls of the school?" When a board member votes, it is never to lower or to increase taxes, or to befriend this man or to injure that, but his vote is always for a poorer or a better school. It will mean better schools if the attention is centered upon THE TEACHER, and the position of teacher is made attractive.

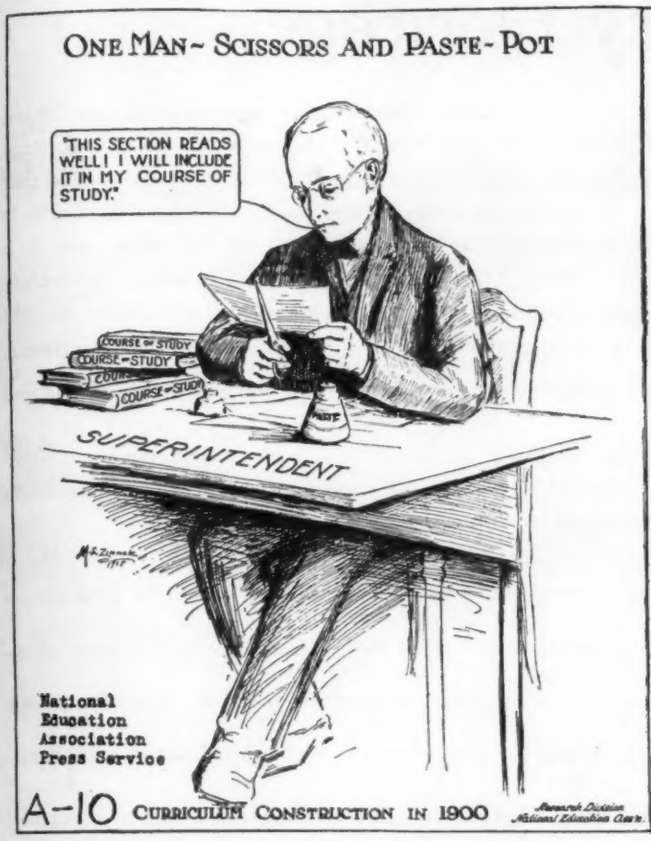
Schools Not Perfect

Neither the elementary nor the high schools of our land are perfect. Changes can and should be made giving each boy or girl a development according to his or her needs and capabilities. We do not expect the same accomplishments from a draft horse as from a race horse type. Children are just as different in types, and yet for years in many of our schools we have been forcing them through pretty much the same grooves. Henry Ford's father was determined that Henry should be a farmer, and was very much displeased because of the boy's interest in watches, and machinery. Henry followed, though, his natural inclination, developed himself along the lines of his talents, and is today the richest man in the world. Henry Ford became successful because he found his talents, and developed them. The schools will mean more to the boys and girls when they operate more along that line.

In many schools, the present system of

teams, food study, stock judging, school orchestras, and other worthwhile activities of modern high schools. Lists of graduates by years of all the high schools in the county are added. These are followed by pleas for and against the injunction and an eloquent and convincing opinion by the Court setting forth the great truth that education is the world's path upward. Other schools will find these sample pages rich in suggestions. While they last, copies may be had by writing to Superintendent Close.

The wise teacher insists on making points of contact between the home and the school. He knows that most parents think of education in terms of their own school days. He knows that to establish the ideal of a different kind of education will require special effort, just as it took a crusade to establish the principle of free education for all children on the lower levels. He knows that the public will think in terms of the traditional type of school until it is shown the vitality of the newer types of classes, where pupil needs and differences determine both subject-matter and method. The new school will do the necessary traditional work with much less effort than is now required, leaving more energy for social and creative activities. The new school will come only as fast as teachers are able to interpret its service to the public.



THE CARTOONS which have been appearing in THE JOURNAL from month to month have brought forth a hearty response from readers. They have been used in local newspapers, church, bank, and club bulletins, and in student publications.

In making available for the mat and electro service the cartoons on this page, THE JOURNAL has in mind the need for constant, scientific curricular revision and the importance of recognizing education as a basic activity which must not be handicapped by attempts at unwise economy. Readers of THE JOURNAL are requested to send in suggestions for other cartoons.

Mats made from either of these plates may be had at forty cents each, or electros at two dollars each; cash or stamps with order. For the cartoon on Curriculum Revision, request A-10; for the Drastic Economy cartoon, request A-9. Address the Division of Publications, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

"DRASTIC ECONOMY" MUST SPARE THAT TREE ANYHOW.
A FAIR START IN LIFE IS THE RIGHT OF EVERY CHILD.

Our Literary Heritage

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BIANCHI, MARTHA DICKINSON. Life and letters of Emily Dickinson. Boston, Houghton Mifflin. A delicate picture of the life and elusive personality of the New England poet, recluse, and mystic.

BOYD, ERNEST. Portraits, real and imaginary. N. Y., Geo. H. Doran Co. An able critic presents some life-size portraits of certain familiar types in the contemporary world of letters and in more serious vein records his impressions of fifteen well-known American and English writers.

BRADFORD, GAMALIEL. Bare souls. N. Y., Harper & Brothers. Brilliant revelations of the essential spirit of such writers as Voltaire, Thomas, Gray, Horace Walpole, Charles Lamb, and Keats.

BROWNELL, WILLIAM CRARY. Genius of style. N. Y., Charles Scribner's Sons. The well-known critic discusses style as an æsthetic factor entering not only into art and letters but also into thought and even life itself and attempts to define it and its uses.

CLEMENS, SAMUEL LANGHORNE. Mark Twain's autobiography. 2 v. N. Y., Harper & Brothers. Not really autobiography but a series of entertaining stories and opinions, welcome as a portrayal of an extraordinary personality, humorist, and sage.

FIRKINS, OSCAR. William Dean Howells. Cambridge, Harvard University Press. Summarizes the facts of Mr. Howells' life from his own records and analyzes systematically his works, subjecting each to a careful résumé and critical interpretation.

GORGAS, MARIE DOUGHTY, & HENDRICK, BURTON J. William Crawford Gorgas. Garden City, N. Y., Doubleday, Page. Admirable picture of the man and his achievements in Havana and Canal Zone and as Surgeon General in the World War and of his conquest over yellow fever and other tropical diseases.

HAMBIDGE, JAY. The Parthenon and other Greek temples. New Haven, Yale University Press. The evidence on which the author bases his theory that the Parthenon was designed in accordance with the principles of proportion which he calls "dynamic symmetry."

HAMMOND, JOHN WINTHROP. Charles Proteus Steinmetz. N. Y., Century. A popular and authoritative study of the electrical genius and his rise from immigrant lad to consulting engineer of the General Electric Company.

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HOWE, M. A. DeW. Barrett Wendell and his letters. Boston, Atlantic Monthly Press. The character, attractive personality, and habits of thought of one of the most notable of recent critics and educators revealed through his letters.

MUMFORD, LEWIS. Sticks and stones. N. Y., Boni & Liveright. A discussion of the import of the changes that have come in American architecture and the way they reflect the social and industrial characteristics of each period, from the early New England village to the city skyscraper.

ROBINSON, EDWIN ARLINGTON. Man who died twice. N. Y., Macmillan. A powerful psychological poem on the conscious waste of a man's genius. Won the Pulitzer prize.

SEITZ, DON. Joseph Pulitzer. N. Y., Simon & Schuster. A picture of the extraordinary personality of the former owner of the N. Y. World. The romantic rise of a 17-year-old immigrant to power and opulence is described with many side lights on the man's vagaries, impulses, and methods of work.

SULLIVAN, LOUIS HENRY. Autobiography of an idea. N. Y., Press of American Institute of Architects. The unusual and vivid autobiography of the American architect who was perhaps "the first squarely to face the expressional problem of the steel-framed skyscraper."

WHITE, WILLIAM ALLEN. Woodrow Wilson. Boston, Houghton Mifflin. The author "has tried to strip his subject of the glamor thrown round him by his adorers and of the evil qualities laid at his door by his enemies and to offer the real Woodrow Wilson whom he knew and loved and found imperfect." He states at the outset that "the story will disclose no new events nor details nor circumstances."

Travel

KENT, ROCKWELL. Voyaging southward. N. Y., G. P. Putnam's Sons. "In a small sailboat on high seas, and on horseback across untraveled mountains in Tierra del Fuego, a thoughtful man, philosopher as well as artist, found high adventure, set it down in stirring fashion and illustrated it with his own remarkable drawings."

History

McILWAIN, CHARLES HOWARD. American Revolution. N. Y., Macmillan. A brilliant essay on the constitutional issues involved in the American revolution and the legality of the claims of the colonists to freedom from parliamentary control.

PAXSON, FREDERIC LOGAN. History of the American frontier. Boston, Houghton Mifflin. "The conquest of the wilderness, the struggle of the frontier colonies for statehood, and a multiplicity of interesting facts, political, social, and economic, make an absorbing story." Awarded the Pulitzer prize, 1925.

OSGOOD, HERBERT LEVI. American colonies in the 18th century. 4 v. N. Y., Columbia University Press. A politico-economic study of the peculiarities and uniformities of the colonies and the place which each occupied in relation to its immediate neighbors and to the group and empire as a whole. Continues earlier work entitled "The American Colonies in the 17th Century."

Law

MOORE, JOHN BASSETT. International law and some current illusions. N. Y., Macmillan. Articles and addresses produced during the past ten years dealing with the law of war, international organization, and jurisprudence by the distinguished judge of the Permanent Court of International Justice.

Natural Science

BEEBE, CHARLES WILLIAM. Galapagos. N. Y., G. P. Putnam's Sons. "This story of what a zoological expedition found on earth's loneliest tropic isles joins high romance to exact science, fascinating history to strange happenings." Remarkable illustrations, many in colors.

HUNTINGTON, ELLSWORTH. The character of races. N. Y., Charles Scribner's Sons. A study of racial character as influenced by physical environment, natural selection, and historical development.

MacCURDY, GEORGE GRANT. Human origins. 2 v. N. Y., D. Appleton. A comprehensive work on prehistoric man covering the origin and development of man's mind as reflected in his discoveries, inventions, and activities. Cultural evolution is more fully treated than organic evolution.

COWDRY, EDMUND VINCENT. General cytology. Chicago, University of Chicago Press. "A textbook of cellular structure and function for

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SEITZ, DON. Joseph Pulitzer. N. Y., Simon & Schuster. A picture of the extraordinary personality of the former owner of the N. Y. World. The romantic rise of a 17-year-old immigrant to power and opulence is described with many side lights on the man's vagaries, impulses, and methods of work.

SULLIVAN, LOUIS HENRY. Autobiography of an idea. N. Y., Press of American Institute of Architects. The unusual and vivid autobiography of the American architect who was perhaps "the first squarely to face the expressional problem of the steel-framed skyscraper."

WHITE, WILLIAM ALLEN. Woodrow Wilson. Boston, Houghton Mifflin. The author "has tried to strip his subject of the glamor thrown round him by his adorers and of the evil qualities laid at his door by his enemies and to offer the real Woodrow Wilson whom he knew and loved and found imperfect." He states at the outset that "the story will disclose no new events nor details nor circumstances."

Travel

KENT, ROCKWELL. Voyaging southward. N. Y., G. P. Putnam's Sons. "In a small sailboat on high seas, and on horseback across untraveled mountains in Tierra del Fuego, a thoughtful man, philosopher as well as artist, found high adventure, set it down in stirring fashion and illustrated it with his own remarkable drawings."

History

McILWAIN, CHARLES HOWARD. American Revolution. N. Y., Macmillan. A brilliant essay on the constitutional issues involved in the American revolution and the legality of the claims of the colonists to freedom from parliamentary control.

PAXSON, FREDERIC LOGAN. History of the American frontier. Boston, Houghton Mifflin. "The conquest of the wilderness, the struggle of the frontier colonies for statehood, and a multiplicity of interesting facts, political, social, and economic, make an absorbing story." Awarded the Pulitzer prize, 1925.

OSGOOD, HERBERT LEVI. American colonies in the 18th century. 4 v. N. Y., Columbia University Press. A politico-economic study of the peculiarities and uniformities of the colonies and the place which each occupied in relation to its immediate neighbors and to the group and empire as a whole. Continues earlier work entitled "The American Colonies in the 17th Century."

Law

MOORE, JOHN BASSETT. International law and some current illusions. N. Y., Macmillan. Articles and addresses produced during the past ten years dealing with the law of war, international organization, and jurisprudence by the distinguished judge of the Permanent Court of International Justice.

Natural Science

BEEBE, CHARLES WILLIAM. Galapagos. N. Y., G. P. Putnam's Sons. "This story of what a zoological expedition found on earth's loneliest tropic isles joins high romance to exact science, fascinating history to strange happenings." Remarkable illustrations, many in colors.

HUNTINGTON, ELLSWORTH. The character of races. N. Y., Charles Scribner's Sons. A study of racial character as influenced by physical environment, natural selection, and historical development.

MacCURDY, GEORGE GRANT. Human origins. 2 v. N. Y., D. Appleton. A comprehensive work on prehistoric man covering the origin and development of man's mind as reflected in his discoveries, inventions, and activities. Cultural evolution is more fully treated than organic evolution.

COWDRY, EDMUND VINCENT. General cytology. Chicago, University of Chicago Press. "A textbook of cellular structure and function for

students of biology and medicine" by thirteen eminent scientists, each of whom has written that part of the subject which has occupied his own research.

KELLOGG, VERNON. Evolution. N. Y., D. Appleton. In referring to his book the author states, "It treats in as non-technical and as non-controversial a manner as possible the general subject of organic evolution, pointing out what biologists believe they know, and what they admit they do not know, about it." Author is permanent secretary of the National Research Council.

Philosophy

HART, JOSEPH KINMONT. The discovery of intelligence. N. Y., Century Company. Follows the long battle for freedom to make discoveries, to explore without interference all the promising lands of intelligence. The author is especially concerned with the field of education—the task of freeing it and bringing to bear upon it the same intelligence which has already brought greater freedom in science, industry, and politics.

MARTIN, EVERETT DEAN. Psychology, what it has to teach you about yourself and the world you live in. N. Y., People's Institute Publishing Co. Vigorous and lucid lectures on the main lines of modern psychology by the director of the People's Institute.

Religion

FOSDICK, HARRY EMERSON. The modern use of the Bible. N. Y., Macmillan. In a clear and convincing style Doctor Fosdick points out how consonant are the new views of the Bible with "a reverent estimate and an inspiring use of it."

MATHEWS, SHAILER, and others. Contributions of science to religion. N. Y., D. Appleton. Thirteen chapters by various authorities giving brief statements of our present knowledge of their fields of investigation. Dr. Mathews contributes the first and the last four chapters of summing up, in which he discusses the harmony between the scientific and religious field of interest and the service that science may render faith.

ROWE, HENRY KALLOCH. History of religion in the United States. N. Y., Macmillan. An interpretation of the development of religion in the United States from the beginning of our history to the present interchurch movement with emphasis on its social significance.

Social Science

ADAMS, RANDOLPH GREENFIELD. History of the foreign policy of the United States. N. Y., Macmillan. A brief survey of the history of our foreign relations designed to popularize the knowledge of the subject. Covers the period from the early imperialists of the seventeenth century through the World War.

ALLPORT, FLOYD HENRY. Social psychology. Boston, Houghton Mifflin. An important attempt to give a fresh interpretation of social psychology following two main lines, the behavior viewpoint and the experimental method. Intended to be used as a text by students of the social sciences.

FAULKNER, HAROLD UNDERWOOD. American economic history. N. Y., Harper & Brothers. An excellent text by the assistant professor of history in the Massachusetts Institute of Technology.

FITCH, JOHN ANDREWS. The causes of industrial unrest. N. Y., Harper & Brothers. A carefully documented study of the conditions which result in conflict in the industrial world. Both tangible and fundamental causes are given, including economic conditions, relations between capital and labor and certain relations of the judiciary to labor problems.

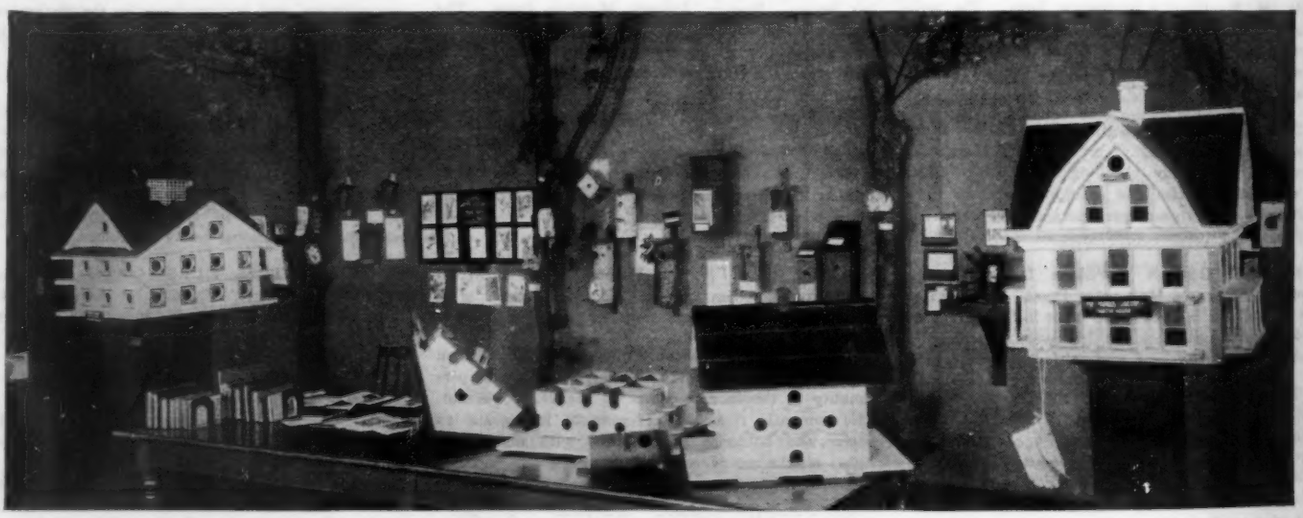
GIDDINGS, FRANKLIN HENRY. Scientific study of human society. Chapel Hill, N. C., University of North Carolina Press. A unique book in which the author indicates wherein and to what extent sociology is a scientific study of human society and shows the importance and validity of the new methods of social investigation.

MERRIAM, CHARLES EDWARD, & GOSNELL, HAROLD FOOTE. Non-voting: causes and methods of control. A comprehensive consideration of a real problem. Based on a typical election held recently in Chicago, this investigation of concrete material offers a general analysis of the causes for non-voting and present methods of controlling them.

POUND, ROSCOE. Law and morals. Chapel Hill, N. C., University of North Carolina Press. McNair lectures by Dean of Harvard Law School dealing with the historical, analytical, and philosophical views of the last century on the relations of law and morals.

SMALL, ALBION WOODBURY. Origins of sociology. Chicago, University of Chicago Press. A study of the sociological movement from the beginning of the nineteenth century to the present time designed to discover "what the social sciences have done toward working out a reliable method of interpreting human experience."

THE HABIT of reading good books is the best way known to the treasures of the world of print. Untold millions of people make a list like this possible. First come the homes and the schools which shape the lives of the men and women who write the ten thousand books from which these are winnowed. Then comes that wide interest in things intellectual which is willing to support authors and publishers while they work at their significant tasks. Add to that the work in art, letters, travel, history, science, philosophy, and religion which has been gaining momentum through generations. It is on this venerable intellectual tree that each year's fruit ripens. Put into the picture the American Library Association itself, just now arranging to celebrate a half century of service—a choice fabric of ideals, technics, and dreams to which a long line of noble men and women have contributed. Take then the efforts of many groups in many places, each seeking to work out ways by which the world may live in harmony and cooperation. A mere reading of such a list suggests the unity of mankind. The very fact of its existence indicates a faith in education as the basis of the new world order. The huge mass of printed material from which the list is taken reveals the wealth of material that lies all about us for the building of tomorrow's life.



AN EXHIBIT in the Des Moines Public Library suggests ways of building birdhouses. From the choosing of the plans to the installation of the finished house in a leafy tree, the work meets with enthusiasm.

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 February 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

CALIFORNIA—*Berkeley*, Cragmont, Hawthorne, Jefferson, Le Conte, Longfellow, McKinley, Oxford; *Long Beach*, John C. Fremont; *Stockton*, Lafayette.
COLORADO—*Denver*, Corona.
INDIANA—*Hammond*, Columbia, Edison, Gibson, Hessville, Irving, Kenwood, Lafayette, Maywood, Riverside, Wallace, Washington, West Park.
KANSAS—*Kansas City*, Lewis, Sumner High.
MAINE—*Portland*, Butler, Rose E. True.
MICHIGAN—*Battle Creek*, School Number 2, School Number 4, School Number 5, School No. 9, School Number 10, School Number 13; *Detroit*, Leland; *Grand Rapids*, Palmer; *Saginaw, East Side*, Burt, Wadsworth.
MISSOURI—*Saint Joseph*, Lafayette High.
NEBRASKA—*Lincoln*, Bancroft, Belmont, Bryant, Capitol, Elliott, Everett, Hartley, Hawthorne, Hayward, Longfellow, McKinley, Normal, Park, Randolph, Saratoga, Whittier, Willard; *Omaha*, Edward Rosewater.
NEW JERSEY—*West New York*, School Number 3.
VIRGINIA—*Norfolk*, Henry Clay.
WEST VIRGINIA—*Parkersburg*, McKinley.
WISCONSIN—*Fond du Lac*, Fond du Lac Public Schools, Bragg, Cleveland, Deaf School Department, Franklin, Grant, Jefferson, Lincoln, McKinley, Roosevelt, Junior High, Senior High, Vocational, Washington, Wilson.

FOUR YEARS

CALIFORNIA—*Berkeley*, Hillside, John Muir, Washington; *Glendale*, Pacific Avenue; *Santa Monica*, Washington.
COLORADO—*Boulder*, University Hill; *Colorado Springs*, Liller.
HAWAII—*Hilo*, Senior High, Kaiwiki; *Kurtistown*, Kurtistown School.
IOWA—*Sioux City*, Armstrong, Dwight, Lincoln.
KANSAS—*Kansas City*, Columbian, Prescott, Quindaro, Roosevelt; *Salina*, Salina Public Schools, Bartlett, Dunbar, Hawthorne, Lincoln High, Longfellow, Lowell, Oakdale, Phillips, South Park, Washington Junior High, Whittier.
MICHIGAN—*Battle Creek*, School Number 11; *Saginaw, East Side*, Potter.
NEBRASKA—*Omaha*, Minne Lusa.
NEW YORK—*Lockport*, Lockport Public Schools, DeWitt Clinton, Emmet Belknap, Hawley, High, High Street, Intermediate, Walnut Street, West Avenue, William.
OHIO—*Cincinnati*, Pleasant Ridge.
PENNSYLVANIA—*Pittsburgh*, Continuation.

THREE YEARS

CALIFORNIA—*Berkeley*, Lincoln, Willard Junior High; *Los Angeles*, Sixty-first Street; *Oakland*, Melrose; *Santa Monica*, Garfield, Grant, Jefferson, John Muir, McKinley, Roosevelt.
GEORGIA—*Americus*, Furlow Grammar, Prospect Heights.
HAWAII—*Honomu*, Honomu School; *Pahoa*, Pahoa School.
ILLINOIS—*Blue Island*, Lincoln, Seymour, Whittier; *Decatur*, Roosevelt Junior High.
KANSAS—*Kansas City*, Frances Willard, Irving, McKinley.
LOUISIANA—*New Orleans*, Benjamin Franklin.
MAINE—*Portland*, Vaughn Street.
MASSACHUSETTS—*New Bedford*, Charles S. Ashley.
MICHIGAN—*Bay City*, Farragut; *Detroit*, Guyton; *Kalamazoo*, Western State Normal; *Saginaw, East Side*, Washington.
NEBRASKA—*Lincoln*, Prescott.
OHIO—*Youngstown*, Harding.
PENNSYLVANIA—*Doylestown*, Doylestown Public Schools.
TEXAS—*El Paso*, Aoy, Lincoln Park, Morehead.
UTAH—*Murray*, Bonnyview; *Sevier District*, Aurora, Burrville Grade, Koosharem Grade, Salina Grade.
WASHINGTON—*Seattle*, F. A. McDonald, Horace Mann, North Queen Anne; *Spokane*, Willard.
WYOMING—*Diamondville*, School District Number 2, Glencoe, Junior High, Oakley, Opal.

TWO YEARS

ALABAMA—*Birmingham*, Hemphill, Moore.
ARIZONA—*Bisbee*, Bisbee Public Schools, Bancroft, Central, Don Luis, Franklin, Freemont, Greenway, Lowell, McKinley, Powell; *Hayden*, High; *Nogales*, Nogales Public Schools, Elm Street, Lincoln, High, Plum Street; *Tempe*, Tempe State Teachers College.

GROWTH

THE teacher's chief task is to give children an opportunity to grow, not to cram their minds with descriptions of growth that others have enjoyed. The first business of the principal is to give teachers and children right conditions of growth. The superintendent's real mission is to provide principals, teachers, and children the materials and ideals that make for growth, and freedom for it. The public gets the most from its schools when it puts them in charge of competent professional workers and encourages everyone from the youngest child to the superintendent to grow. It is the glory of professional organization that teachers grow by participation in the solution of their own problems. It is not some outside power assigning tasks. It is ourselves working together for the improvement of teaching. Our profession can rise no higher and go no further than the vision, wisdom, cooperation, and responsibility of the individual teacher. Education cannot be free until the teacher is free. The schools cannot be lifted up without first lifting up the teachers. America is blessed with a fairly united teaching profession. No great alignment of class against class bars progress. The great loyalties—society, the child, the profession—overshadow group and sectional interests. Just in proportion as these larger loyalties are realized, as each teacher has a personal share in the significant tasks of our profession, can teaching rise to its largest service and joy.

CALIFORNIA—*Berkeley*, Columbus, Emerson, Franklin; *Lodi*, Lincoln; *Los Angeles*, Hermon; *Oakland*, Alexander Hamilton, Allendale, Cleveland, Emerson, Frick, Grant, Harrison, Hawthorne, Jefferson, John Swett, Laurel, Maxwell Park, McChesney, Peralta, Piedmont, Rockridge, Stonehurst, Tompkins, Webster; *Pasadena*, Henry W. Longfellow; *South Pasadena*, Las Flores; *Tomales*, Joint Union High.
COLORADO—*Colorado Springs*, Steele; *Delta*, Central, High, Lincoln; *Trinidad*, East Street, Park Street.
CONNECTICUT—*Simsbury*, Central Grammar.
DELAWARE—*Wilmington*, School Number 22.
HAWAII—*Hilo*, Hilo Union, Kapiolani, Waiakea-Kai; *Olaa*, Olaa School; *Paauilo*, Paauilo School; *Papaaloa*, Kapehu School.
ILLINOIS—*Blue Island*, Blue Island Public Schools, Greenwood, High, Lincoln, Sanders, Seymour, Whittier; *Champaign*, Avenue, Doctor Howard, Lincoln, South Side; *Chicago*, Parker Practice; *Evanston*, Crandon; *Hampshire*, High; *Joliet*, Ridgewood; *Rock Island*, Audubon, Center Station, Edison, Eugene Field, Frances Willard, Grant, Hawthorne, Horace Mann, Irving, Longfellow, Washington Junior High; *Silvis*, Silvis Public Schools.
INDIANA—*Elwood*, Edgewood, Junior High, Linwood, Osborn, Washington; *Fort Wayne*, Forest Park; *Hammond*, High, Lincoln; *Terre Haute*, Albert Lange, Rea.
IOWA—*Fort Dodge*, Junior High.
KANSAS—*Kansas City*, Kansas City Public Schools, Abbott, Argentine Junior-Senior High, Armstrong, Attucks, Bancroft, Booker T. Washington, Bruce, Bryant, Central High, Central Junior High, Central, Chelsea, Clara Barton, Columbian, Cooper, Douglass, Dunbar, Edison, Emerson, Eugene Field, Eugene Ware, Frances Willard, Franklin, Garrison, Grant, Greystone, Hawthorne, Horace Mann, Irving, John Fiske, John J. Ingalls, Lewis, Library, Lincoln, Longfellow, Louisa M. Alcott, Lowell, Maccochaque, Major Hudson, Mark Twain, McKinley, Morse, Noble Prentis, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Prescott, Quindaro, Riverview, Roosevelt, Rosedale Junior-Senior High, Snow, Stanley, Stowe, Sumner High, Whitmore, Whittier.
KENTUCKY—*Louisville*, Salisbury, Thomas Jefferson; *New Orleans*, P. A. Capdan.
MAINE—*Fort Fairfield*, Grammar; *Portland*, McLellan, Sherman Street Kindergarten.
MARYLAND—*Queene Anne's County*, Queene Anne's County Public Schools.
MASSACHUSETTS—*Brookline*, Heath; *Easton*, Union; *New Bedford*, Horatio A. Kempton; *North Easton*, Junior Primary, North Easton Grammar, Poquanticut, Unionville; *Provincetown*, Eastern; *South Easton*, Center, South Easton Grammar; *Stoneham*, North.
MICHIGAN—*Albion*, East Ward; *Ann Arbor*, High; *Battle Creek*, School Number 1, School Number 14; *Detroit*, Greenfield Union, South Strathmoor; *Grand Rapids*, Jefferson, Plainfield; *Ironwood*, Newport; *Ypsilanti*, Woodruff.
MINNESOTA—*Minneapolis*, Audubon, Calhoun, Harrison.
NEBRASKA—*Lincoln*, Lincoln Public Schools, Bancroft, Belmont, Bryant, Capitol, Clinton, Elliott, Everett, Hartley, Hawthorne, Hayward, High, Longfellow, McKinley, Normal, Park, Prescott, Randolph, Saratoga, Whittier, Willard.
NEW JERSEY—*Bernardsville*, Bernards High; *Camden*, Charles Sumner; *Gloucester City*, Brown Street; *Trenton*, Columbus, Mott.
NEW MEXICO—*Albuquerque*, Fourth Ward.
OHIO—*Amherst*, Amherst Public Schools; *Barberton*, Lincoln; *Columbus*, Reeb Avenue; *Lakewood*, Grant; *Prairie Depot*, Montgomery Township Schools, Grade, High; *Rossford*, Rossford Public Schools, High, Walnut Street Elementary.
OREGON—*Cornelius*, Public School; *Eugene*, Washington; *Portland*, Atkinson, Beach, Beaumont, Couch, Duniway, George, Kennedy, Laurelhurst, Marysville, Metzger Grammar, Mills Open Air, Montavilla, Peninsula, Sitton, Terwilliger, Vernon.
PENNSYLVANIA—*Chester*, Dewey; *Easton*, Easton Public Schools, Asa Packer, Centennial, Cottingham, Franklin, Lehigh, March, McCartney, Porter, Senior High, Shull Junior High, Stevens, Taylor, Traill Green, Vanderveer, Washington, Webster, Wolf Junior High; *Hanover*, Hanover Street, High, High Street, Walnut Street; *Knoxville*, Union High; *Lehighton*, Lehighton Public Schools, Grade, High, Junior High; *Logan Township District*, Logan Township District Public Schools, Baker, Baker's Mines, Brush Mountain, Coleman, East End, Endress, Garfield, Glen White, Hamilton, Jefferson, Kittanning Point, Lincoln, Logan, Madison, Martz, McKinley, Mill Run, Newburg, Roosevelt, South Lakemont, Washington, Webster; *Mauch Chunk Township District*, Coalport, Hacklebernie, High, New Columbus, West End; *Pittsburgh*, Bane; *Wilkinsburg*, Kelly.
SOUTH DAKOTA—*Nisland*, Nisland Public Schools.
TEXAS—*Houston*, Cooley, Dudley.
UTAH—*Murray*, Liberty; *Sevier District*, Glenwood Grade, Koosharem Junior High, Monroe Grade; *Uintah District*, Bennett, Davis, Dragon, Fort Duchesne, Glines, Hayden, Jensen, Lapoint, Maeser, Naples, Randlett, Tridell, Wilson.
VIRGINIA—*Lynchburg*, John Wyatt, William H. Ruffner.
WASHINGTON—*Seattle*, Green Lake, Harrison.
WEST VIRGINIA—*Grafton*, Grafton Public Schools, High; *Morgantown*, Beechurst Grade, Beechurst High, Central, Chestnut Ridge, Dorsey, Evansdale, First Ward, Flatts, High, Jerome Park, Marilla, Sabraton, Seneca, Star City, Suncrest, Westover, Woodland.
WISCONSIN—*Milwaukee*, Milwaukee State Normal School; *Superior*, Bryant.
WYOMING—*Sheridan*, Sheridan Public Schools, Central, Custer Street, Linden, Taylor; *Worland*, Worland Public Schools.

CURRENT YEAR

ALABAMA—*Birmingham*, Avondale, Gorgas, Henley, Robert E. Lee, Seventeenth Avenue.
ALASKA—*Juneau*, Juneau Public Schools, High.
ARIZONA—*Glendale*, Washington.
ARKANSAS—*Norphlet*, Norphlet Public Schools; *Walnut Ridge*, Walnut Ridge Public Schools.
CALIFORNIA—*Berkeley*, Part Time High, Thousand Oaks, University, Whittier; *Emeryville*, Elementary, Main; *Glendale*, Glendale Public Schools, Central Avenue, Doran Street, Glendale Avenue Intermediate, Glendale Union High, Grand View, Pacific Avenue, Wilson Intermediate; *Hemet*, Hemet Union Junior High; *Hermosa Beach*, Hermosa Beach Public Schools; *Lakeport*, Clear Lake Union High; *Long Beach*, Longfellow; *Los Angeles*, Ann Street, Eagle Rock, Lincoln, Staunton, Tenth Street; *Mill Valley*, Mill Valley Public Schools, Homestead, Old Mill, Park, Summit; *Oakland*, Belle Vista, Charles Burckhalter, Dewey, Lakeview, Lockwood, Roosevelt High, Toler Heights; *San Pedro*, San Pedro Evening High; *Santa Ana*, Grand Avenue; *Santa Maria*, Santa Maria Public Schools, Cook Street, Main Street, Mill Street, Union High; *Santa Monica*, Franklin; *Yuba City*, Central-Gaither.
COLORADO—*Akron*, Washington County High; *Boulder*, Washington; *Colorado Springs*, Garfield; *Delta*, Delta Public Schools, Central, High, Junior High, Lincoln, Mountain View, North Delta; *Otis*, Lone Star Schools; *Simla*, Simla Public Schools; *Trinidad*, Centennial, Rice.
CONNECTICUT—*Danbury*, White Street; *East Hartford*, Second South.
DELAWARE—*Smyrna*, Smyrna Special School District.
DISTRICT OF COLUMBIA—Addison, Blow, Smothers, Stanton, Wormley.
GEORGIA—*Atlanta*, Whitefoord.
HAWAII—*Honokaa*, Ahualoa, Kapulena; *Kukuihaele*, Kukuihaele School; *Pahoa*, Kalapama; *Papaikau*, Kalanianaole; *Volcano House*, Keakealani.
IDAHO—*Cambridge*, Cambridge Public Schools.
ILLINOIS—*Champaign*, Lawhead, Willard; *East Saint Louis*, Junior High, Longfellow; *Evanston*, Dewey, H. H. C. Miller, Orrington; *Hampshire*, Hampshire Public Schools, Grade, High; *Rock Island*, Franklin Junior High, Lincoln.
INDIANA—*Elwood*, Central; *Fort Wayne*, Harmar Intermediate; *Mitchell*, Mitchell Public Schools, Emerson, High, Riley.
IOWA—*Council Bluffs*, Rue.
KANSAS—*Concordia*, Garfield; *Doniphan*, Rural High School Number 10; *Parsons*, McKinley; *Pittsburg*, Central, Douglas.
KENTUCKY—*Louisville*, William R. Belknap.
MAINE—*Bar Harbor*, Emerson Grammar, Heald Primary, High.
MASSACHUSETTS—*Gilbertville*, Grammar; *Gloucester*, Hovey; *Harvard*, Public School; *Newton*, Eliot, Stearns; *Provincetown*, Grammar; *Sharon*, High Street; *Winchester*, Highland.
MICHIGAN—*Bay City*, Wenona; *Detroit*, Carstens, Edgewood, Monteith, Smith; *Grand Rapids*, Congress, Kensington, Union Elementary; *Redford*, Administrative Building, DuBois, Holcomb, Thomas Burt; *Saginaw, East Side*, Central Junior High, Emerson.
MINNESOTA—*Duluth*, Lester Park; *Minneapolis*, Adams, Corcoran; *Saint Paul*, Taylor.
MISSOURI—*Corning*, Corning Consolidated School; *Kansas City*, Central Junior High; *Saint Louis*, Marquette.
NEVADA—*Ely*, Public School; *Lund*, Public School.
NEW JERSEY—*Cedarville*, Oak Leaf; *Camden*, Broadway, Evered, Sewell, Washington; *East Orange*, Washington; *Fairton*, Fairton School; *Gloucester City*, Cumberland Street, Highland Park, Jersey Avenue, Junior; *Montclair*, Grove Street, Mount Hebron, Spaulding; *Neptune Township*, Neptune Township Public Schools, Bradley Park Grammar, Neptune High, Ocean Grove Grammar, Ocean Grove Grammar Annex, Ridge Avenue Grammar, Summerfield Grammar, Whitesville Grammar; *Paterson*, School Number 22; *Sea Isle City*, Grammar School Number 1; *Vineland*, East Avenue.
NEW YORK—*Brooklyn*, Arlington School Number 108; *Rochester*, John Warrant Castleman School Number 40, Madison Junior High.
OHIO—*Ashtabula*, Division Street, Junior High; *Chardon*, Burton; *Cincinnati*, Avondale; *Cleveland*, Sackett; *Jackson*, High; *Lima*, Longfellow, Roosevelt; *Middletown*, Middletown Public Schools, B. T. Washington, Central, Garfield, High, Jefferson, Lincoln, North, Roosevelt, Sherman, South, Young; *Toledo*, Arlington; *Trumbull County*, Farmington Township School, Fowler Township School, Howland Township School, McDonald Village School, Orangeville Village School, Princetown Rural School; *Verona*, Verona Public Schools; *Youngstown*, Oak.
OKLAHOMA—*Oklahoma City*, Gatewood.
OREGON—*Marshfield*, Coos River Consolidated Schools; *Parkplace*, Parkplace School; *Portland*, Ainsworth, Errol Heights, Franklin Primary, Glenhaven, Holman, Hosford, Hudson, James John, Normandale, Shrine Hospital, Whittacker; *Washington County*, Buxton, Cherry Grove, Durham, Forest Grove Grade, Gales Creek, Hill, Lyda, Middleton, Mountainside, North Plains, Orenco, Reedville, Rock Creek, Schofield, Sherwood, Timber, Union, Watts.
PENNSYLVANIA—*Athens*, Athens Borough School; *Chester*, Harvey, Jones, Thurlow; *Crum Lynne*, Leiperville; *Hanover*, Clearview, Midway; *Huntingdon*, William Smith; *Middletown*, Central Grammar; *Northampton*, High; *Philadelphia*, Ellwood, Franklin-Lawndale, James Wilson; *Reading*, Girls High; *Towanda*, Towanda Borough School; *York*, York Public Schools, Arch Street, Central, Central High, Cherry Street, Continuation, East King Street, East Market Street, East Poplar Street, Franklin, Garfield, Hartley, High, Jackson, Jefferson, Lincoln, Madison, McKinley, Noell, Old High, Pine Street, Plank Road, Princess Street, Ridge Avenue, Smallwood, South Duke Street, Stevens.
SOUTH DAKOTA—*Tripp*, Tripp Public Schools.
TENNESSEE—*Newport*, Newport Public Schools.
TEXAS—*Fort Worth*, Arlington Heights.
UTAH—*Alpine District*, Alpine District Public Schools, Alpine, American Fork Grade, American Fork High, Cedar Fort, Fairfield, Franklin, Highland, Lake View, Lehi Grade, Lehi High, Lincoln Grade, Lincoln High, Lindon Grade, Manila, Mountain, Page, Pleasant Grove Grade, Pleasant Grove High, Sego Lilly, Sharon, Spencer, Vineyard; *Murray*, Murray Public Schools, Arlington, Bonnyview, High, Liberty; *Sevier District*, Central Grade, Cove Grade, Elsinore Grade, Monroe High, Salina High, Sigurd Grade, Venice Grade; *Uintah District*, Alterra, Brough, Brush Creek, Deep Creek, Dry Fork, Moffat, Ouray Valley, Rainbow, Vernal School Number 1, Vernal School Number 2, Watson, Whiterocks; *Wasatch County*, Wasatch County Public Schools, Center, Central, Charleston, Daniel, Keetley, Midway, North, Soldier Summit, Wallsburg, Wasatch High.
VIRGINIA—*Portsmouth*, Truxtun.
WASHINGTON—*Seattle*, Alki, Cascade, Daniel Bagley, John B. Allen, John Hay, Laurelhurst, Van Asselt; *Spokane*, Cowley, Field, Finch, Garfield, Holmes, Irving, Madison, Mann, Wilson, Young; *Steptoe*, Grade.
WEST VIRGINIA—*Clarksburg*, Linden; *Hinton*, High; *Martinsburg*, High Street Grade; *McDowell County*, McDowell County Public Schools, Algoma, Anawalt Grade, Anawalt Junior High, Asco, Ashland, Bartley, Berwind Grade, Berwind High, Big Four, Big Sandy Junior High, Bradshaw Junior High, Burke Hollow, Canebrake, Caretta, Carlos, Coalwood High and Grade, Crumpler, Davy Grade, Davy Junior High, Deegans, Eckman, Elbert-Filbert, Elkhhorn Grade, Elkhorn High, English, Erin, Faraday, Gary Grade, Gary Junior and Senior High, Greenbrier, Hardy, Hartwell, Havaca Grade, Hemphill-Capels, Iaeger Grade, Iaeger Junior and Senior High, Jenkinjones Grade, Keystone Grade, Keystone Junior High, Kimball Grade, Kimball Junior High, King, Krollitz, Landgraff, Lex, Maitland, Marytown, Maybeury Grade, McDowell, McKinley, Middletown, Mile Branch, Mohawk, Newhall, Newhall Public School Number 8, Northfork Grade, Northfork District, Pageton Grade, Panther Grade, Panther Junior High, Powhatan Grade, Premier, Ritter, Roderfield, Rolfe, Sandy Huff, Six, Switchback Grade, Thorpe, Twin Branch, Vivian, War Creek, War-Excelsior Grade, War-Excelsior High, Welch Grade, Welch Junior High, Welch Senior High, Wilcoe Grade, Wilmore, Wolfpen, Wyoming, Yukon Junior High.
WISCONSIN—*Appleton*, Columbus, Roosevelt Junior High, Wilson Junior High; *Mountain*, Union Free High; *Union Grove*, High.
WYOMING—*Casper*, Harding.

A New Membership Record

TO DATE, Kansas City, Kansas, holds the record for being the largest city in the country to have enrolled 100 per cent of its teaching force in the National Education Association. Kansas City has 651 members in the National Education Association and a population of 101,177, according to the 1925 directory of the U. S. Bureau of Education. Kansas City, Kansas, has been 100 percent since 1924.

In his letter of transmittal, Superintendent M. E. Pearson writes:

"This makes every school in Kansas City, Kansas, 100 percent, including the officers and supervisory staff . . .

"This entire report comes to my desk this morning from the teachers. No urging, no work, or no collecting has been done by my office, or through my office. Our teachers budget all professional requirements and from the budget amount they pay their membership in the local organization, state organization, and the national organization. They are 100 percent throughout.

"Our teachers are very enthusiastic concerning the national association and there was a full representation at Indianapolis last summer. The different organizations pay the expenses of their delegates. They are now planning to attend the Philadelphia meeting with 100 percent delegate representation."

ANOTHER home for teachers.—Elizabeth A. Beighel, vice-president of the Hannah M. Martin Home for Aged and Decrepit Teachers, sends us the following account:

In the January number of the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, I noticed the article, *Riverbank Lodge*, which claims to be the "first teacher-owned, teacher-managed retreat for the profession, active and retired, in the country."

Congratulations, Massachusetts, upon owning such a beautiful, restful retreat; but that it is the "first home" of its kind in the country must be disputed, for five years ago the residence of Hannah M. Martin, long a teacher in Allegheny County, was by the terms of her will given to the teachers of Allegheny County.

The house is a two-and-half-story yellow brick, with front and rear porches on the first and second floors. It contains nine rooms and three baths. It is lighted by electricity, and natural gas is used for cooking and for heat when the first cool days appear. A coal furnace in the cellar gives added warmth when zero weather comes. The laundry is equipped with stationary tubs, drying room, and other modern conveniences.

The house was furnished entirely by schools and groups of teachers, all furnishings being new. Besides the regular sleeping rooms for guests, the home has a beautifully furnished, cheerful "convalescent room," where teachers may take up a temporary residence during a convalescent period.

More than a thousand Allegheny County teachers belong to the Home Association, and it is with their dues and gifts from ex-teachers that the home is maintained. A pensioned teacher is the hostess, and the guests are charged a nominal sum for their entertainment. The Hannah M. Martin Home is a "home" in every sense of the word, for it is an institution without an institutional air.

OUR boys and girls must take their own share of responsibility as members of the group in working out the problems and projects of their own education. . . . The challenge of the unit of achievement will put heavier demands upon each of them than we should deem wise to impose. But in assuming responsibility for his own contribution the child shall learn to command the uses of his own soul and be filled with a divine discontent until he has realized in achievement the utmost limit of his own powers. When principals of the elementary schools all realize the magnificent possibilities through the common branches of the curriculum, a new hope shall be born for this our land of promise and opportunity.—Mary McSkimmon in *Educational Review*.

"Four years ago---
I little dreamed---"

writes a former assistant professor in an eastern college. Like many others she little dreamed she could do anything but teach. But now she says . . .

"It seems to me that BOOKHOUSE representatives are educators in the real sense. They bring a 'thing of beauty' which is a 'joy forever' to the child, enriching his mind and laying the foundation for a beautiful appreciation of art and literature . . . Financially, My BOOKHOUSE offers limitless opportunities. The really great reward, however, is the thorough satisfaction one has in knowing that one is helping to develop future leaders of our country."

There is no more interesting, more satisfying, more profitable occupation to teachers who have a great love for children, for literature, and for all that is good and beautiful, than carrying the message of My BOOKHOUSE. It isn't just selling books, it *is* ***selling an idea.*** Scores of teachers have found it a wonderful, broadening, cultural experience. It lifts you from the routine of lesson repetition to the stimulation of intellectual contact with adults. It makes you master of your time. It provides opportunity to travel while your income continues.

As for income—let another tell what she has done. "I know I've earned three times the salary of a teacher, and fully as much as most men; I support two children, now university students—all with BOOKHOUSE money! So you see there is real cause for celebrating my fifth anniversary with My BOOKHOUSE by suggesting to any who are thinking of doing something worth while not to lose even a minute's time in getting into the work."

Free Booklet
"What Can a Woman Do?"

Are you without an assignment? Or are you thinking of "trying something else" at the end of this school year? If so, write for this booklet, a collection of letters from women who once wondered as you are now wondering. Then decide for yourself whether you should apply for a place in this rapidly growing organization.

"It is we that give dignity to professions, and not professions which give dignity to us. I came into the work after having been dean of women in a teachers' college for four years—and not because I had been an unsuccessful one either. I do not feel—that my dignity has suffered by my change of occupation. I have found the same atmosphere of refinement in the BOOK HOUSE offices that I have found in my own university. I meet charming and interesting people in my new work and I find them gracious and courteous."—G. B. T.

"I wonder if you know how I love My BOOKHOUSE, the firm for whom I work, and how proud I am to be part of The BOOK HOUSE for CHILDREN. It surely is a privilege to work with people whose idea is one of doing good. It is four years since I took my first order—four years of complete harmony. If I tried I couldn't find a fault."—S. P. E.

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NOTES *and* ANNOUNCEMENTS

FULL SPEED AHEAD is the word for the International Sesquicentennial Exposition at Philadelphia. Representatives of thirty-four states have unanimously approved plans for the exposition to open June 1, 1926. Those attending the convention of the National Education Association, June 27 to July 2, are urged to make their hotel reservations at once as the demands of the Exposition will tax seriously the city's powers of entertainment. See the schedule of hotel rates on page A-54, February JOURNAL.

IN A LETTER to state directors, Secretary Crabtree makes some pertinent inquiries regarding the professional spirit of teachers. We quote:

> If there is a lack of true professional spirit, is the fault entirely that of the teacher, or is it the fault of the principal or superintendent? Or does the responsibility rest on the shoulders of all these? Suppose professional spirit is at a low ebb, in a given place, why should it remain low year after year? Is it not a fact that if a few teachers make the effort, they can easily inspire the others? Is it not a fact also, that if the principal is enthusiastic, his enthusiasm easily reaches the teachers below and the superintendent above? Is it not a further fact that when the superintendent shows pride in the professional spirit of his teachers the 100 percent enrolment ordinarily comes quickly as a matter of course?

THE JOURNAL'S readers by timely comments help greatly in deciding what should appear in THE JOURNAL. A teacher in the District of Columbia writes that she has gained more than two dollars' worth of information, satisfaction, and pleasure from reading the January issue, but the most helpful comment was her list of five articles that she had especially enjoyed. The editor is glad to have comments from readers.

FRIENDS OF the Association heard with regret of the death of Major A. W. Clancy in Minneapolis on Christmas Day. He will be missed at the summer and winter conventions, at which his Sunday morning breakfasts were a notable feature.

JULIA SULLIVAN, of Boston, Mass., president of the Department of Classroom Teachers, has just completed a two months' field trip through the South in the interests of the Department and the Association. Miss Sullivan was granted two months' leave of absence with salary by the Boston School Board in recognition of her services in the schools.

EXHIBITS—On account of the extensive educational exhibit at the Sesquicentennial Exposition, which opens in Philadelphia, June 1, the National Education Association will suspend its usual convention exhibit. The Exposition exhibit will be housed in the Palace of Education and Liberal Arts, a building covering ten acres. Here it will be possible to see the progress that education has made.

(*Continued on page* A-91)

Free

to women teachers!

Eleanor Saunders' Diary... 16 pages of photographs and facts. An interesting, vivacious narrative of her experiences... and how she made $2573 in three Compton summers. You will enjoy reading it!

"You know, Diary, I feel like a college Freshman on the Campus. Have to work, of course, and be guided and helped, and all the time it's just having fun for dollars and cents profit." In this vein Eleanor Saunders gives to teachers the complete story of her experience with the House of Compton. To many her diary . . . her 3 summers . . . will bring memories of their own happy Compton summers. To others it will unfold a most unique and advantageous way to "vacation." Possibly this little book will offer a helpful suggestion to you. Surely, it will fascinate you. And we urge all teachers interested in summer work to read it. The coupon below will bring you a copy . . . free.

Our plan for you!

With Eleanor Saunders' book we'll send you all the details of the Compton plan for you. There's no obligation . . . but we want you, surely, to have the facts. Let us show you how we'll help you, where you'll travel, how much you can earn, and how this work gives you a permanent summer position, every year. Send the coupon for full information. Send it now. Then see how simple, how complete, how profitable our proposition is. Of you, we ask . . . only that you are an ambitious woman, between 25 and 40 years of age, have had two years of normal or college training and three years of teaching experience. That's all. We make it possible for you to earn handsomely . . . and to play as well. Make good with us . . . and there may be for you, as there has been for others, a permanent $3000 to $5000 position here. Find out, now, all that Compton's plan may mean to you!

Travel and earn money $200 to $400 a month

The Compton plan makes it possible for a live, energetic teacher to spend the vacation period traveling. The Compton work capitalizes all a teacher's training and experience. Earn $200 to $400 a month . . . $500 to $1,000 this summer. Only a limited number can be accepted. Those who apply first and who can start earliest and work longest are given preference. Join other teachers in this high-grade and pleasant work. See new places . . . meet new people. Make your plans now. Send the coupon; with all the facts before you, decide what's best to do.

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fill in . . . and send this coupon promptly!

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WHEN there is work to be done you need helpful shoes, just as an athlete needs special shoes in which to run a race. So the Cantilever Oxford is offered to the busy women of America in the interests of easier accomplishment.

The Cantilever Oxford is made to take care of the natural requirements of the foot. And if you keep this in mind as you read the following description, you will see that the so-called "talking points" applied to some shoes have no relation to the *reasons* for Cantilever comfort. In the first place, the Cantilever Shoe is—

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The flexible arch of the Cantilever Shoe permits the foot muscles to exercise so that they can regain or maintain the strength they need to hold the twenty-six movable bones of the foot in strong, springy arches.

The right kind of arch support

When you lace a Cantilever Oxford the flexible arch of the shoe is pulled up snugly to the undercurve of the foot. This gives you helpful, springy support that does not restrict circulation or the natural action of the foot.

Correct walking becomes natural

The scientifically designed heel of the Cantilever Shoe induces the wearer to toe straight ahead, as Nature intends, swinging the weight of the body to the outer and stronger side of the foot. Then the foot functions correctly, walking is easier, and foot strain is avoided.

A-Natural foot
B-Cantilever last
C-Ordinary last

The Cantilever is shaped like the natural foot

The diagram at the left shows how faithfully the Cantilever Shoe conforms to the normal outline of the foot. The shape of the shoe allows your foot to assume its natural position with room for all five toes to straighten out.

Do you know of any good-looking shoe which answers the natural requirements of the foot as fully as the Cantilever Oxford? Why not enjoy true foot comfort and springy foot freedom like thousands of other busy women who now wear Cantilever Oxfords? You can work and walk with less fatigue in Cantilever Oxfords. For dress wear you will like comfortable Cantilever pumps, which are made in a pleasing variety of fashionable styles.

Cantilever Shoes are sold from coast to coast, and are within shopping distance of practically all readers of this magazine. They are sold by one Cantilever Shoe Shop or agency in each locality, and in many cities you will find a Cantilever Shoe Shop listed in either the regular or classified section of the 'phone book. The Cantilever Corporation, 404 Willoughby Ave., Brooklyn, N. Y., will be glad to advise you where you can most conveniently buy Cantilever Shoes.

Cantilever Shoe

Supports the arch, with flexibility

"Wouldn't It Be Glorious if All Umbrellas were as rain-proof and hole-proof as ours of the T. C. U.?"

The above expression is from a letter from Frances S. White, 118 Locust St., Long Beach, Calif., one of the thousands of Teachers who received assistance from the T. C. U. during the past year.

We use the umbrella to symbolize the protection from unexpected loss of salary due to Accident, Sickness or Quarantine afforded by a policy in the T. C. U.

Our records prove that every year one teacher in five suffers enforced idleness and loss of salary through Accident, Sickness or Quarantine.

Can you afford to carry that risk alone?

You may be that unlucky **fifth** teacher this year. Why take the risk of being compelled to use up your savings, or to run into debt, to carry you through a period of enforced idleness, when the T. C. U. stands ready to help bear that burden?

See What the T. C. U. Will Do for You

It will pay you $50 a month when you are totally disabled by Accident or Confining Sickness. It will pay you $25 a month for illness that does not confine you to the house, but keeps you from your work. It will pay you $11.67 a week when you are quarantined and your salary stopped. It pays from $333 to $1,000 for major accidents, or for accidental loss of life. All benefits doubled for travel accidents. Protects during the vacation period, too.

Policies with increased benefits issued to those enjoying larger incomes.

The T. C. U. protection is exclusively for teachers and is low in cost. It is yours if you want it, but how can it do anything for you—when the time of need does come—unless you enroll in advance?

Just fill out and mail the coupon. We will then mail you full particulars of how we protect teachers. Please do it today.

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I am interested in knowing about your Protective benefits. Send me the whole story and booklet of testimonials.

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(*Continued from page* A-88)

FACULTY MEETINGS based on a study of educational journals are bringing new life into an increasing number of schools. Here is how one school secures professional improvement through cooperative study:

1. Faculty meetings are planned several weeks in advance. Each teacher is given charge of one meeting, the principal taking his turn.
2. Discussion is based on the journals of state and national associations and other educational magazines.
3. The person who plans the meeting assigns each member of the teachers' staff some article or editorial to be reviewed briefly.
4. After all the articles have been reviewed, there is open discussion of the important points raised.
5. The aim is to have everyone make some preparation and take some part in the discussion. Occasionally someone is delegated to write editors of educational journals about material that is especially helpful, or problems on which articles are desired.

WESTERN ARTS Association and the Vocational Education Association of the Middle West will meet in joint session at Des Moines, Iowa, March 17-20, 1926.

THE JOURNAL is indebted to the American Bosch Magneto Corporation, Springfield, Mass., for the use of the effective border on page 75 of this issue.

"IT HAS always been a pet theory of mine," writes Frank A. Weld, editor of the *American Educational Digest*, "that the value of membership in the National Education Association should be sharply brought to the attention of prospective graduates of teachers colleges. If that bit of work should be done the Association would have as its supporters a great army of young teachers as soon as they entered the profession."

THE VIRGINIA State Teachers Association has changed its name to the Virginia Education Association under a new constitution which provides for a unification of all the educational forces in the state with a simplified system of administration and a more democratic method of determining policies, according to the *Virginia Journal of Education*.

TRUSTEES of the Gilbert School at Winsted, Conn., have granted the teachers leave of absence with full pay for one year on the completion of twenty years of service.

(*Continued on page* A-93)

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.

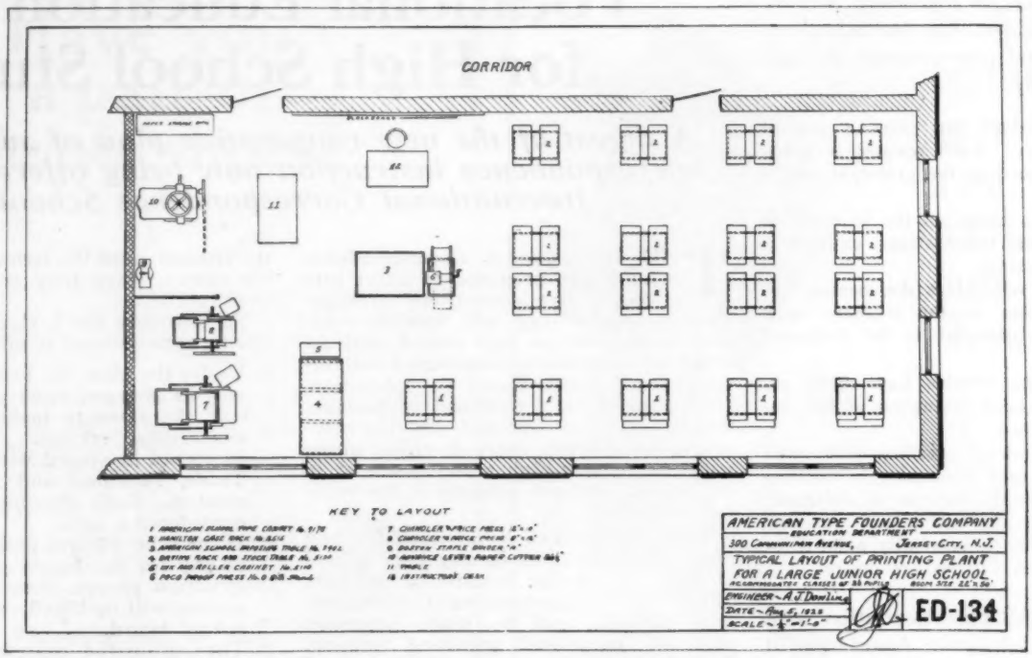
This plan is already being used in Benton Harbor, Mich.; Hazleton, Penna.; Williamsport, Penna.; Newton, Iowa, and in a number of other cities. Educators who have studied its details and success pronounce it to be the best plan ever offered for the vocational education of high school students.

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

INTERNATIONAL CORRESPONDENCE SCHOOLS

Vocational Education Division

SCRANTON, PENNA.



Layout of a School Printshop to accommodate Thirty-six Pupils

Thirty-six Pupils to one class in PRINTING

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

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

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

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

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SPRINGFIELD MASSACHUSETTS

MILES C. HOLDEN, President

(*Continued from page* A-91)

ONE HUNDRED PERCENT COUNTIES—McDowell County, West Virginia and Worcester County, Maryland, were the first counties in the United States to secure a complete enrolment of their teachers for 1925-26 in the National Education Association.

Superintendent W. C. Cook, one of the outstanding leaders in the profession, presented to his County Institute last summer, reasons why McDowell County should be 100 percent in the National Association as well as in the State Association. District superintendents and teachers immediately took charge of the situation, requesting, by unanimous vote, that the superintendent deduct membership fees from their first salary checks, for N. E. A. membership.

Theodore E. Shea, president of the Worcester County, Maryland, Teachers Association, was the leader in the movement in that county. Because of his experience of the previous year in securing a 100 percent enrolment when president of Queen Anne's County Association the superintendent naturally gave him full charge. The rest was easy, according to his report. The following is a complete list of 100 percent counties:

FLORIDA—Broward County, James S. Rickards, county superintendent.

MARYLAND—Queen Anne's County, T. G. Bennett, county superintendent; Worcester County, Arthur C. Humphreys, county superintendent.

OHIO—Cuyahoga County, A. G. Yawberg, county superintendent; Logan County, Glen Drummond, county superintendent; Wood County, H. E. Hall, county superintendent.

OREGON—Washington County, Emma Bryant, county superintendent.

PENNSYLVANIA—Berks County, E. M. Rapp, county superintendent; Bradford County, J. Andrew Morrow, county superintendent.

SOUTH CAROLINA—Laurens County, Kate V. Wofford, county superintendent.

TENNESSEE—Shelby County, Sue M. Powers, county superintendent.

UTAH—Wasatch County, R. F. Nilsson, county superintendent.

WEST VIRGINIA—McDowell County, W. C. Cook, county superintendent.

They are challenging counties throughout the nation to equal their record. 1926-27 should show a material increase in the list of 100 percent counties.

(*Continued on page* A-98)

OBJECTIVE TESTS
In High School Subjects, 1926
NO THEORY NO STATISTICS
You can understand it—You can use it
Improve your tests—Make them a pleasure
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Kindergarten Class, Lincoln School, Lakewood, Ohio. Miessner Piano Sold by Dreher Piano Co., Cleveland.

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MUSIC has laid its spell on this kindergarten class in the Lincoln School, Lakewood, Ohio. It's a universal appeal, one that never fails to reach the imaginations of children. It fosters a wholesome growth of the child's emotional nature, develops poise and expression, fits right in with the modern trend in education.

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Music with the Miessner projects a strong emotional force into every activity of the day, sets new standards in the classroom, carries a new enthusiasm into the home. With both pupils and parents, there's a changed attitude toward school work and school administration.

Why Choose the Miessner?

The Little Miessner is the original small piano, the product of lifetime devotion to public-school music and keen insight into its problems. Only 3 ft. 7 in. high, yet an instrument artists enjoy playing. Has exclusive technical features to withstand the wear and tear of school use. Write for complete information.

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It is a source book for use in Normal Schools, Junior and Senior High Schools, which students will find as thrilling as fiction.

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The essential facts for the understanding of what can and what cannot be accomplished through diet are presented in a concise way for use not only by teachers and doctors, but by the public.

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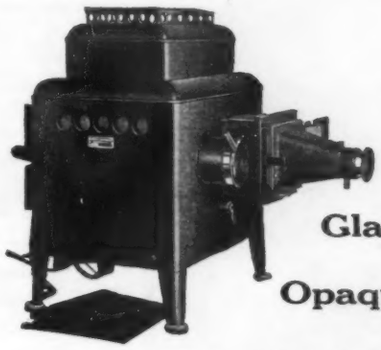

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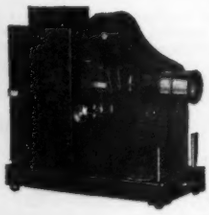

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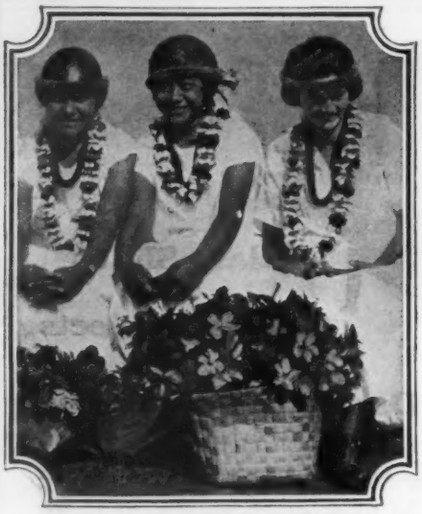

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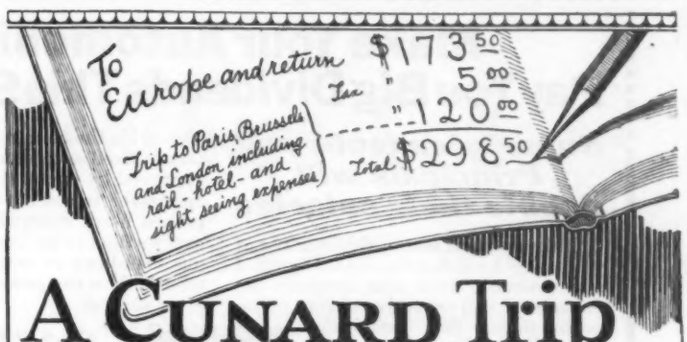

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ADELPHI COLLEGE

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(*Continued from page* A-93)

THE NEBRASKA State Teachers College at Kearney organized a student unit in the National Education Association on January 25, 1926. Under this plan more than fifty students have assumed a connection with professional organizations. George E. Martin is president.

AS A TOKEN of their esteem, the teachers and principals of the Lancaster, Ohio, public schools, presented Supt. J. J. Phillips a Christmas greeting in the form of a life membership in the National Education Association.

A TRIUMPH for tenure—For the first time, Philadelphia has elected a superintendent of schools for more than one year. Edwin C. Broome was recently reelected for a period of four years, after five annual elections of one year each.

THE AMERICAN BOY magazine, as its contribution toward the 1926 sesquicentennial in Philadelphia, will run a serial entitled "Seventy-Six" in its April, May, June, and July issues. The story will present in an interesting way the life and atmosphere of the United States in Revolutionary days, introducing Benjamin Franklin and other historical characters. It is illustrated and should be of great help to teachers of American history as well as of interest to boys and girls. These four issues will be available without charge to teachers. Address George F. Pierrot, managing editor, the *American Boy*, 550 Lafayette Boulevard, Detroit, Mich.

EVERETT M. HOSMAN, secretary of the Nebraska State Teachers Association since February 1, 1922, has recently been reelected at a salary of $5000 per year. The Association's membership has reached a total of 13,300.

CHICAGO adopts pension plan—By an eight to one vote the Chicago Board of Education approved Superintendent McAndrew's emeritus service plan, which provides pensioning of members of the educational system who have reached the age of seventy. The ruling became effective February 1 and affects seventy-three teachers. Maximum pension will be $2500 and minimum $1500.

THOSE interested in the article "The School Lunch" on page 78 of this issue will find many helpful suggestions in the *Farmers' Bulletin, No. 712, School Lunches,* published by the Department of Agriculture.

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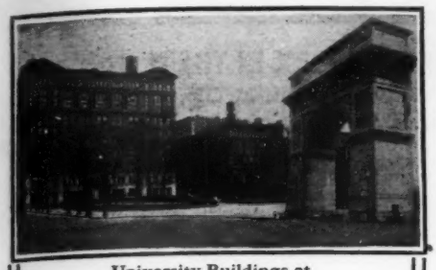

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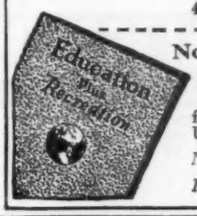

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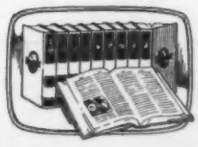

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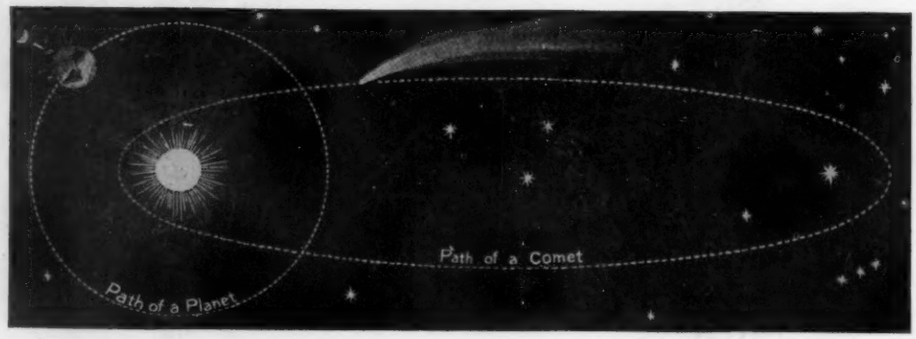

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