

The JOURNAL of the
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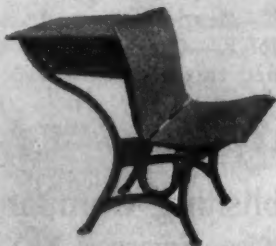
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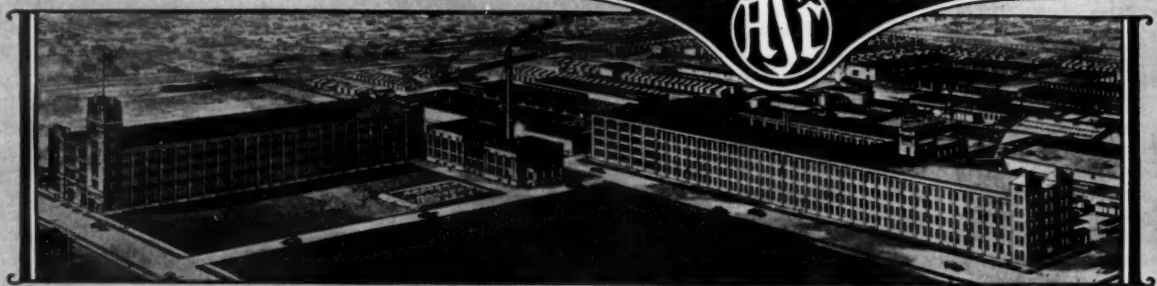
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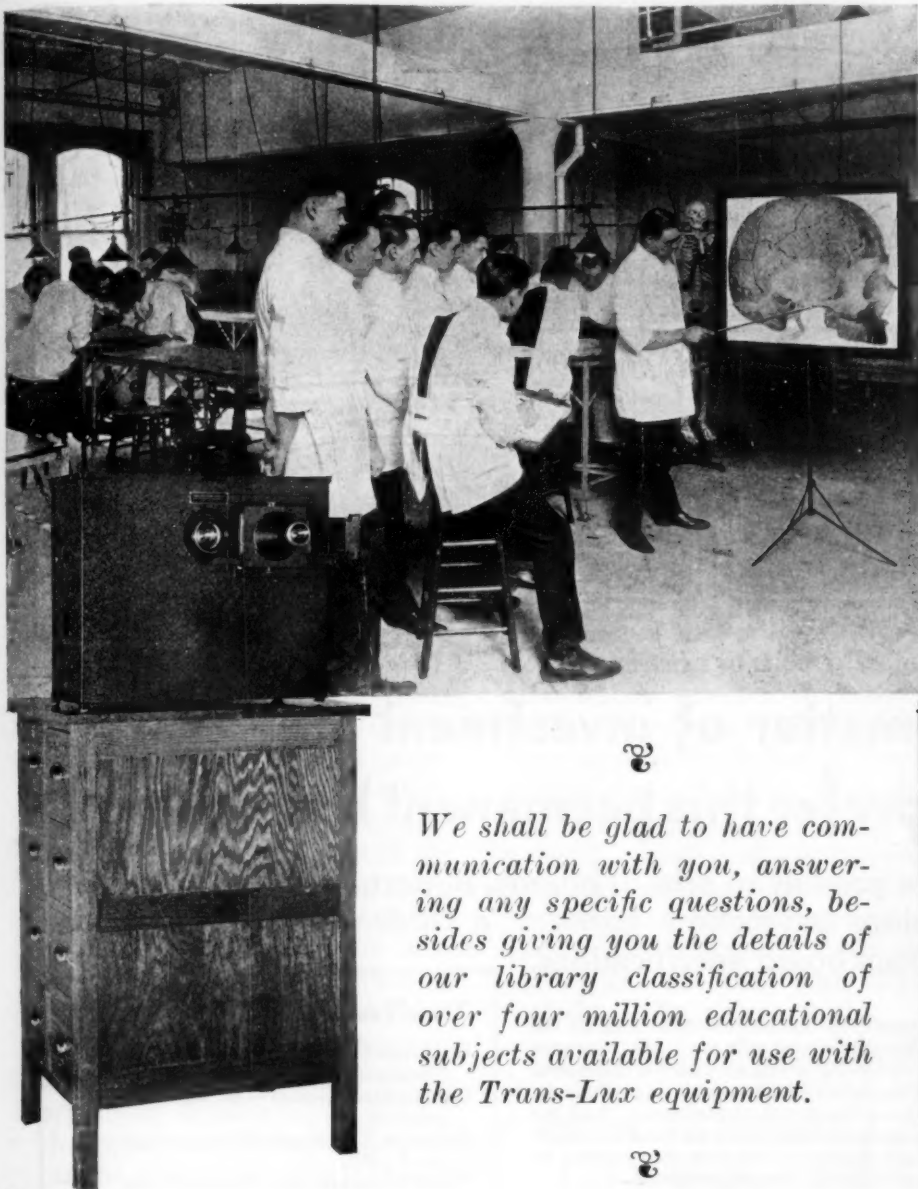
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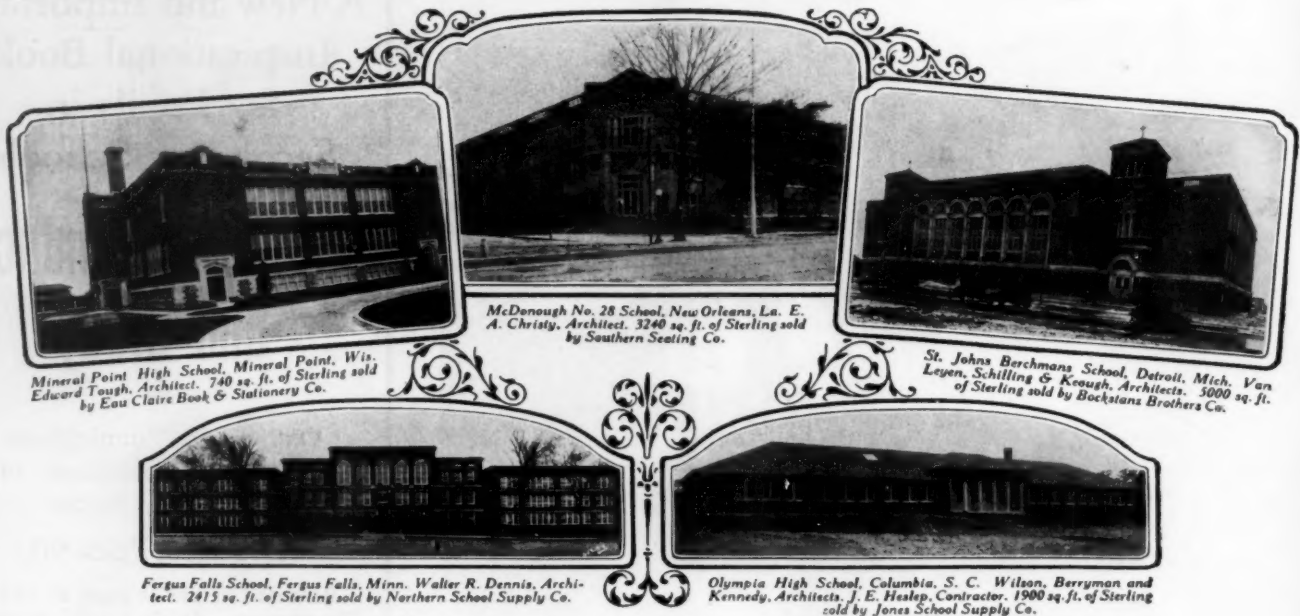
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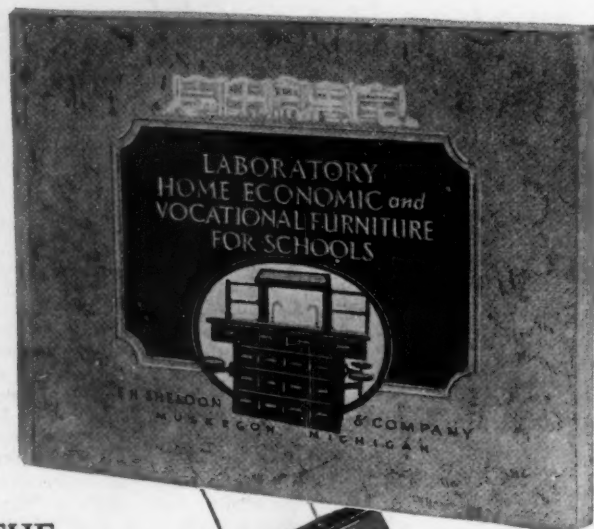
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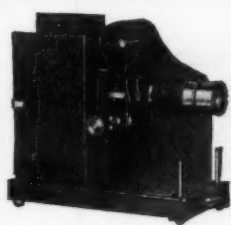
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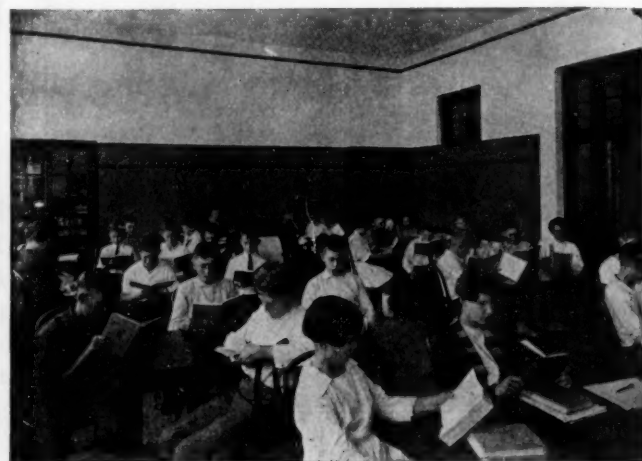
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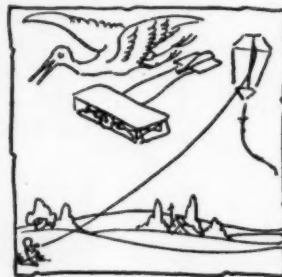
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After School, What?

COMMENCEMENT season 1926 is passing with its round of ceremonies and festivities. Four million children, more or less, are closing school doors forever. Society, according to its present lights, has done its bit by them and is letting them go out to sink or swim in the most difficult and complex civilization of all history. Most of them have finished only the elementary school or less.

How many of this four million are going forth innocent of the rough and ready contact with real things which the work-a-day world demands? How many are going with a cock-sureness born of ignorance of the things that really count? How many have had their school training geared into life needs? To what extent have the schools fulfilled their supreme function of building into these lives a set of habits, appreciations, attitudes, and bodies of knowledge that give a drive toward lifelong study and meditation on all the problems of life? To a much larger extent, we venture to guess, than ever before, for teachers are better trained, maturer, and wider in their outlook year by year. And yet how far we are from the goal! Wealthy America is spending less annually to train recruits for its teaching army than the cost of constructing two first-class battleships.

There is growing insistence both within the profession and among laymen that the worth of school studies shall be measured by their usefulness in everyday life. There is nothing narrow or material about this way of looking at what the schools teach. It is merely an effort to see that the various school subjects do what they claim to accomplish or get off the schedule. Orientation in the bread-and-butter subjects is first forced upon a traditional school system, because making a living is inescapable for most people.

Orientation in the so-called cultural or leisure-serving courses has been pitifully slow. By simply studying the habits of his acquaintances one can see how little of what was taught them for its decorative and refining quality has been carried along through the years. Youth has been much sinned against both in the subject-matter required and in the

method of presenting it. The reorganization of the curriculum in the light of well-defined objectives, now in progress

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On health.....	—
Use of the tools of learning....	—
Home-membership.....	—
Vocational effectiveness.....	—
Citizenship.....	—
Use of my leisure.....	—
Character development.....	—
TOTAL SCORE.....	—

Subheadings can be filled in under each of these seven topics. For example, health springs from right habits of working, eating, sleeping, exercise, and cleanliness. Have I improved in each of these points during the past year? What plans have I for improvement in each next year?

under the leadership of the Department of Superintendence of the National Education Association, is already giving widespread relief.

An awakening profession is discovering that there is as much culture in an appreciation of ten varieties of roses as in an understanding of ten theorems in geometry or a score of classic verbs. The onward sweep of mass education is forcing schools from the kindergarten to the professional college to give students not what a past generation thought they should have, but what an analysis of today's life shows they must have if they are to make the most of themselves. It is not enough that the subjects studied in school shall be good; they must be better than all possible subjects which might be substituted for them.

Teachers are now realizing that the child's time is infinitely precious and that they cannot teach him the value of time and energy by persistently driving him through what to him are trifles. No school subject is worth teaching to any group of pupils that in the hands of an average teacher does not command enthusiasm. Of course there will be off days and dull places, but every student of human nature knows that youth is not afraid of hardship. It is dulness from which youth would escape.

Children's tastes and preferences are being consulted today in remaking courses of study. The wisdom of the practice lies in the frankness and honesty of the child's point of view. His thinking has not been vitiated by the expedencies and artificialities of adult life. It was this that the Master saw when he advised men to become as little children. Childhood knows what maturity too often forgets—that interest is the first law of living. By getting his education in the study of things that to him are meaningful the child gives his life a significance, a forward swing, a sense of action and personal responsibility, a zest in discovery, and a technic of learning that last through the years.

Let us, then, at this commencement season as we gather our four million school leavers into a hundred thousand ceremonial halls (better still in the quiet moments of personal companionship) give them the best advice we have. Nothing could be better than a score card for measuring their own lives; not a finished schedule with all the items filled in, but a growing scheme of checking the important things. To this practice Benjamin Franklin attributed much of his success. The plan as described in his autobiography has since been followed by many thoughtful men.

A Committee of the National Education Association has defined the ends of education under seven heads. No one can go far without facing all of them frankly. They are health, use of the tools of learning, worthy home membership, vocational effectiveness, citizenship, worthy use of leisure, and ethical character. Let the child learn to take monthly and yearly inventories under these heads. Let him fill in under each a score of subheadings that fit his own case. He will then discover that life and growth mean learning. He will then know that the development of himself is more important than the accumulation of material goods. He will then understand that schooling is merely a foundation upon which to shape an intelligent life. After school will come the glories of wider and freer learning aided by all the wonderful creations of modern science and invention.—J. E. M.

When Shall I Resign?

ROBERT H. WRIGHT

President, East Carolina Teachers College, Greenville, North Carolina

WHEN SHALL I resign? The teacher as a rule in North Carolina stays only a short time in any one school system. There are exceptions to this rule. There are people who are now teaching in the same school they taught in fifteen or twenty years ago. There are certain well-established principles that will help a teacher determine when she should move from one school system to another, or when she should leave the profession and go into another.

Too often the dollar mark determines the answer to this question. Too often just because somebody else pays more money a teacher moves from one place to another, and indeed, there are times when a teacher ought to move out of one school system into another for no other reason in the world than to increase her salary, but the dollar mark should not be the determining factor unless it can react favorably on the community from which she moves. If by moving from Community A to Community B a teacher can help bring salaries in Community A up to what they ought to be, she has done the people in that community a real service.

For our purpose in this talk let us eliminate the dollar mark entirely and look at the question from a larger and more vital standpoint. Every system of schools must, of necessity, have an administrative head. There must be certain administrative policies, some organization, some directing head, or the work will not be successful.

Suppose I am a teacher in the community. I have been here for two or three or four years. I have been able to give the administration of the schools my undivided support. I haven't always agreed with everything that was said and done. I haven't always agreed with all the policies, because thinking people do not agree. But on the other hand, I have given my whole-hearted support to the administration even when I thought certain changes ought to be made.

The administrator has to take the responsibility for the system, and he cannot organize his schools so as to harmonize in every detail with the thoughts of every one who teaches in them. This is impossible if the system is made up of thinking people. A question arises about

which I do not agree, but I am not the administrator, I am a teacher. What should be my attitude? First, I ought to go to the administrator and lay my views before him or her with perfect frankness, without any axe to grind, without any motive other than the good of the service, thus giving the administrator my reasons as well as my views. I should then accept the administrator's decision. Sometimes it will be in my favor, and sometimes it will not be. If I cannot accept it and give the administration my whole-hearted support, whether he accepts it or not, then I had better move on.

Quite often a teacher stays in a school system with just some little thing that has got on her nerves; it becomes a hobby with her and eventually destroys her usefulness. This thing ought to be done this way instead of the way it is being done. It begins to rankle in the breast of the teacher and finally takes away from her the whole-hearted support that she should give to the administration and that the administration has a right to expect. Now, if you can't kill off that thing, however little it may be, you had better move to another system. But before you move you had better see for sure that you are right about it and that it is going to work for the common good.

Almost every day of my life as an administrator I find it necessary to do some things that I do not want to do, and you as teachers will find just that kind of thing facing you. Cooperation is absolutely essential to efficient service in school work. This means the cooperation of the administrator and all those working with the administrator. Sometimes an administrator will put a thing in because of the preponderance of opinion against him, and he will let it work until he demonstrates whether he is right or wrong. The administrator capable of doing that sort of thing reaches a high point in administration, but if he will not demonstrate it and it still worries you to the extent of reducing your efficiency and making you not a whole-hearted supporter, you had better move to another place.

I have known people to bring up a mighty little thing and lose their effi-

ciency because they could not carry a minor point. That is always dangerous whether it be in the mind of a teacher or an administrator.

There is a great big problem before us in every school system, and that great big problem is to get the largest amount of efficient teaching done for the children of our state and the whole mechanism organized with that one object in view.

Again, a teacher who is in thorough accord with the administration will sometimes find herself getting tired and to feel drained and dragged; she will begin to drop into ruts and do the same thing over day after day and year after year, just the same way. It is a kind of habit formation. When you fall into ruts of that kind, it is time for you to do one of the following things: either take a correspondence course, go to a summer school, take a year's leave of absence for study, or move out of the system into another one where you will have to break yourself up and start over again. When a teacher becomes crystallized, her usefulness to the children is minimized and headed in the direction of the vanishing point. I have seen them literally dry up and become worthless. They have given to the children, professionally, all they have that has vitality or life. There is nothing left; they are dry and dull. When you get in that position you must do something to break you up and make you come back and put new life into your daily tasks. If you can't do that, you had better move on. This can usually be done, however, by reading journals, reading books, reading anything almost that will tear you to pieces and make you rework your problems. Do not become a crystallized teacher. Do not stay in one place until you dry up. We have all seen such a teacher, and we say, she has been here ever since my mother was a student and she is teaching now just as she did when mother went to school. I don't know why in the world they don't get rid of her. That would not do; she has been here too long. There are other teachers who have been here just that long, and they are doing good work. When you dry up, blow away and light in another community.

Alaska and Her Schools

C. E. HAGIE

Superintendent of Schools, Wrangell, Alaska

ANYONE who travels during the summer months on the steamships plying Alaskan waters cannot but be impressed with the large number of teachers from all parts of the country who are taking the sightseeing trip into the "Switzerland of America." Many more who would have taken the trip last summer found it impossible to get reservations with any of the four navigation companies engaged in transportation to Alaskan ports: the Alaska Steamship Company, Pacific Steamship Company, Canadian Pacific Railway Company, and the Canadian National. All available space for passengers was reported as booked ahead a month before school was out last spring. Unless additional boats are put on the run for the coming summer it seems evident that only those who decide on the trip early and have their reservations made will be able to secure accommodations for the coming tourist season. On the other hand, it is altogether probable that early calls for reservations in large numbers may influence the companies to put additional steamers on the Alaska run.

That teachers are not interested in Alaska merely as a summer playground is evidenced by the fact that there is scarcely a mail during the year which does not bring to the writer's office applications from teachers in the states for employment in the Wrangell schools or inquiries relative to Alaska's schools and how to secure employment in them. It may be taken for granted that the school superintendents in other Alaska towns

are likewise being called upon to answer many inquiries which might better be answered through the columns of the professional press.

That there is a rapidly growing interest in Alaska on the part of tourists,

ALASKA has enrolled in her elementary schools 3480 pupils, taught by 159 teachers, with a minimum annual salary of \$1215 and a maximum of \$1800. Thirty-six teachers are employed in the high schools, wherein are enrolled 525 pupils. The total number of teachers is 210. Teachers with a professional training of two years or more beyond the high school number 190. The number of teachers now in Alaska who were not there last year is 118.

homeseekers, and capitalists, as well as on the part of teachers and miners, there can be no question. In view of this unmistakable growing interest it has occurred to the writer that there is a real demand for accurate information relative to Alaskan conditions which might be made use of by the classroom teacher as well as serve to answer the questions which so many prospective Alaska teachers are asking. The purpose, then, of the present article is to present in a concise way a few facts, the general knowledge of which may tend to lighten the demands made upon busy school superintendents and commercial club secretaries.

The general conception seems still to

prevail that in winter Alaska is a land of polar bears, zero blasts, and ice-locked harbors. Even some school supply houses cannot get the idea out of their heads that on the twenty-first day of October navigation of Alaskan waters closes for the year, and some postmasters in the states continue to insist on collecting customs duties on parcel-post shipments to Alaskan points, evidently believing it still to be in the possession of Russia or some other foreign government. As a matter of fact, the portion of Alaska in which more than three fourths of the white population of the territory reside might well serve as a winter resort for the people of the northern half of the United States who can afford such luxuries. There is no closed season on navigation in Alaska's Pacific waters and the channels are not filled with icebergs. Four steamship companies operate in Alaskan waters throughout the year, and the towns are connected with the states by an efficient cable service in addition to numerous wireless stations.

Alaskan radio fans tune in with their loud speakers on programs broadcast from stations ranging from New York on the east to Japan on the west. The Japan current warms more than a thousand miles of Alaska's southern and southeastern coast line, where zero temperatures are seldom known. Since records have been kept, Wrangell has never experienced a temperature below the zero mark. The greatest complaint we hear from school children is that





ESKIMO school children, near Point Hope, Alaska, salute the flag in open-air exercises. When we consider that their parents but a short time ago were practically savages, the salute takes on new significance. The school is said to be situated the farthest north of any school in the world.

there is not enough snow and ice to make coasting and skating possible except on rare occasions. The present season has been a little milder than usual. For the month of December the Weather Bureau records show the lowest temperature as twenty-six degrees, the highest sixty degrees and the average for the month forty degrees. The snowfall for the month was only one and a half inches. The lowest temperature for last January up to the twenty-second was twenty-four degrees, highest fifty-four degrees, with freezing weather on only three nights. These temperatures are typical of nearly all the coast towns of southern and southeastern Alaska.

For those who desire cold weather it may be found during the winter months in the interior of the territory and along the Bering Sea coast. For the teacher who enjoys winter sports as a diversion Fairbanks, Nenana, and Nome offer all the thrills anyone could desire, with occasional temperatures of sixty degrees below zero, or even colder. The two first named towns enjoy railway connection throughout the year with the steamer service.

Alaskan resources have scarcely been sampled. Its slow development has been due in no small measure to the popular misconception of the territory as a land of inhospitable wilderness, snowhouses, and unbearable hardships. It has been known principally through the tales of hardship and suffering endured by the prospectors and miners who went wholly

unprepared in winter in search of gold on the rim of the Arctic Circle, living in tents and without proper food. The teachers of our children should begin the process of disillusionment.

The report of the Governor of Alaska, covering the fiscal year ended July 1, 1925, shows that for the year 1924, after a generation of unrestricted prodigality in the exploitation of Alaska's fishery resources, the total catch had a value in excess of forty million dollars. A policy of conservation is now being inaugurated. And from the standpoint of gold production only the placer mining possibilities have even been prospected. Capital, which has not been available, is required for the development of lode mining, and with one or two exceptions, notably the Alaska-Juneau mine at Juneau, where transportation facilities were already at hand for the handling of heavy machinery, practically no development work has been done.

It is conservatively estimated that the barren lands of the extreme north will support four million head of reindeer. This industry is already contributing to the meat supply of the country. Probably nowhere is there greater natural advantages or resources for the paper pulp industry than in southeastern Alaska with its eighty-four billion board feet of timber, capable, according to the Forestry Department's estimates, of supplying one billion feet annually, representing 1,300,000 tons of news print,

without depleting the supply. In the same area, already covered by a survey, 475,000 horsepower of energy is going to waste in unharnessed hydro-electric power—more than enough to convert all of these resources to a finished product. Yet there is not a pulp mill operating today in Alaska. Cereals, root crops, grasses, and all kinds of livestock can be raised successfully in the interior of the territory; the soil is merely awaiting the homesteader's application. And all of these undeveloped resources because the present generation has been taught that Alaska is the land of the igloo and the dog sled!

The schools of Alaska are of two kinds, each under distinctly separate administration. The schools for native children are provided by the federal government and supported at federal expense. They are administered by the U. S. Bureau of Education through its Seattle office. The teachers for these schools are selected as much for their qualifications to do social work among a primitive people as for pedagogical training. Living quarters and fuel are usually supplied by the government and their duties are varied.

The schools for the white and mixed children of the territory are under the direction of a territorial commissioner of education, L. D. Henderson, whose offices are located at Juneau. Teachers are hired directly by superintendents or school boards in the various local communities. The commissioner's office will, however, file applications and credentials which are submitted to the proper authorities of local communities at their request for recommended candidates. The leading teachers' agencies of the west and middle-west keep informed on openings in Alaska and make recommendations for these positions.

Teachers for the territorial schools are certificated through the commissioner's office, the requirement being graduation from an accredited normal school, college, or university. In addition to this, certificates of equal grade are granted to the holders of valid certificates from any of the states. No Alaska certificate is granted until after the teacher has been elected to a position in an Alaska school. It is practically impossible for teachers with less than a two-year normal course above high school graduation to secure a position of any kind in the schools within incorporated towns, or with less than a college degree to undertake high school employment. High school teachers must have

had a minimum of twelve semester hours in education courses. All of the leading four-year high schools are given credit in the University of Washington by measuring up to the standards set by that institution for the high schools of Washington. Included in this are the requirements that all teachers doing any high-school work must be graduates of standard colleges or universities on the accredited list of the Washington State Board of Education and that they have as a minimum requirement twelve semester hours in approved education courses. Alaskan schools have had, in recent years, an almost unlimited number of the best teachers of the country from which to select. It is only a waste of time for inadequately trained or mediocre aspirants to apply for positions.

In the schools of the Alaska towns are to be found practically all the activities that are being carried on in the better organized systems within any of the states. Interscholastic competition in athletics, debating, music, and dramatics, as well as in the regular lines of school work, are made annual events at tournament and school meets in the more populous part of the territory. Schools have their various student organizations. In the high schools will be found glee clubs, orchestras, bands, honor societies, athletic teams of all kinds, Boy Scouts, and Camp Fire Girls, and the various types of students' clubs found elsewhere. Most of them put out monthly or bi-weekly student publications.

From the foregoing it will be evident that the schools of Alaska need teachers of specialized training along other than conventional lines in addition to the common "garden variety" of teacher. Good teachers who can direct boys' and girls' work, train orchestras and bands, and coach athletics are especially in demand. There is the only field that is not already overcrowded with applicants.

In addition to the schools previously mentioned is the Alaska Agricultural College and School of Mines, located at Fairbanks, in the heart of an agricultural area, almost within the Arctic Circle, the "farthest north" college in the world. It has a faculty of fourteen members and an enrolment last year of one hundred thirty-three. It is a territorial institution, kept up by taxation.

In order to answer the questions most commonly asked relative to Alaska's schools, the writer has secured from the commissioner's office statistics on the school situation up-to-date for the first



WRANGELL, situated on the best protected harbor in Alaska, is the gateway to the Cassiar mining district of British Columbia and to the famous big-game district, popularly known as the Cassiar. It is the most centrally located town in the fishing area, and has the largest sawmill in Alaska.

semester of the present school year. A number of facts will be forcibly impressed upon the reader's mind by the accompanying table. The first of these will probably be the smallness of Alaska's educational system in terms of numbers of pupils and teachers; four thousand five pupils and two hundred ten teachers (exclusive of the field covered by the work of the Federal Bureau of Education and the territorial college). However, notice should be taken of the fact that these 4005 students are under the guidance of unusually well trained teachers. Even in the isolated districts outside incorporated towns only four percent of the teachers have had less than one year of normal school work above high school. More than forty-two percent of this same group have done post graduate work above a two-year normal course and eleven percent are college or university graduates, some of them with additional training. It may come as a surprise to know that, contrary to the common practice elsewhere, these rural teachers receive a higher average salary than elementary teachers in the incorporated towns.

At the present time there are no teachers in the schools of incorporated towns who have had less than a two-year normal school training beyond high school graduation while fifty percent of them have done post-graduate work. Even in the small, non-accredited high schools no teacher with less than post-graduate normal training is being em-

ployed, while eighty percent of the high-school teachers have done college or university post-graduate work. Sixty percent of the school superintendents of Alaska have had university post-graduate training and, in addition to these, twenty percent hold the Master of Arts degree.

The high rate of teacher-turnover is one of the worst features of Alaskan schools. It would almost seem that half the women teachers who invade Alaska do so with one of two ends in view: the desire to "See Alaska First"; the other, to find a husband where men are proportionately plentiful. Although the fact is not shown in the table, twenty-five percent of Wrangell's last year's teaching staff are now presiding over Alaska homes. The fact that 67.5 percent of the teachers outside incorporated towns are new to Alaska this year and that the same is the case with sixty-two percent of the elementary teachers in the towns, thirty-six percent of the high-school teachers, one hundred percent of the school principals, and twenty percent of the school superintendents should be ample indication of the restless nature of the thousands of teachers who annually apply for work in the schools of Alaska.

One additional item of general interest is the fact that seventy-five percent of the cost of running the territorial schools of Alaska is borne by the territorial government and only twenty-five percent by the local communities.

Spring Fever

MAE TRALLER

Everton, Missouri

SCHOOL is over. As I watched the last hilarious youngster shoulder his tattered writing tablet and the remains of his much abused book and waved him goodbye a few moments ago, a joyously free spirit took possession of me. I did what a successful teacher with twelve years' experience, sweet and bitter, behind her, is not ordinarily expected to do. I danced a folk dance all around the room.

It is springtime, and the feathery locusts are in bloom. The apple blossoms are sending their drift of petals across the vivid grass. And youth is calling insistently to me through my years of a teacher's life. Just now I have my annual feeling that never again will I enter a schoolroom to teach. Next fall I shall joyously begin it again, but there is something within me at this moment renouncing all the worry, the care, the grilling demands of patience—something that is answering to the call of the woods, the fields, the brooks. Something within me thrills to the sweep of sun and wind over the out-of-doors. Just now I feel that never again shall I be able to answer sweetly when Mrs. Smith calls, and with lifted head and brow informs me that she is certainly surprised that I should accuse her Jimmy of eating Betty's candy; that Jimmy has everything he could wish at home, and that there was no possible reason why he should have done as I have accused him. That is just what I told Jimmy when I saw him wrench the candy from Betty's hand and cram it into his own mouth.

Then I wonder if I shall ever again have the poise and ingenuity to answer as I did when Mrs. Gray said with volcanic calm: "I wish you would please place my dear little Wilson in a seat farther away from that horrid Billings boy. He exerts such a bad influence over my son." Just when I was wondering where in creation there was a place I had not tried to put Wilson and how in the world one boy could possibly hold the inconceivably numerous ideas of impishness which Wilson holds.

Or at the beginning of the year again, will I have the dignity to answer with calmness when I receive a flaming note saying, "My child tells me that she has

had no recitations whatever since the school began. I can't understand your attitude, and I certainly do not see why the board of education allows such inactivity in the schoolroom."

SEA FEVER

JOHN MASEFIELD

I must go down to the seas again, to
the lonely sea and the sky,
And all I ask is a tall ship and a star
to steer her by;
And the wheel's kick and the wind's
song and the white sail's shaking,
And the gray mist on the sea's face,
and a gray dawn breaking.

I must go down to the seas again, for
the call of the running tide
Is a wild call and a clear call that may
not be denied;
And all I ask is a windy day with the
white clouds flying,
And the flung spray and the blown
spume, and the seagulls crying.

I must go down to the seas again, to
the vagrant gipsy life,
To the gull's way and the whale's way
where the wind's like a whetted
knife;
And all I ask is a merry yarn from
a laughing fellow-rover,
And quiet sleep and a sweet dream
when the long trick's over.

The Home Book of Verse
for Young Folks—
Burton Egbert Stevenson.

It makes no difference that after my return note the mother apologizes in abject humiliation in this way: "Please accept my sincere apologies for writing as I did. My little girl did not know what 'recitations' were, and when asked if she had them, answered in the negative. She knows them as 'classes'." No wonder the child denied having them! She probably thought they were diseases or something to eat!

There are worlds of things I'd like to do this summer. For one thing I want to go to the park on Sundays with Mary Jane, my flapper niece, and her ultra-flapperish crowd—bless 'em! Mary Jane is a dear and has always insisted that I go with them, declaring that I don't look a day older than any of them. In fact, she has almost persuaded me to go with her to the barber shop and to

emerge in bobbed-haired freedom. I want to eat hamburgers and ice cream cones with her crowd, while swinging my heels in careless abandon against the stone wall along the lake. I want to discuss with them the merits of Tom Crenshaw's new Student six and the shortcomings of Bob Wilkes' rattletrap roadster. And while I am enjoying all this I don't want Mrs. Smith to come along and say, "Oh, I'm so glad I ran across you. Mrs. James and I were just discussing Margaret's age. I knew you could tell me because there are only two or three days' difference between your ages. I contend she is every day of thirty-two. Am I right?" If I tell her she is wrong, she will still believe she is right.

There are times when the smell of the hot leather upholstery in Tom's new car almost overbalances my determination to teach. Tom has invited me to become the joint owner of this car, and sometimes when speeding along in it I have been tempted to end it all by saying yes. But always there comes up a vision of freckled faces, towsled heads, and scraping feet, with eager eyes looking adoringly into mine. And after all it draws me back. The lure of it is in my blood. Even though right now I am declaring I shall never teach again, and the soft, clover-scented wind brings the breath of honey-sweet bloom and the mystic call of out-of-doors, I know that behind it all is the answering chord which responds to the shy primary youngster's smile. There is a thrill which only comes with the knowledge that this offering is for you alone—this offering from loving, though grimy, little hands of wild flower bouquets and partially good apples.

Yes, I'll go back, and sing with my going, when September comes. As for Tom's big Student six—well, on the other hand, there'll be the binding up of cut thumbs, the curing of hurt heads, and the soothing of broken hearts. There will be the smoothing out of unending childish grievances, the patient training of poor, little, hopelessly dull Jimmy. But the scales dip suddenly toward it all, and in the balances, weighing against Tom and his new car, is my heart.

Children's Reading

LEWIS M. TERMAN AND MARGARET LIMA¹

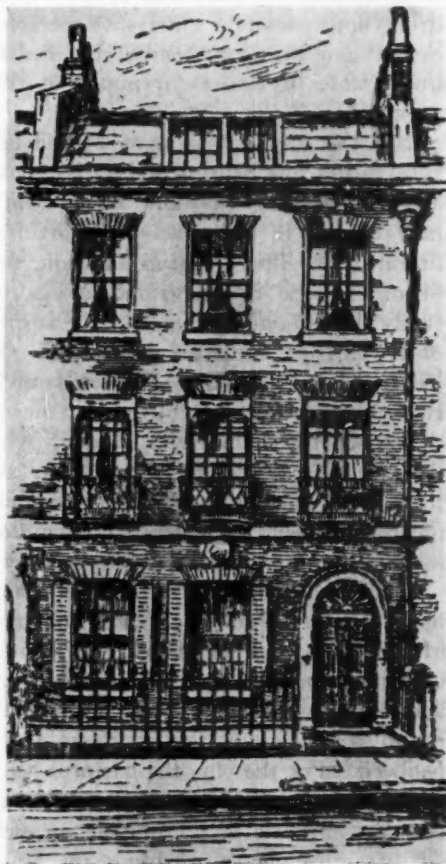
CHILDREN receive their knowledge of life from three sources: verbal instruction, personal experience or observation, and reading. Discriminating and intelligent reading is therefore an important factor in education, especially since the world of vicarious experience it opens up is so much more varied than can be experienced directly.

However, an appreciation of good literature cannot be depended upon to develop of itself. To many children, at least, it needs to be systematically taught. Fortunately there are few children of normal intelligence who will not acquire a taste for worthwhile books if they receive appropriate encouragement at an early age.

The mechanics of reading should be mastered as early as this can be economically accomplished. The child who learns to read fairly well before the age of eight has a tremendous advantage. By nine years the average child should be reading easily and with enjoyment; the superior child a year or two earlier. Thereafter books should be read in far greater number than is generally customary. It was recently found that unselected California children of ten to eleven years read on the average less than two books a month. This in superior communities where good books in unlimited number are easily obtainable in city, county, and public school libraries. Many fairly intelligent children do not read enough books to insure even moderate facility in the mechanics of the reading process. In the acquirement of such facility no amount of formal instruction can possibly take the place of extensive practice.

Some of the children of our gifted group read as many as 150 to 200 books in a year. Of our unselected children over eight years old, there were nearly fifteen percent who in a two months' period of observation read no book other than the school texts. Even at the time of the "reading craze," age thirteen to fourteen years, unselected children read on an average only three books a month. Obviously, with the majority of children no such thing as a real reading craze is

ever experienced. Even the brightest child in two hundred, with an I Q of



THE DICKENS HOUSE

THIS HOUSE, at 48 Doughty Street W. C. 1, London, which was the home of Charles Dickens when he was writing *Pickwick Papers* and other immortal works, has been purchased and made available to the public through the prolonged and zealous efforts of the Dickens Fellowship. It was opened for public use on June 9, 1925. Nine trustees, appointed by the City Corporation, the London County Council, and the Council of the Fellowship, administer the Trust. The Library contains the valuable collection of B. W. Matz and other valuable books and Dickensiana, to which it is hoped that the Kitton Collection, now in the Guildhall, will shortly be added. It is already, perhaps, the most representative collection of Dickensian literature in the world.

140 or higher, tends on the average to read only six or eight books a month. Perhaps ten percent of our school children, instead of one half of one percent, ought to read this many. Only eight or ten hours a week would be necessary, for much reading soon means rapid reading.

However, both in the age at which

reading can be learned and in the amount and kind of reading which children can do, mental level is an important factor. Below the mental age of five years the schools accomplish almost nothing in the teaching of reading, no matter how excellent the methods used; while children of the mental age of seven learn readily by any or by no method. Below the mental age of eight years, whatever the chronological age may be, only easy and simple reading, and that in moderate amount, is possible.

An analysis of 10,000 recorded readings by gifted and unselected children brought out many interesting differences by sex and intelligence. For the ages eight to fourteen combined, books of adventure or mystery accounted for sixty-three percent of the reading of unselected boys and forty-nine percent of that of gifted boys. For unselected girls the corresponding figure was twenty-two percent, and for gifted girls fifteen percent. For girls of both groups, stories of home and school life accounted for nearly a third of all the books read. The reading of gifted children differs from that of unselected children in including a larger proportion of books of science, history, biography, travel, informational fiction, poetry, and encyclopedias, and a smaller proportion of books that can be classified as emotional fiction or stories of adventure or mystery.

The sex difference is almost equally marked among gifted and unselected children. Although girls frequently read "boys' books," boys rarely return the compliment. When we compare a list of the twenty books best liked by boys with a similar list for girls, we find only five titles common to the two lists. There is a noticeable tendency for girls to concentrate their reading upon a relatively narrow field of interest and for boys to scatter their reading over a wider range.

Facts regarding the quality of children's reading suggest that we have been carried too far in our reaction against forcing "improving" literature upon unwilling minds, or, rather, that the admitted evils of the latter procedure are replaced by evils no less serious which result from the extreme policy of *laissez faire*. At the present time, books that are worthless both from the literary and

¹ See *Children's Reading; A Guide for Parents and Teachers*, by the same authors. D. Appleton and Co., 1926, pp. 363.

the educational point of view form too large a part of children's reading. By the "worthless" book is meant one that leaves the child with nothing gained in inspiration, information, or literary appreciation.

This is an age of easy and lucrative authorship. The reading public is steadily increasing, and books for children are in demand. Today, any one who has a facile pen and a vivid imagination may, if he wishes, turn his attention to the writing of "juveniles" and produce books by the dozen that will be read. Some of these prolific writers put out twenty or more stories all woven around the impossible, unreal adventures of a single character or group of characters. Boys' juveniles of this type are usually stories of impossible adventure, pseudo-heroism, athletic prowess, or unreal school life. They are written with no regard for literary style, and they command a market only because they gratify the child's desire to find in his reading the fulfilment of his daydreams and subconscious wishes to excel, to be popular, to lead group or gang, to show heroism in a dangerous situation, or to display astonishing physical prowess. When a child is stimulated to useful activity by the stories of accomplishments of others, the result is well worthwhile; but when the exploits of the hero are too fantastic to admit of duplication in real life, the results may be extremely harmful. As soon as a child begins to seek in his reading the total satisfaction of his desires, he is entering on a road of dreams and phantasies that may lead to disaster.

With girls, it is the sentimental rather than the adventurous element that must be guarded against. Most of the girls' juveniles and series books are so inane, so vapid, so weak, that one would expect their influence to be negligible; nevertheless, books of this kind may so fill the girl's mind with false conceptions of

reality that she comes in time to live entirely in a world of her own creation.

Twenty-seven percent of our unselected group of school children who kept reading records reported no reading at all except series books of the juvenile adventure or school-life type; and of the total number of books read by these children, approximately thirty-five percent, or over one third, was easily classified as undesirable literature for pupils of this group.

But the writers of impossible adventure stories and sentimental girls' books are not the only authors whose work may be put in the class of "worthless literature." There are, in addition, the historians who write history so inaccurately that no one can separate the kernel of truth from the mass of fiction; the biographers who fill gaps in their knowledge with stories of incidents that never occurred; the "children's poets," who sacrifice all poetical feeling in their attempts to "tell a story"; and, last but not least, the nature fakers who write of so many things that nature never knew.

Books that are directly harmful make up, fortunately, only a small percent of children's reading. Books so immoral or vicious that they are likely to encourage downright criminal tendencies are not in so wide circulation as is commonly believed. For the boy, the harmful book ordinarily takes one of two forms: it may present vice and criminals in such an attractive way as to blunt the sense of moral discrimination, or it may recount sensational or melodramatic incidents in such a way that the reader is directly incited to unlawful or seriously unwise action.

For girls, the directly harmful book is usually the immoral or the over-romantic love story that suggests unhealthful and morbid ideas. The girl does not, as a rule, possess as adventurous or as lawless tendencies as the boy, and the type

of book that glorifies crime has usually little effect upon her; but the book of suggestive tone or that depicts vice thinly veiled may in the long run do her as much harm as the lawless book does the boy. The mental life of the imaginative adolescent girl is woven largely of fantastic materials gleaned from her reading. So real to her are the characters of fiction that the appeal of the human interest in stories can sway her in almost any direction. She thinks in terms of individuals, not, like boys, in terms of things and events. Moreover, she has not the boy's outlet in dramatic action. Girls do not organize into "gangs," and put their dreams into real action. Because of this tendency to live in a world of fancy and to imbue everything with a tinge of sentimental romance, the adolescent girl falls easy prey to the immoral book.

When once any child has formed a taste for fiction that is melodramatic, sentimental, or sensational, there is but one possible cure—and that is to divert the interest into another channel. There should be put before him, given to him, and suggested to him, the best literature in sufficient variety to afford something of interest. The child's natural tastes and aptitudes should be considered, and books should be suggested that will appeal to some special hobby. In this way, books on minerals and rocks, realistic nature stories, and animal tales may take the place of the adventure juveniles, and good novels the place of suggestive or inane sentimental ones. Tactless and arbitrary insistence on what the child shall or shall not read is of little avail. Only strategy and patience will win the day. Once the child has been definitely started in the right direction, he will gradually learn by himself to distinguish the genuine from the spurious, the real from the fantastic, and the inspirational from the mock-heroic.



The Resurrection of Miss Sara

KATIE LEE

Harrisonburg, Virginia

OH, I AM so excited! When the county superintendent visits my room tomorrow, I'll teach a geography lesson that will make him open his eyes.

Thus Miss Sara Martin, teacher of the fifth grade of the Maysville School, addressed her image in the little cracked mirror as she carefully brushed her iron-gray hair before retiring.

Sure enough, on the following day the county superintendent marched into her room at the appointed hour and sat down on a chair with a creaking sound that seemed to echo loudly through the quiet room.

Miss Sara began to teach. As she taught, the superintendent sat up and stared. Here was an up-to-date report and discussion lesson taught in an up-to-date way. Could it be that this middle-aged, settled teacher, in this secluded mountain village, was employing the project method of teaching? Surely this was a teacher fresh from the normal school, but her age and her surroundings contradicted any such supposition.

When the pupils filed out for recess he eagerly grasped her hand and said, "Let me congratulate you! You've taught an excellent lesson in an excellent way. May I ask where you studied this new method that is arousing so much interest in the educational world? I never heard a better lesson taught."

A glow of pleasure spread over Miss Sara's face as she replied: "If you will call around when school is dismissed this afternoon, I would like to tell you of my summer's experience."

"You may be sure I will, as I am stopping till tomorrow in this neighborhood, and I am anxious to hear about it," he answered.

When the pupils were dismissed for the day and everything was quiet, he came in and settled down in her desk chair. With an expectant smile he said, "Now, Miss Martin, let me hear how it is that you are using the project method."

With a smile Miss Sara began, "There is little difference between a rut and a grave. A grave is deeper and more final than a rut, but a rut, if too long occupied, becomes almost as final as a grave. School teachers, more than any other class of people, slide into a rut and

gradually wear it deeper and deeper. Once upon a time I was a rut dweller, but now I am out of it and I intend to stay out."

"But tell me how you got out, Miss Martin," the superintendent insisted.

"Well, it was this way," she continued. "For twenty-five years I have taught the fifth grade in this same school. I live here in the village and I know everybody, and everybody knows me. We do have the best people in the world. Why, I know every man, woman, and child, and I can teach with my eyes open to all of the children's good and bad points. Why, there's one child whose grandfather was convicted for a terrible crime and I watch that child just like a hawk. There's another child whose father made his money in an unfair way, and I try to guard that child's honesty. It means a lot to know all about the patrons. The children all walk the chalk around me, for I just make them understand that I've taught their fathers and mothers, and I know what is good for them better than their own parents do."

"Life flowed along pretty even, and I was satisfied to go right on in the same way till a pension and old age would be my reward, when something happened to upset me completely."

"Before that time, I didn't have to do any reading or studying. I just knew what lesson would come, for I had not changed a plan or a lesson for the last ten years. I'd line my geography class up before me, and I had twenty questions for each day written out, and I'd make the children answer them or stay in after school. The children could write the states and capitals, and bound the states but it all seemed so dry I just had to drill, drill, drill. Every evening I had to stay in with some one, for I was bound to do my duty, and I felt I was doing it."

"Well," she continued, "do you remember when the teachers of District G met in Winton last year? I'd been hearing a lot about the normal school up there, but I didn't pay much attention to the new-fangled stuff. When you sent out the notice for the meeting I decided to go, and I got a shock. I went into the place where they told me to go—it was a fifth grade and the teacher

was teaching a lesson in geography. The children stood up before the class and talked just like men and women, and they told things that I had never heard before. I just lost myself and forgot where I was. One little boy told that along the Mississippi river there are high bluffs and that Indians used to build their villages up on them. Why, he talked and talked and I forgot where I was. I was so interested that, before I realized what I was doing, I spoke right out and said, 'Oh, how I wish I could see it.' Before this, I had always thought of the Mississippi river as a wiggly black line on the map, and when he told about it being sure enough water, I just got lifted out of myself."

"After class I went up to the teacher and asked her what she called this kind of teaching, and she said, 'This is teaching by projects.' I didn't say a word, for I wouldn't let on that I was impressed. You know those town teachers sort of feel a little puffed up, so I just stored that word up and said nothing."

"Well, that very week I heard of the project method again. I had ordered some books from the publishers and when I unwrapped them what do you think! Packed around them were some sample pages of a book, *Teaching Geography by Projects*. I felt like somebody had sent me a message."

"That night I sat down and read till I had read every word. Then I decided to order the whole book. You know that the teacher's salaries are so low that it's a hard pull to make both ends meet, much less to afford to pay a dollar and a half for a new book on new-fangled stuff, but after thinking for a while I decided to do without cake in my lunch for a month and take that money and buy the book."

"When it came and I read it, I was in an awful fix! I wasn't satisfied with my old way, and I didn't know how to go on in the new way. I felt like a person standing by and letting the train move on without her. I'd wake up in the night and feel like some one was standing by the bed pointing at me and saying, 'Back number.'"

"One night when I heard this voice, I jumped up and said, 'I'll not be a back number. I'll go to school and learn how

to teach just as well as those town teachers. Our boys and girls deserve the best, and I'm going to try to get it for them.'

"But even then I had an awful battle with myself. How was I going to afford it? I had scrimped and saved and turned and remade my dresses till at last I had a little nest-egg laid up for a rainy day. It nearly broke my heart to think of touching that precious little bank account. I could tell where every nickel and dime came from, and every dollar meant hard work and self-denial. Finally I said, 'If I do my duty by those children, when the rainy day comes the Lord will send some kind of an umbrella. I'm going, so there!'

"After studying all the catalogs I could get hold of, I decided to go to Peabody College, at Nashville, Tennessee, because they said the man that started the project teaching was there carrying it on.

"You just ought to have heard the people when they heard I was going to school. 'Why, Miss Sara,' they would say, 'don't you know how to teach school? You taught the mothers and the fathers and now you are teaching the children, surely you know all about teaching.' You see I've turned out some pretty good pupils. One of my boys is president of a college and another one is in the penitentiary, but of course they were different kinds of boys.

"All the time I was fixing to go, I kept saying 'If only I could see the Mississippi river, I could catch the swing of the new way!' But Nashville is not on the Mississippi, nor we wouldn't pass it in going. The more I thought about it, the more I wanted to see it. I made up my mind at last that I'd see it some time, if I had to teach another twenty-five years and save up for the trip.

"When I got on the train I felt as scared as I could be. I had never been on a Pullman in my life or slept on a sleeper, and I couldn't believe my eyes.

All sorts of wonderful scenery flashed by the window. Pretty soon the scared feeling left me. The people in the coach were real friendly and listened kind and nice when I told them where I was from and where I was going. We changed cars at Louisville, Kentucky, and got on the Pan-American. It was a perfect palace on wheels. I just leaned back and pinched myself to find out if I were still alive or if I had gone to Heaven and was riding through Paradise.

"But pretty soon I found out that I was alive, for I remembered that one of my little school girls, Mary Smith, had gone to school at Bowling Green, Kentucky, and was working there in the Business College. I began to wonder if we were anywhere near that place. I went back through the car and asked several men if they could tell me when we got to Bowling Green. They didn't seem to know much about it, so I asked the conductor when he came through the train. He told me we went right through the place and that we got there at 3:15 P.M.

"When the train pulled into Bowling Green I slipped over to the coach ahead so I could see the platform better. Sure enough, there she was. Her folks had written her that I was coming through, and she had come down to greet me.

"We had a nice long talk, and then the train pulled out. After a while I started back to my coach when, lo and behold! the rear door was locked. I couldn't do a thing. I rang for the porter and there he came all done up in brass buttons. When I asked him to unlock the door and let me go back to my chair, he just stood there and said, 'Miss, this is the rear coach now. We took out this coach at Bowling Green and coupled it to the Memphis Special. You are on the way to Memphis now.'

"I just froze him with a stare and called for the conductor. When he came

I gave him a good round-up and demanded that he take me to my chair.

"'Miss', he said, 'you were out of your seat and we didn't know you had moved.'

"Well, there I was. Nobody can imagine how I felt. My handbag was gone and I didn't know what to do. I just broke right down and cried. When I could get my breath I said, 'I wish I were back home.'

"After that the conductor got real kind and sympathetic. He said, 'Don't worry, Miss. We'll take you on to Memphis and send you back to Nashville tomorrow. It shan't cost you a cent. I'll wire and have your baggage and belongings on the train looked after.'

"I settled down in my chair and felt so homesick and blue I didn't pay a bit of attention to anything. I kept thinking how the home folks would tease me when they found out about it. I didn't even care to look out of the window.

"On and on we went till sunset, when the train rolled into a city. By and by, I leaned over and glanced out of the window, and there before my eyes was the biggest, widest stream of water I had ever seen. I turned around and asked some one what it was and he told me it was the Mississippi river. We were in Memphis.

"I forgot everything and everybody. I jumped right up and said, 'Glory, I've seen it at last!'

"The train back to Nashville didn't leave till 10:30 next morning and I went down to the wharf and looked at the great wide river and the big steamers while they were being loaded. I took down a whole tablet full of notes. One man saw how much interested I was, and he let me walk across the gang plank of his ship and step on board for a few minutes. It was wonderful!

"Right there I realized that geography is not a dry subject at all. I knew then that I would never teach it in the dry question and answer way again."



Equal Educational Opportunities

HENRY NOBLE SHERWOOD

State Superintendent of Public Instruction, Indianapolis, Indiana

OUR FATHERS founded America on the eternal principle of equality of opportunity. Our fathers knew history. They were familiar with the contemporary life of their neighbors overseas. Certain practices long established in the traditions and life of Europe they rejected, root and branch. For this reason America is free today from certain handicaps to the orderly growth of talents with which its citizens are born.

In the discard—There is no law of primogeniture in America. The eldest son does not alone inherit the estate left by his parents. There is no law of entail in this United States of ours. An estate can be divided. There are no titles of nobility in America. Nor can there be. It is unconstitutional to grant a title of nobility in this country. There are no ecclesiastical privileges in the United States given to one religious organization and denied another. Every church sustains exactly the same relationship to our state and Federal governments. Our fathers made it so.

Equality for all—So convinced were the founders of America of the value of the principle of equality of opportunity that they wrote it into their first great charter of liberty, the Declaration of Independence. "All men are created equal" means that in America every individual shall share alike the blessings of our government and the protection of our flag. It means that the agencies established by our nation for serving our citizens shall be equally open to all. It means that every individual shall have an equal chance with every other to develop his talents and enlarge his life. It means equality of opportunity. It is embedded in our ideals and institutional life. It is our heritage.

Including children—It is important that every adult shall have the benefits of this principle, but it is highly more important that every child shall have its benefits. The state touches our children in the operation of this principle primarily through the schools. For this reason, our public school system should be closely examined to see if it provides equality of educational opportunity. In this examination we should ask: Do the children in one school corporation

have as good educational facilities as those in another? Do the rural boys and girls have equal school opportuni-

THE LIBERTY BELL

George Lippard

YET, as the old man swung that iron tongue, the bell spoke to all the world. That sound crossed the Atlantic—pierced the dungeons of Europe—the workshops of England—the vassal-fields of France. That echo spoke to the slave—bade him look up from his toil and know himself a man. That echo startled the kings upon their crumbling thrones. That echo was the knell of all crafts born of the darkness of ages, and baptized in seas of blood. For under that very bell pealing out noonday, in that old hall, fifty-six traders, farmers, and mechanics had assembled to strike off the shackles of the world. And the bell that now voices the Declaration of Independence still speaks out to the world: "Proclaim Liberty to all the Land and all the Inhabitants thereof."

ties with urban boys and girls? We should examine buildings and equipment, teachers and school funds. We should constantly ask ourselves whether or not our educational system is built in harmony with the fundamental American principle of equality of opportunity.

Wealth, a factor—The educational facilities in any community very largely depend on its wealth. Inequalities in wealth, therefore, will mean inequalities in educational opportunity. In a certain township in an Indiana county, there are \$6760 of taxables behind every child of school age. In a neighboring township in this same county, there are \$14,000 of taxables behind every child of school age. The school enumeration in these two townships is practically the same. Obviously, there is twice as much in the one township with which to provide educational opportunities as in the other. This example is not an isolated case. In some counties the inequalities are more pronounced.

Children in a community which has no railroad, pipeline, or other public utility do not have equality of educational opportunity with the children in a community where railroad, pipeline, or other public utility is located.

Remedy—If the principle of equality of opportunity is to obtain, an arrange-

ment must be found to equalize, as far as possible, school facilities in all communities. This may be done by *enlarging the taxing unit*. Instead of the township as the unit of taxation, use all the townships in the county; that is, the county itself. By making the county the unit of taxation for educational purposes, many inequalities in school opportunity will be in whole or in part wiped out.

The wide variation of the range of per capita costs under the township unit supports this conclusion. The per capita cost per child in the grades in Indiana varies from \$27 in one school corporation to \$149 in another. In the high schools the variation is from \$40 to \$465. These variations indicate gross inequalities in educational opportunity.

Another example of a startling inequality is the extreme variation in amounts of taxable wealth behind each enumerated child in Indiana. One township representing the minimum has \$640; another representing the maximum has \$30,000. If the former township taxed itself at the highest rate allowed by the state, it would obtain enough money to buy educational opportunity for the first three grades only. In the latter township, the returns from the maximum rate would purchase such educational opportunity for all the grades, for high school, and college. Indeed, this township could provide opportunities for graduate work and present its children to the citizenship of the state with Ph. D. degrees.

Inequalities of this kind can be met by levying a *state-wide equalization tax*. School counties that are unable to meet the minimum standards fixed by the state board of education should share in the fund created by the equalization tax.

Attendance—Another inequality in educational opportunity is connected with the attendance district. Children generally are required to attend a school located in the township or other political unit in which they reside. This practice prevents school funds from passing from one school corporation to another. But it often works hardships on pupils, parents, and taxpayers. Some boys and girls in Indiana are driven several miles



THE SLOUGH SCHOOL in Sutter County, California, is typical of many country schools in the northern part of the state. Without the palm trees, there would be nothing to distinguish it from rural schools in other states.

to high school in the school truck. There is a standard high school in a neighboring corporation within fifteen minutes' walk for almost all these pupils. The local school officials could transfer these children to the adjoining attendance district. He does not because funds would pass from his school corporation to the other. By refusing to transfer these children a hardship is imposed upon them, unpleasant conditions are placed in their home, and a burden is put on the taxpayers.

The issuance of transfers has not adequately met this problem. In 1923-24 tuition paid by transfers amounted to \$1,921,000. If all children in Indiana entitled to transfers had received them, tuition paid by this method would have amounted to \$5,000,000. I cite these figures to indicate that the present attendance unit is too small. It has already broken down.

The remedy for this inequality is the creation of a larger attendance unit and the establishment of the regulation that pupils attend the school which is most convenient for them, provided it offers the courses which meet their needs and has facilities to accommodate them. If the county is the unit of taxation for school purposes, then the logical attendance district should be the county. Children who live near the county line and can be most conveniently cared for in the school in the neighboring county should be permitted to attend that school. In all cases the rules and regulations should be made in harmony with an at-

tendance district that corresponds as far as possible to all the boundaries of the community in which the pupils live.

Kind of teachers—A comparison of city teachers with country teachers is in favor of the former. City teachers have spent more time in preparation for their work. They have had more contacts that ripen their judgment, broaden their interests, and deepen their sympathies. They are more mature. City teachers show more professional consciousness than country teachers. All other things being equal, more preparation, more

maturity, and more professional spirit will make a better teacher. It follows that city children are under a higher type of instruction than country children. For this reason, an inequality in educational opportunity exists to the detriment of the rural boys and girls.

Another item in the count against instruction in the rural schools is that nearly all the beginning teachers are placed there. All other things being equal, an experienced teacher is better than an inexperienced teacher. The beginning teacher is forced to seek a position in the rural schools, because in almost all cities only applicants with one or more years of successful teaching experience are given favorable consideration. This is a good practice for obtaining a fine corps of teachers. But it gives the urban child an advantage over the rural child. This inequality could be remedied if the city would assume its proportionate share of the burden of developing the beginning teacher. As conditions now exist, nearly all this burden is carried by the country.

It is noticeable that as soon as the country teachers get well broken in, they seek a position in a city school system. Moreover, city school officials are on the lookout for strong rural teachers. As a consequence there is an exodus of country teachers to the city. Usually their places are filled with new and untried teachers. It is not difficult to explain the cause of this exodus. The city offers more pleasant and comfortable environment in which to work. The



RIDING to and from school with companions of one's own age is an event of much pleasure to pupils who live some distance from the consolidated school. More than twenty thousand buses are owned or operated by schools throughout the country.

buildings are better, the equipment is more adequate, the janitor service is more satisfactory, the number of classes is not so large, the school term is longer, and the pay is higher. Every time these strong experienced teachers leave the country, boys and girls suffer in their educational progress. The only way to wipe out inequalities of this kind is to make school conditions in the country as attractive as they are in the city.

Rural boys and girls are often at a disadvantage because their teachers are not identified with the community in which they work. Too many teachers live in the city, drive to their school and as soon as the last recitation is over return to the city. They do not become acquainted with their patrons. They do not know their community. They are not identified with the commendable community activities of which their school is a part. A failure of teachers to identify themselves with the community not only handicaps the effectiveness of their work in the schoolroom, but it also deprives the community of leadership which it rightly should expect.

Supervision needed—Another inequality in educational opportunity is due to the lack of helping or supervisory teachers for the rural and small city systems. The advantages of the helping teacher were recently demonstrated in Indiana in this way. The General Education Board provided the funds for and cooperated with the State Department of Public Instruction in placing two rural



THE PERRIS UNION HIGH SCHOOL, Perris, California, comprises six school districts. This school is erected on a site of ten acres. The Spanish architectural effect reminds one of the missions in southern California.

supervisors in each of two Indiana counties. The supervisors with the county superintendent visited every classroom in the county. They were helping teachers. They were thoroughly trained in classroom procedure and methods of instruction. They were thoroughly grounded in methods of teaching. From time to time tests and examinations were given the pupils. The same tests and examinations were given the pupils in two other counties where there were no

helping teachers. This was done for two years. The returns from these tests and examinations show that the boys and girls in the supervised counties made 14.3 percent more educational progress in the first year of the experiment than the boys and girls without supervision. The second year showed a gain of approximately thirty percent in favor of the children under supervision.

City school systems generally have highly trained supervisors; rural and small city schools generally do not. This experiment conclusively shows the educational value of supervision. It shows that supervision gives to children an added educational opportunity. So long as some communities have it and others do not, inequalities exist. They can be wiped out by providing helping teachers or supervisors. It is one more step in making our educational system conform to the American principle of equality of opportunity.

Obviously complete equality of opportunity is impossible. It is an ideal. We should approximate it as closely as we can. In pointing out the advantages which city children have, due to a superior school system, it is only fair to mention that, on the other hand, rural children enjoy some blessings largely denied their urban cousins. These blessings grow out of the environment in which they live. Farm life and work offer training in individual initiative, persistent effort, and self-reliance, the value of which can scarcely be estimated.



ON A PINE-CLAD hillside near Sultan, Washington, is District No. 20 School. Its pupils have Nature's book open before them, and the wise teacher is ever ready to help them discover its secrets.

Writing

MARY MAGRUDER

THE ONLY fine art taught in the typical public schools of the United States before 1850 was a highly developed handwriting. Probably some of those who used Cocker's Arithmetic used also his copy slips. Caleb Bingham published the first American set in 1796. The majority of pupils wrote from copies in their teacher's handwriting with quill pens of his making and mending.

In the Boston writing schools, teachers were supposed to teach children to make their own pens at twelve years, but they often preferred making them to teaching the children to do so. W. B. Fowle, born in 1795, states concerning writing in his school days in Boston:

Until eleven years old all the pupils did in a whole forenoon or afternoon was to write one page of a copy book not exceeding ten lines. The pupils were never taught to make their own pens and it occupied the master and usher two hours of every session to prepare them.

The setting of copies consumed less time after the introduction of blackboards about 1809, since one copy could be "set" for a number of pupils. The copies were moral sentiments, of which sets of twenty-six were composed and printed for teachers needing them, but others the teachers originated. Much quoted ones are, "Aim at perfection," for A; "Honesty is the best policy," for H; "Waste not, want not," for W. By way of relaxation from assigned writing the old school books were ornamented with many devices and much scribbling. In histories it was considered appropriate to write:

If there should be another flood,
Then to this book I'd fly:
If all the earth should be submerged,
This book would still be dry.

The ambition to write well, sustained by rigid discipline, produced many whose handwriting was really a fine art. In October, 1804, Rev. Nathaniel Fisher delivered an address to the pupils of Henry Dean's Writing School in Salem, Mass., at their first annual commencement. To the girls who had been permitted to attend during the summer he had the following and much more to say, after speaking to the parents at some length:

I now turn to the pupils assembled on this public occasion, particularly to the young ladies, specimens of whose improvement in

the art of writing have now been exhibited, and which reflect great honor upon them and their preceptor. My dear young friends, if education inspires the mind with generous sentiments, raises it above everything mean and base, gives music to the voice and imparts "sweetness to the countenance," you must be immediately interested in the progress of each of the fine arts and in all the pursuits of literature.

The art in which you are now endeavoring to perfect yourselves is of remote antiquity, highly ornamental, and of the most extensive utility. By this art all others are preserved, disseminated and perpetuated. For the important truths of our most holy religion, which undoubtedly is conveyed to us in a method the least liable to exception, we are indebted to this inestimable discovery. So great and manifold are the advantages derived from it, that many wise and good men have concluded that it was not of human but divine origin.

They have informed us that the divinely inspired legislator of the Jewish nation received the first alphabet immediately from heaven and in Hebrew characters. We shall only observe that from the simplicity of the pastoral life, and from the longevity of mankind during the first ages of the world, tradition must have superseded at least the necessity of letters; but that when mankind became more numerous they would have needed, and probably would have invented, something like letters, or writing, however imperfect the symbols.

Another motive to excite you to literary industry arises from the limited period commonly devoted to your improvement. Although your entrance into life is much earlier than that of your brothers, yet they are usually indulged with a longer period for acquiring information before they are permitted to come forward and assume publicity of character. It will in probability be but a short time before some of you will have formed your most interesting connections and be engaged in all the tender relations and in the most important duties peculiar to your sex. It can require no great reflection to convince you of the value of the present opportunity, and that every moment should be devoted to improvement, with a view to future respectability and usefulness.

A competent knowledge of the art to which you are now applying your minds may be extremely beneficial to you at some future period. Everything attached to this world is subject to mutability; and in no condition of our being may we say, "Our mountain shall never be removed." Your parents and others now present can recollect many widows and orphans, who once saw good and even prosperous days, but whose worldly prospects have long since been obscured and broken. An education like that which you are now completing might have yielded them a comfortable and decent support. The use of the instrument you now hold will be com-

mensurate with the existence of society. Numerous are the individuals who have been reduced to indigent circumstances, by the providence of GOD, who by the tuition of youth, have acquired both reputation and independence.

I now turn to the young gentlemen under tuition of the preceptor of this institution, who have exhibited upon this public occasion specimens of penmanship, very honorable to them and highly gratifying to this respectable assembly.

The address to the boys of the writing school contains only one reference to writing: "To acquire a comprehensive view of any one of the liberal arts and sciences, you must use every mean, and embrace every opportunity afforded for the investigation of its principles. But the most valuable and ornamental of all sciences is that which improves and perfects moral character."

In the writing school of Boston the pupils were from seven to fourteen years old. Edward Everett entered at nine. It is to be presumed that the children for whom this address was prepared "with a view to encourage and animate them and others, in the pursuit of the useful and elegant accomplishment of writing" were of the same ages.

In 1848, Platt Roger Spencer published Spencer and Rice's *System of Business and Ladies Penmanship*. After that copy books were in general use, and children worked their way through selected numbers of the twelve books of the set. Number 12 gave German, Old English, and other alphabets. Other numbers contained the forms of bills and receipts. Several preceding these had the old time sentences. Of the earlier numbers which prepared for writing sentences by a highly organized system comparable to "the pot hooks and hangers" of the past, Cubberley says: "Before children began really to write they were drilled on lines, curves, and angles, and movements until they were thoroughly tired of writing as a subject because it led to little writing." This may be true of some schools.

Courthouses contain a most interesting collection of manuscripts in superior handwritings, and that in which the older deeds and wills were copied arouses admiration when they are examined. In Baltimore this method of transcribing legal documents continued until recently; in future such work will be done with the typewriter. It is probable that the use of pens in copying records will soon be a matter of history and seem as curious as the making of goose quill pens does to those who have written always with those made of steel.

A Defense of Youth

MRS. SUSAN M. DORSEY

Superintendent of Schools, Los Angeles, California

IT NOT infrequently happens in this our day, that well-meaning maturity falls to mourning over the decadence in character of modern youth. While this disposition on the part of the older group to look with concern on the manner of living of the young is characteristic of every generation, it is the part of wisdom to inquire whether there is more real ground than formerly for complaint and whether the young of today are, as a matter of fact, not giving a good account of themselves.

To this query, the answer must undoubtedly be that America has never known an hour when deflections from rectitude, positive immorality, and, more especially, criminal activities among youth were so prevalent. I hasten, however, to add that never were the youth of America more frank and more capable of right living and thinking than today; or to state the matter in another form, had the youth of other generations been subjected to the physical strain and stimulation, to the same pleasure urge and luxury craze; had they lived in a period so devoid of the sense of spiritual values, so besotted with greed for material possessions, there is no reason to believe that those youth of other days would have stood the test as well as the magnificent boyhood and girlhood of today. The fault is not with the youth of our generation, but with the *setting of their lives* in this year 1926.

Which leads to a second query: If youth today is too irresponsible and pleasure-loving, too indifferent to obligation and duty, why is this true? To answer this question calls for retrospection and a comparison of the world of today with that of other days not more remote than thirty or forty years ago, when there was an America without automobiles, motion pictures, wireless telegraph, radio, submarines, aeroplanes, an America with few telephones and with few electrical appliances, even of the electric light variety. Civilization must not be delayed even by one decade, but all these inventions that contribute to convenience and pleasure have created a new world full of peril to the young, the peril of over-stimulus. America is be-telephoned, be-motorized, be-movied, be-radioed, and be-jazzed to such a degree that only the calmest, most hardy matur-

ity can endure the resultant physical strain, not to speak of the unethical and unspiritual reactions; too often irritated and shattered nerves are seeking surcease of misery in new types of excitement keyed yet one pitch higher, or in drug stimulation; or, failing in these, collapse in utter physical prostration and spiritual paralysis. Something ails our youth is the complaint—and why should not something ail them? The very setting of their lives is physically and mentally over-stimulating to the last degree. Is it to be wondered at that they exhibit a craze for new experiences and for excitement, that they evince little reserve in conduct or reticence in speech?

The literature of this day is too narrowly occupied with the exploitation of one theme, the sex problem. The interpretation of those varied human emotions which have in all times nerved the heart and steadied the hand to deeds of courage and heroism, which have found expression in acts of justice and mercy—those emotions which are embodied in the noblest works of art and the greatest institutions of human society, have been neglected. In the interpretation of those emotions so that the young are thrilled with the vision of progress and impelled to undertake great things for human improvement, literature seems to have lost her cunning and, instead of the live coals of clean-hearted human love and aspiration, she offers our youth the burnt-out embers of passion and sensuality. Literature and art in action, or the drama and the dance, are no better; they have flung reserve to the winds. It is *maturity*, however, that manages these activities and profits thereby, even *gray-headed* playwrights, composers, and managers; and the youth of today, how shall they know that all is not well when their elders do not even wince at crass and defiling spectacles?

In the America of forty years ago, there was no probation for offenders and the criminal lawyer had not yet attained his distinctive differentiation as one whose function it is so to befog the issue as to secure the release of the criminal or mitigation of his just penalty. Today disregard for law and contempt of the courts are making of this land and of the courts a byword. Probation has still to prove its right to stay. Legal techni-

calities, unscrupulous appeals of lawyers to unintelligent or prejudiced juries, interminable delays that wear out the patience of the public and even of judge and jury, connivings at escapes, pardons and paroles of criminals—none of these things are hidden from youth. Why not take a chance, just one chance? At least there is promise of exciting adventure with little probability of being detected, and if detected, then there is probation. It is difficult to realize the force of the temptation offered to the excitable youth of these days by probation, hung juries, and lawyers who depict crime as a necessary consequence of tainted heredity and, therefore, not a thing to be disturbed about. Quite different stood the case forty years ago; for, while the doctrine of heredity had just received fresh emphasis from a galaxy of brilliant writers, its fearful warnings were interpreted after a fashion to deter the wrongdoer for the sake of his offspring—not, as of late, to condone and excuse the offense of the evildoer as an inevitable consequence of erring ancestry.

Brief reference should be made to other social conditions which beset with difficulties the development of character and right conduct in youth. The eight-hour law, a thing thoroughly humane and beneficent in itself, has brought to millions an amount of leisure the world has never known since civilization started on its long journey upward. Coincident with leisure comes the wealth of the world dropped into the lap of America, which wealth, under the spur of unheard of industrial expansion, is being more widely distributed than formerly. Leisure and wealth, what yoke-fellows for world progress! But leisure and wealth for those who know not how to spend either wisely, what yoke-fellows for dissipation and degradation!

In this brief survey, there have been mentioned a few of the many present-day conditions that greatly lessen the likelihood that the youth of the land will gain a true perspective of life values and realize in character the great ethical verities. The case is not hopeless, not even discouraging; it does call, however, for the immediate application of the mature and discriminating intelligence of all clean-hearted citizens to the mending of conditions that threaten the moral stability and integrity of the youth of America.

IT IS hardly possible to doubt that much of the unrest we see about us is the result of unnatural modes of life.—*My Life and Work* by Henry Ford.

Philadelphia from the Air



Fairfield Aerial Surveys



Fairfield Aerial Surveys

THE upper picture gives a view of the Circle or Parkway; the lower one is of the downtown portion, leading west up Market Street. These air views of Philadelphia show its vast area, nearly 130 square miles. Its 43,000 buildings, of which the larger part are dwellings, house nearly two million people. Its shops and factories number nearly seven thousand. It has about eight hundred office buildings and more than a thousand churches. Some 280,000 pupils are to be found on school days in its school buildings, taught by more than seven thousand teachers.

Hurdles in Spelling

THE BEST spellers easily spell all the words that every child is expected to know. To get a list that will bring down the near champions is not easy as was discovered in the National Spelling Contest held in Washington last June. A second national contest is to be held in Washington June 17, 1926, under the direction of Joseph A. Humphreys, Jr., of the Louisville (Ky.) *Courier-Journal*, following the rules published in THE JOURNAL for November, 1925. Mr. Humphreys, who has developed the contest as a means of bringing schools and newspapers into closer working relationship, reports that twenty-six cities will compete this year and that a considerably greater number is expected next year.

In the light of the interest awakened by these contests, the following list of 750 words, compiled by Ernest Horn, of Iowa State University, and E. J. Ashbaugh, of Ohio State University, is here presented. These words, taken from the 10,000 most important spelling words as disclosed by Dr. Horn's investigation of writing vocabulary, maintain a spelling difficulty of fifty percent or more for eighth-grade pupils. Dr. Ashbaugh, who made the selection, was aided in the gradation of a large number of these words by the public schools of Denver.

abhor
advisory
analyze
acquaintances
basis
competitors
bazaar
by-laws
cite
consciousness
continuously
criticisms
deuce
controversy
equipped
guidance
eloquence
expiration
flourishing
hereditary
inevitable
interpret
leased
inconsistent
mantel
persuasion
mess
negotiate
passionate
prairie
prodigious
recognition
sanguine
sororities
significance

tolerably
statutes
suspense
transferring
vacuum
abdomen
alumni
buckle
courtesy
excessively
immediately
matinee
platinum
sandals
tolerated

abominable
affiliated
anatomy
advisers
borne
compulsory
beaux
cafe
clerical
conscious
conveyance
criticize
dimensions
copious
equity
harmonious
embarrass
explicit
forcibly

heretofore
inevitably
interpretation
legitimate
incredible

valet
academy
always
bulletins
deem

coincidence
consciously
corduroy
curriculum
diphtheria
criticized
essence
horribly
embarrassing
facilitate
foresee
hesitancy
inexhaustible
interurban
lenient
incur
materially
pianist
mimeograph
neuralgia
pedestal
politicians
prophecy
recommends
scandal
proprietor
specifying
triple
stool
syndicate
tuberculosis
vaudeville
accumulate
anticipating
burlesque
defense
existence
incentive
memorandums
preferably
scarcity
turkeys

accessible
aggravating
annum
affidavits
buffet
condemn
beneficial
canceled
collateral
consciousness
corners
cynical
diplomacy
curiosity
essentially
humane
emphasis
facilitated
formidable
hideous
inferred
intolerable
lien
indefinite
maxims
pitiful
miniature
nowadays
perceive
possessor
provincial
registrar
scheduled
pursuing
stationery
trivial
strenuous

systematically
tulips
velour
accumulated
apology
calendar
delusion
experimental
incubator
menu
probability
shepherd
typewriting

accidentally
aggressive
antiquity
affliction
bulletin
appropriation
benevolence
cancellation
colossal
consignee
cornice
days'
dire
detrimental
exaggerate
immensely
emphasized
faculties
foursome
hosiery
infinite
invariably
lieu
indignant
mechanical
privileges
misapprehension
nuisance
periodical
precedent
psychological
reimburse
schedules
readjustment
suffice
twelfth
subtle
taffeta
ukelele
vengeance
accumulation
apprehension
carnival
descent
facilities
indebtedness
mercury
prosecution
significant
ultimate

accommodate
aghost
apologies
analysis
bureau
apropos
bias
candidacy
commendation
consistent
corps
dearie
disadvantages
discrepancy
expedite

Aims in Spelling Teaching

Fourth Yearbook, Department of Superintendence

TO make automatic the accepted sequence of letters in words most commonly needed for expression of thought in writing.

2. To develop the meaning and use of words to be spelled. The development of the meaning and use of words may involve the meaning and uses given in the dictionary, but it is preferable to clarify and to build up the meaning and uses upon the basis of the child's own experience.

3. To develop what is termed a "spelling consciousness," i. e., the ability to recognize almost instantly the correct and incorrect spelling of words.

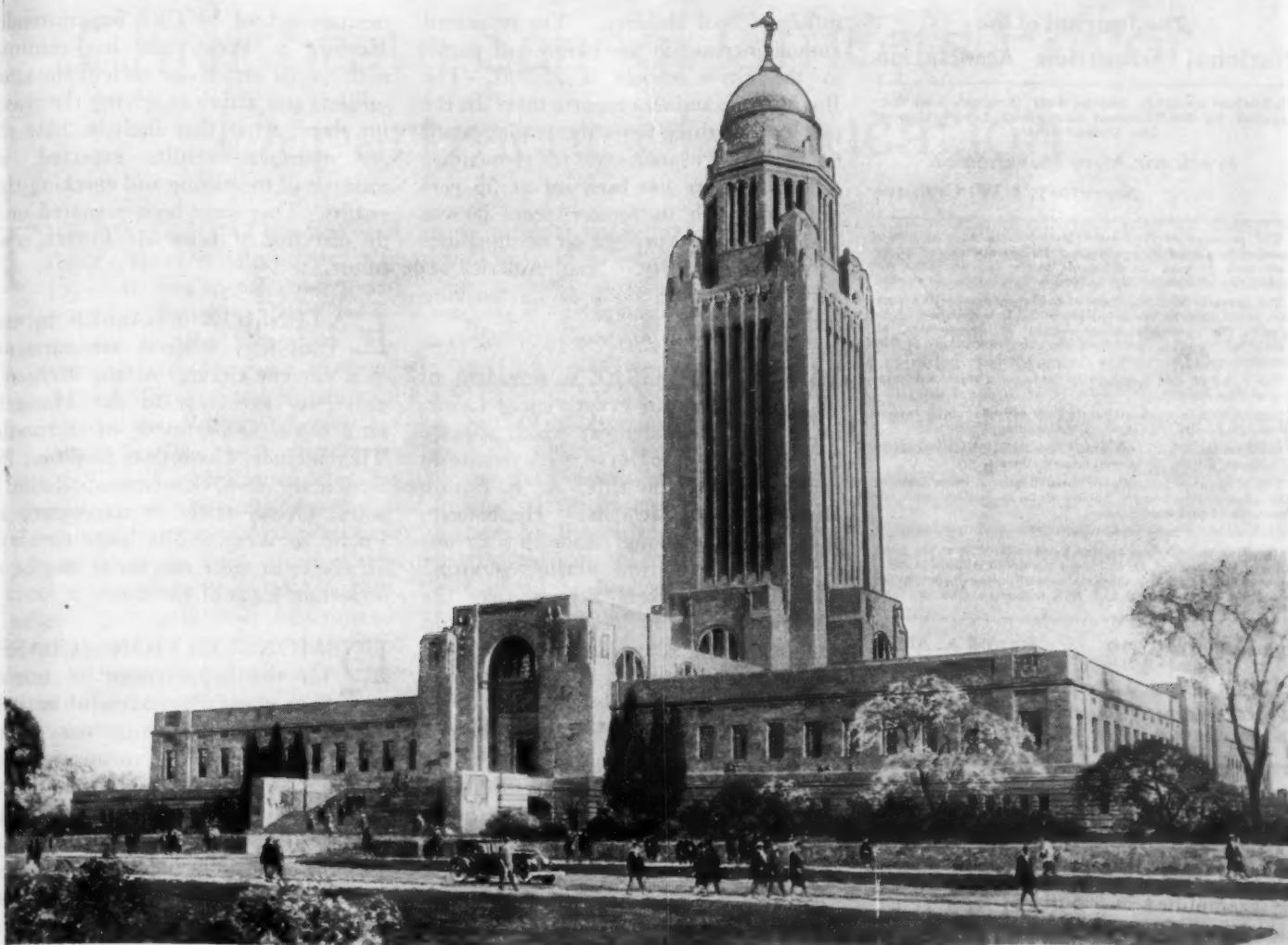
4. To develop a "spelling conscience." This "spelling conscience" may be referred to as an ardent purpose or desire to spell correctly, or as an ideal of correct spelling. This conscience is annoyed by incorrect spelling and is satisfied only with correct spelling.

5. To develop a technic for the study of spelling. This technic involves the application of an effective method of learning how to attack and master the sequence of letters in the given word, the method of diagnosing sources of errors in the spelling of specific words, the knowledge of how to use the dictionary in finding the pronunciation, meaning, and correct spelling of unfamiliar words, the knowledge of what to do when in doubt concerning the spelling of a word, and the application of a few inductive rules governing the correct spelling of words.

masquerade
petroleum
millinery
negotiations
patience
politician
proficient
recommendations
sarcasm
souvenir
similar
tragedy
stimulus
sympathetic
treatise

executor
incense
meager
precarious
satisfactorily
twentieth
academio
aforesaid
anniversary
aerial
breeches
concur
beneficiary
calibre

dissolved	architecture	feasible	acknowledgment	temporary	elegance
emphatically	clamor	georgette	alphabetical	specifically	expediency
fascinated	dining	inaugurate	abeyance	superiority	fiscal
fraternally	fir	inhabitants	appropriate	tonnage	Hallowe'en
humorous	initiation	javelin	census	unnecessarily	indemnity
influential	mystery	logical	assessed	voluminous	integrity
itemized	quarantined	intervene	brethren	affirmative	laudable
lieutenant	solely	naught	censure	beau	maintenance
infirmity	variations	malice	conceded	contingent	mahogany
memoranda	accommodation	muslin	consul	envious	partial
pronunciation	allotted	opportunity	countenance	gorgeous	mediocre
miscellaneous	apparently	perusal	delicacy	investigators	negligee
obviously	apparatus	prejudiced	confide	parody	parliament
permanently	canceling	quarantine	embarrassment	referring	pitied
preceding	arducus	rhyme	formerly	sunshiny	privilege
psychology	boulevard	sheer	dubious	vulgar	reckon
remnant	catastrophe	respectively	exaggerated		sanctioned
schedule	commodity	symphony	fervor	adieu	sonnet
reciprocate	conspiracy	vicious	grievance	alumnæ	serviceable
suppressed	corridor	superintendence	incidentally	accompanying	tentative
ultimately	deficiency	temporarily	innocence	approval	spiritual
suede	disbursements	unconsciously	kernel	chauffeur	supplementary
tangible	distinguish	vigilance	loveliness	attaching	tournament
unanimous	extraordinary	admirably	kindergartens	bridal	unsophisticated
verifying	dormitory	authentic	negotiating	chattel	warrants
accurately	equivalent	committing	mechanically	concessions	amongst
architectural	fascination	dominate	mutual	contemptible	bored
catalogues	gaiety	folly	pamphlets	cowardice	corporation
desirability	impaired	insight	philosopher	descend	equip
fidelity	ingredients	notary	prestige	congressional	immortal
initiative	jargon	rarely	questionnaire	emphasize	leisurely
monopoly	literally	spectacle	rheumatism	fundamentally	physiology
pulley	interests	violence	sociology	edition	regretting
solicit	museum	accrued	sanction	excel	suspicion
unfortunately	prophet	alluded	temperament	finely	profane
	monotony	alluded	sovereign	grippe	
accommodating	opponent	appropriated	superintendents	inconvenienced	advisability
alleged	personnel	applicable	thesis	insistent	ammunition
apologize	preferred	ascertain	unfortunate	kindergartners	achievement
apologizing	pursuant	breadth	vogue	mackinaw	attendants
cafeteria	restaurant	cello	affidavit	luxury	competitive
architect	serenade	conceded	balmy	panel	auxiliary
botany	remedied	construed	comparatively	medieval	brunette
carburetor	sympathize	counsel	employees	necessarily	chord
committees	vegetation	delegates	geology	parasol	congregation
consistently	superfluous	discretion	intelligently	pier	continuous
correspondents	technique	embarrassed	parallel	principals	crepe-de-chine
debit	unconscious	foliage	recollections	recipient	detriment
disastrous	vice versa	drunkenness	suburb	ridiculous	construe
distinctive	adjacent	etiquette	vouchers	solemnly	epoch
exquisitely	attendance	fervent		seize	girlie
dormitories	committee	good-natured	adequate	tenants	eligible
encore	discipline	inaugurated	alternative	spirits	experiences
fascinating	flexible	initiated	ably	supplement	fizzle
futile	inquires	juvenile	appropriations	tonsillitis	handicapped
identity	nickel	loneliness	certainty	unnecessary	indispensable
ingenuity	quiz	kerosene	assessments	waiver	intellectual
itinerary	sophomores	necessitate	brevity	aisle	laurel
likable	verbal	malicious	chaperon	Bible	imperative
initiate	accountant	mustache	conceived	cordially	magnificent
monstrous	all right	pageant	contemporary	epithet	peered
propaganda	appendix	phases	coupe	grabbed	melancholy
monotonous	appetite	prejudices	depleted	laboratory	negligent
occurrences	cemetery	query	congress	particularly	partisan
perseverance	aristocracy	rhetoric	eminently	regretted	plausible
preface	bouquet	shrewd	fulfillment	supposition	privileged
pulleys	cataloguing	rigid	duly	warranted	reckoned
requisition	complimentary	technical	exaggeration		sandwich
scholastic	conspicuous	violinist	fiery	advantageous	soothe
recommended	corsage	superintendency	grievances	amateur	shocked
surprising	definitely	tension	incoherent	accustomed	terrific
variable	discreet	undoubtedly	insensible	approximately	staid
suffrage	distributors	virtually	kimono	competition	surety
teachers'	financially	admirer	loyally	auspices	transferred
unanimously	doughnuts	automatically	lightning	bronchitis	usable
verily	erroneous	competent	operetta	Chautauqua	yacht
accuse		elementary	matrimony	confidentially	amiable
		forbade	narrative	continuance	bosom
		intellect	paralyzed	cramming	corporations
		oriental	philosophical	destiny	equitable
		recipe	prevalent	conscience	immigration
		specimen	rational	enroute	loveliest
		volition	rhymes	gauge	pious
			solemn		righteous
			sanitarium		sympathies
					aluminum



STATE capitols are substantial evidence of civic pride. The new capitol in Lincoln, Nebraska, symbolizes the power of the state of Nebraska and the thoughtful purpose of its citizens. It is a monument to the aspirations and ideals of pioneers who tilled the fertile Nebraska plains. It houses the Department of Public Instruction, in six rooms, newly equipped for service. Seventeen full-time and eleven part-time employees work with Superintendent John M. Matzen in behalf of the public schools. This building, designed by Bertram Grosvenor Goodhue in an architectural contest, is considered by competent judges the most original conception that has ever been thought out in American art.

A Teacher's Prayer

MARJORIE SEYMOUR WATTS
Bloomfield, New Jersey

Lighten, dear Lord, my eyes when blind;
Grant me the insight keen but kind
Into each wakening, vibrant mind
To see aright.

From rote and rule unfetter me
That I may teach more humanly
Whatever makes youth strong and free
To climb the height.

Sun Cups

RUTH HARWOOD
Silver City, New Mexico

The sunlight turns my daffodils
Into translucent gold.
O all day long the sunlight fills
Their swaying cups with gold,
And from each mellow chalice spills
The part it cannot hold.

Each chalice sheds its overflow
Of golden bounty round,
And everywhere that one may go
About their verdant ground
There will a magic unseen glow
Of happiness be found!

Tides

BRITT NEDRY
Tigard, Oregon

Tides are like phantasies,
Constant changes on life's seas.

Ebb tide,
Dreams going out to sea—
Will they ever come back to me?

Low tide,
All my hopes have fled,
Leaving a cold, damp ocean bed.

Flood tide,
Now my dreams return,
Ambitions that thrill and burn.

High tide,
With power from the deep,
Eternal promises always keep.

Tides express our joy and woe
In their constant ebb and flow.

Spring Magic

JUNE G. WILLIAMS
Bradford, Massachusetts

The spring has come!
Gone are the icy blasts,
With sleet and snow,
And frozen pipes.
Today has come spring magic
The promise of balmy breezes,
Long summer days,
And gentle showers,
Daisies and clover,
Lilacs and roses,
Seashore and mountains,
And matchless June.

The Journal of the National Education Association

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

President, Mary McSkimmon

Secretary, J. W. Crabtree

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Things Done

THE STATE TEACHERS ASSOCIATION in action is admirably exemplified in a bulletin recently issued by the New Jersey Association, explaining the teachers' pension situation in that state. The legislative battle referred to in THE JOURNAL for May drew a nation-wide demand for more information, which this bulletin supplies. The power of organized teachers when exerted in behalf of a worthy cause commands public respect.

THE ILLINOIS TEACHER comments editorially on the total expenditure of fourteen billion dollars annually for automobiles and expenses connected with their operation and upkeep (figures based on the survey of the Bureau of Industrial Technology). Says the editor, "We are not protesting against a reasonable expenditure for automobiles. But we do protest against the propaganda that our schools are too expensive when the American people are spending seven times as much for automobile riding as for education."

ON THE INITIATIVE of the United Parents' Associations of Greater New York Schools, a non-partisan body of citizens is making a thorough study of the whole problem of teachers' salaries in that city of over a

million school children. The estimated annual increase in the number of pupils in the city's schools is 25,000. The Board of Examiners reports that "In the past two or three years the passing mark for the No. 1 examination for elementary school teachers has been set at 55 percent, although in former years it was seldom below 70 percent on examinations of no less difficulty." Can America afford not to take stock of its teaching army?

WILLIAM GREEN, president of the American Federation of Labor, in an eloquent statement which appears in the *Federal Employee*, pays tribute to education under the title, "U. S. Future Rests with the Schools." He believes that "the educational leadership in our republic is rendering sterling service." Educational workers rejoice that the head of the great labor movement in America is an active and powerful advocate of education.

THE ART OF LIVING is the significant title of a course given at the Connecticut College in New London, Connecticut, by the department of home economics. Such courses are a direct answer to the common charge that the schools have not kept sufficiently close to daily life. In this course twelve instructors, along with the president of the college and a physician and lawyer from the outside, cooperate. The essential unity of life is emphasized, followed by presentation of the relation of various fields of learning to everyday leisure and vocational activities.

TRAINING TEACHERS FOR SMALL SCHOOLS is the title of a bulletin sent to school executives and board members by President John F. Sims, of the Stevens Point, Wisconsin, Normal School. With it went a letter pointing out that nearly two hundred of the high schools of Wisconsin employ five teachers or less. This is a timely effort toward the solution of one of the most baffling educational problems—that of the rural and semi-rural school where teaching is least a profession.

THE ROCHESTER DEMOCRAT AND CHRONICLE has published during the closing months of the school year a most excellent series of interpretative news statements on the public schools. It started with a thoughtful summary of the objectives of the ele-

mentary school by City Superintendent Herbert S. Weet, and has continued with special articles on each of the school subjects and activities, giving the reasons for them, what they include, how they are managed, results expected, and methods of measuring and checking those results. They have been prepared under the direction of Julia M. Traver, school editor.

EXTENSION CLASSES in more than fifty subjects are announced in a current circular of the division of university extension of the Massachusetts State Department of Education. They include, Good taste in dress; Parliamentary law; Esperanto; Radio repairs; Ocean traffic management; and Public speaking. The large enrolment of adults in such courses is one of the important signs of the times.

DEMONSTRATION CLASSES for the improvement of teaching have been especially successful in Baltimore, Maryland, during the current school year, according to an article by Mary A. Adams in the Baltimore Bulletin of Education. By a rearrangement of the attendance schedule on certain days, these classes in the hands of superior teachers begin promptly at four P. M., giving other teachers an opportunity to observe excellent teaching. Of the 620 teachers assigned to grades four, five, and six in white schools, 68 percent made this effort to improve their work. Records like this help to set new high levels for professional achievement.

PARENT-TEACHER WORK is featured in an extension course by Wittenberg College cooperating with the parent-teacher association of Springfield, Ohio. Studies of preschool children and movements like the Summer Round-up of the Children are emphasizing the need of direct and special preparation for the duties of parenthood as well as for teaching. The parent-teacher movement commends itself to teachers.

LIFE MEMBERSHIP in the National Education Association reached a new high tide of interest during April when 70 new life members were added to the rolls. The record reads: in 1921, 1 new life member; in 1922, 27 new life members; in 1923, 40; in 1924, 31; in 1925, 35; and up to April 30, 1926, 116. This is eloquent testimony of the growth in permanent interest in the teaching profession.

Chief State School Officers Favor Department of Education

THE FIVE MONTHS that will elapse between the time this JOURNAL reaches its readers and the elections on November 2 may be decisive months for the Education Bill. The matter is an open issue in many Congressional districts and a powerful influence in many districts where it has not come out into the open. Supporters of the bill are urging candidates for Congress to reveal their attitudes on this vital measure. Educational workers have a right to know the stand of those who propose to represent them in Congress. Teachers, principals, and superintendents may well take the following pages, showing the overwhelming stand of state superintendents, to various candidates for Congress, asking them to indicate their position.

JOHN W. ABERCROMBIE, OF ALABAMA—The bill should be passed by Congress as speedily as possible because (1) The creation of the Department would be in harmony with the historical development of other federal activities; (2) Scientific research increases the effectiveness of governmental agencies to which it is applied; (3) The assistance that the Department could and would render is desired and greatly needed by state and local school authorities; (4) The scientific investigations that the Department would conduct cannot be conducted as successfully by state and local school systems; (5) The passage of the bill would provide for better correlation and more effective operation of present educational activities of the federal government; (6) Investigations made by the Department would increase efficiency and reduce waste in educational administration throughout the country; (7) A submerged Bureau of Education can never be made to function as effectively as would a Department of Education.

A. B. HILL, OF ARKANSAS—The federal government has, through the Bureau of Education rendered valuable service to the several states of the nation. The establishment of a Department of Education will continue the work attempted by the Bureau

with meager funds and under serious handicap, and collect such statistics and facts as shall show the condition and progress of education in the several states and foreign countries for the purpose of

NO argument more convincing could be found for the Education Bill than the fact of its overwhelming support by the chief state and territorial school officers of the United States. These officers are responsible for the improvement of the schools in the various states. They are in a position to understand the need for strong leadership and for careful coordination of research. They are men and women of long experience and of trusted judgment and vision. They are abundantly qualified to give expert testimony on this vital public question.

assisting the people in the several states in establishing and maintaining more efficient schools and school systems; in devising better methods of organization, administration, and financing of education; in developing better types of school buildings, and in providing for their use; in improving methods of teaching; and in developing more adequate curricula and courses of study in the different fields of education.

WILL C. WOOD, OF CALIFORNIA—Education is one of the great enterprises of America. Were it not for the public school system American democracy would be impossible. The future of American institutions depends upon the proper training of the young people of the nation. For these reasons, I believe that education is entitled to primary consideration in the program of the national government. I do not favor centralization of authority in educational matters in Washington. However, I do believe in greater centralization of helpfulness in educational matters at Washington. Not that all

helpfulness should be from Washington, but that much greater helpfulness than that furnished by the present Bureau of Education would aid greatly in the development of a better program of education in the various states. The present Bureau of Education has done splendid work with its limited resources, but the time has come for the enlargement of the scope of the national government's educational activities. This bill does not provide for centralization of authority, but it does provide for helpfulness in the solution of the nation's educational problems.

MARY C. C. BRADFORD, OF COLORADO—The passage of this Bill would make possible a great advance in educational efficiency throughout the United States. Its enactment would help to create an essential consciousness of responsibility toward this fundamental activity in the minds of all Americans, and through the provision of the Bill for aiding educationally the people of the several states through research studies, it would result in a higher standard of professional qualifications for teachers and in more nearly equalizing opportunities of all school children. Furthermore, the creation of such a Department would tend to lessen the duplication of educational activity now operative in so many departments of the national government.

H. V. HOLLOWAY, OF DELAWARE—It would seem to be peculiarly the function of the national government to serve as a clearing-house in this field, not only to collect statistics but to conduct research in the ten fields of activity which at present constitute the outstanding educational problems of our national life, and to make the results of that research available to the nation. This is a service which the national government should render and it in no way infringes upon the educational autonomy of the various states.

FRANK W. BALLOU, OF THE DISTRICT OF COLUMBIA—In order that education may be given proper recognition, the federal govern-

ment should include a Department of Education with a Secretary in the President's Cabinet. Leading Americans from the founding of the Republic to the present day have emphasized the prime importance of education, and the time has now come when its proper development is of such vital importance to our national well-being that one of the President's official advisers should be an interpreter of its status, manifold services, and possibilities.

F. E. LAND, OF GEORGIA—Since the progress and development of America depend upon the education of its youth, there should certainly be in the President's Cabinet a Secretary of Education, presiding over the Department which would render service to all the states and would coordinate the educational projects upon which the government has already embarked.

ELIZABETH RUSSUM, OF IDAHO—I am happy to send you the following resolution of the county superintendents of Idaho, together with my own endorsement of the Education Bill: "We, the county superintendents of Idaho, in attendance at the State Teachers' Association, assembled in our group meeting this thirty-first day of December, 1925, go on record as favoring the establishment of a National Department of Education with the head of this Department a member of the President's Cabinet, as set forth in the Education Bill now pending in Congress. We urge our Senators and Representatives to support this bill.

FRANCIS G. BLAIR, OF ILLINOIS—Believing that H. R. 5000 in no way invades the peculiar prerogatives of the states in matters of education, I shall support it. Having been convinced for a number of years that the various education activities now performed by several departments, boards, and bureaus at Washington should be brought under one directing responsible head, I believe that the proposed establishment of a Department of Education with a Secretary in the President's Cabinet would achieve this end. This Secretary of Education could perform all of the duties of collecting and publishing the statistics of education for all the states, of conducting nation-wide educational researches and surveys, of furnishing educational leadership and encouragement, as now performed in whole or part by the Bureau of Educa-

tion. Moreover the consolidation of all the peculiar education functions now performed by separate federal departments and boards under this one department

THE Education Bill, S. 291, H. R. 5000, was introduced into the Senate on December 8, 1925, by Senator Charles Curtis, of Kansas, and into the House of Representatives on December 11, 1925, by Congressman Daniel A. Reed of New York. It contains the following proposals:

Section 1. Creates a Department of Education with a Secretary in the President's Cabinet.

Section 2. Authorizes an Assistant Secretary of Education and other necessary assistants.

Section 3. Provides for the transfer to the Department of Education of the Bureau of Education, the Federal Board for Vocational Education, and of such control as is now exercised over the Columbia Institution for the Deaf and Howard University.

Sections 4, 5, and 6. Define the powers and duties of the Secretary of Education.

Section 7. Provides for a Federal conference on education consisting of one representative from each of the Executive Departments.

Section 8. Provides that the Department of Education shall conduct researches covering the whole field of education, and for the distribution of the results of such researches to educational officials in the several States and to other persons interested in education.

Section 9. Provides appropriations for the support of the work of the Department.

Section 10. Provides that the Secretary of Education shall make an annual report to Congress.

Section 11. An enacting clause.

would do away with the present overlapping, conflict, and confusion. It would be a step in the direction of greater economy and efficiency.

H. N. SHERWOOD, OF INDIANA—DIANA—We have discussed the Education Bill in our staff meeting. We find a unanimous sentiment for it. We believe that it will unify educational effort in our country. We believe that it will be the means of carrying on in scientific fashion studies that will help modify the curriculum and the school organization in terms of scientific investigation. We believe the interests of American children warrant the expense that the bill entails. We believe that the great experiment of universal education now being carried on in our country demands the most expert guidance in our

educational system. We believe this is a move toward this end. We are for the enactment of the Bill.

JESS W. MILEY, OF KANSAS—Kansas teachers have for years endorsed measures that create a Federal Department of Education. They now endorse the Bill introduced by our Senator Charles F. Curtis.

T. H. HARRIS, OF LOUISIANA—This Bill should be enacted into law for the reasons: (1) It puts education in a separate department with a Cabinet member at its head. I think that this will add dignity to the profession of teaching and will give public education a better standing throughout the world. (2) The Bill brings together certain federal educational agencies. My impression is that this should prevent waste, the duplication of effort and result in more efficient service. (3) The Bill makes no provision for appropriations to be distributed to the different states, nor does it attempt to give the federal authorities any control over public education throughout the country. This safeguard removes the strong objections which I entertained towards the old proposed educational measure.

AUGUSTUS O. THOMAS, OF MAINE—The Bill to create a Department of Education is one of the most important measures which will receive the attention of Congress during the present session. Education in a government like ours is so vastly important that it ought to have a spokesman in the President's councils—someone who can speak directly for this vast enterprise which is so fundamental to America's future.

PAYSON SMITH, OF MASSACHUSETTS—From the viewpoint of a state officer of education, I believe that a Federal Department of Education is desirable for the following reasons: (1) To fix in one department responsibility for all federal matters that affect the states educationally. Under the present arrangement, with educational activities being conducted by several departments, there is danger of confusion and duplication of effort and vagueness in responsibility. Those powers already existing in the federal government, it is to be assumed, will continue there. It would be to the advantage of the states to have the federal functions of education insofar as they connect with the state

functions centered in one federal department.

(2) A federal department will render a great service to the states by providing adequate research facilities. In no American state has there been established under public auspices a research agency with adequate appropriations. There is little likelihood that the legislatures of the states or indeed a very considerable minority of them will at any time in the future establish such agencies. If they were to do so, there would be much waste of money, since in the field of education most of the problems to be studied are not restricted by state lines. For example, the problems of teacher-training, rural education, vocational education, and the like are not markedly dissimilar among the states. A thoroughgoing scientific study of educational problems like that carried on in the Department of Commerce and the Department of Agriculture would unquestionably increase the efficiency of education throughout the nation.

T. E. JOHNSON, OF MICHIGAN—Unqualifiedly indorse Education Bill. From the standpoint of state departments it would be of immeasurable value particularly as a clearing-house for educational information and also because of the great need of some means of coordinating educational activities of the country. We have no fear whatsoever of federal control of education, because such control would be unconstitutional.

CHARLES A. LEE, OF MISSOURI—I favor the Bill for the following reasons: (1) It would coordinate all of the educational activities at Washington; (2) It does not try to standardize education throughout the country but makes ample provision for research activities. If education is to go forward there must be abundant provision for research work.

MAY TRUMPER, OF MONTANA—We are strongly committed to the belief that education is in need of just such recognition in our national life as may be secured through the establishment of a Department of Education with a Secretary in the President's Cabinet. Just now when we are working on a very important problem in connection with financing our education work in Montana and improving our very meagerly prepared teaching force, particularly in our rural schools,

we are not able to secure up-to-date information regarding work along these lines in more advanced states. The research work in a department of the federal government would be invaluable to us and would certainly speed up our

Your Score on the Education Bill

EXAMINE 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 everything which elevates education aids you and the children for whom you are responsible, try filling out this score once each month during the coming year, and note the improvement in your record.

1. Have you secured from your Congressman your free copy of the 410-page Report of the Joint Hearing on the Education Bill, S. 291, H. R. 5000?
2. Have you studied this fascinating account of a great public occasion?
3. Have you written your Congressman urging his favorable support of this significant measure?
4. Have you urged other members of the profession to study and advocate this Bill?
5. Have you explained the need of a Department of Education with a Secretary in the President's Cabinet to one influential layman?
6. Have you discussed this measure before one professional club or faculty meeting?
7. Have you made it the subject of discussion at a meeting of citizens or business men?
8. Have you written one or more articles on the Education Bill for the local paper?
9. Have you obtained from candidates to represent you in Congress a positive statement of their stand on this Bill?
10. If the future of education depended upon you, could you show convincingly why better schools are necessary to the growth and prosperity of the nation?

TOTAL SCORE

progress along these very important lines of endeavor.

I am in no way criticizing the work of the Bureau of Education but it is an impossibility for the Bureau to give out up-to-date information and offer service in various forms of leadership to which every state is entitled in its most vital work of training the future citizenship of the country.

W. J. HUNTING, OF NEVADA—The Nevada public educational forces have consistently supported the Education Bill, and the legislature without a dissenting vote has gone on record in favor of its passage, which we believe will mean much for advancement in public education in our nation.

ERNEST W. BUTTERFIELD, OF NEW HAMPSHIRE—I am in favor of the Education Bill as it seems

to me it will make possible the carrying on of some needed work and, in addition, it will place the teaching profession in a more dignified position.

ISABEL LANCASTER ECKLES, OF NEW MEXICO—I feel very strongly indeed that we should have a Federal Department of Education with a Secretary in the President's Cabinet. The most important thing in the United States is the education of the children—its future citizens—and the proper leadership in education can never be given until we have the Federal Department of Education, with a Secretary in the Cabinet.

FRANK P. GRAVES, OF NEW YORK—The need of a Federal Department of Education has long been recognized. Within recent years, however, the unbusinesslike administration of the several educational activities of the federal government, scattered as they are throughout various departments and bureaus, is not only wasteful but must result in inefficiency and lack of effective service. These evils of administration will never be corrected until a unified department of education has been organized. The larger service which this department should render to the government and to the public will never be fully realized without a Secretary of Education in the President's Cabinet.

A. T. ALLEN, OF NORTH CAROLINA—I am strongly in favor of the passage at this session of Congress of the Education Bill. My reasons for this support are: (1) Public education has come to be a national question; (2) It would unify the educational efforts of the federal government; (3) A Federal Department of Education would lend dignity to the whole enterprise of public education; (4) It would serve as a clearinghouse for educational information; (5) It would greatly stimulate educational effort in all parts of the country; (6) There is no danger of federal encroachment.

MINNIE J. NIELSON, OF NORTH DAKOTA—The educators of this state are back of this Bill whole-heartedly. We feel that it will not in any way infringe upon state rights, and we do feel that education should be dignified by a Secretary in the President's Cabinet. We feel this recognition is absolutely necessary if education is to take the place it should in the

advancement of our nation. Our State Education Association has gone on record at each of its meetings favoring this bill.

M. A. NASH, OF OKLAHOMA—We believe absolutely that the Curtis-Reed Bill creating a Department of Education should be passed. We have no fear of any encroachment by the federal government on state prerogatives in these matters.

J. A. CHURCHILL, OF OREGON—I have carefully read the provisions of the Education Bill and give my endorsement to that measure. Should it be enacted into a law, the school systems of the various states will profit much through having a national research department to broadcast the best educational practice and standards in each state to all of the departments of education in the various states.

Under the provisions of the proposed measure, the rights of all the states to control their own educational systems are in no way infringed upon, and at the same time, they will be made far more efficient.

FRANCIS B. HAAS, OF PENNSYLVANIA—The supreme importance of education with all its social, spiritual, and economic significance for the well-being of the nation surely entitles it to rank as an equal with agriculture, commerce, and labor.

A Federal Department of Education, with a Secretary in the President's Cabinet, is a forward and necessary step in the economic, social, and ethical development of our country, dictated by broad considerations of self-interest and national well-being.

C. G. ST. JOHN, OF SOUTH DAKOTA—I am heartily in favor of the Bill authorizing the establishment of a Secretary of Education in the President's Cabinet. I believe that such a secretary would be able to give education its proper place in our national affairs. I can see no chance for any federal domination over the rights of the states to establish and maintain their own educational systems. The educators of the state of South Dakota are very urgent in their support of the Bill as drawn.

P. L. HARNED, OF TENNESSEE—The Tennessee Public School Officers Association, in session at Nashville, January 12-14, 1926, unanimously

endorsed the Education Bill, and I earnestly hope that it can be passed.

S. M. N. MARRS, OF TEXAS—I wish to give my endorsement to the Education Bill. A general diffusion of knowledge is essential to the perpetuity of a democracy. It is not only the solemn duty but should be the exalted privilege of the national government to foster public education. This can best be done by giving this subject equal consideration with other functions of our government. So long as commerce, labor, and agriculture have higher consideration than education, this important subject will occupy a subordinate place in the thoughts of our leading statesmen. I believe, therefore, that education should be placed on an equal plane with agriculture, commerce, and labor by the passage of this bill which requires the appointment of a Secretary of Education who will be a member of the Cabinet.

C. N. JENSEN, OF UTAH—I believe the federal government should bear greater responsibility in educational matters throughout the nation and be provided with greater facilities for rendering service along the lines of research and surveys. It should also be the great educational clearinghouse.

CLARENCE H. DEMPSEY, OF VERMONT—In its new form, I strongly believe that the bill ought to pass and that it would be a very great help to the promotion of desirable education in the United States.

In view of the undoubted importance of universal education for all of our institutions, and especially in view of the help that better education can give toward the solution of our vital problems, it seems to me that the promotion of education, which this bill would foster, should lead to its passage.

HARRIS HART, OF VIRGINIA—I am heartily in favor of the proposition to centralize all the educational activities of the federal government in one department and under a secretary to be a member of the President's Cabinet. A few considerations would seem to point to the wisdom of this arrangement: (1) The dignity and importance of public education in a democracy would find just recognition; (2) There would be less likelihood of misconception as to the function of the federal government and a sovereign state in public education, if the federal ac-

tivities were reduced to one department than if several of the departments of the federal government should continue to operate in public education; (3) A most important consideration is the increased efficiency and probable economy which would result from this arrangement.

ARTHUR E. LINDBORG, OF VIRGIN ISLANDS—Bill S. 291 and H. R. 5000 is a decided improvement over the former proposals for a Department of Education. As it now reads, it carries so many remedies and good adjustments of the organization of educational activities, that no delay should be permitted in bringing this legislation before Congress, and its ultimate passage, by an overwhelming vote.

JOSEPHINE CORLISS PRESTON, OF WASHINGTON—The Legislative Committee at the county superintendents' meeting has passed the following resolution: "Whereas the new Education Bill will centralize education under one department and eliminate duplication, we the Legislative Committee of the County Superintendents of the state of Washington do hereby endorse the aforesaid Bill and urge its passage."

GEORGE M. FORD, OF WEST VIRGINIA—I know of no constitutional or other legal provision in the statutes of the United States which would prevent a Department of Education, under a Secretary, functioning along the lines laid down. Such a department properly organized and properly conducted could be of very great assistance to the states in investigation and research and in providing the states with assistance of experts along all lines of educational endeavor.

JOHN C. CALLAHAN, OF WISCONSIN—I am in favor of the creation of a Department of Education, but I would be very much more in favor of the Bill if it carried an equalization fund as large or larger than was carried in the original Bill. When one looks over the general tax situation for the country, it seems to me that it is evident that the best of arguments could be made for that feature of a bill.

KATHARINE A. MORTON, OF WYOMING—A national Department of Education will mean more rapid advance in all lines of educational achievement and more nearly perfect understanding of educational needs on the part of the people.

A Teacher's Perspective

MARY LANE

Long Beach, California

WHILE TRAVELING on the Arizona desert one evening last August, I had brought to my mind the fact that a change of viewpoint will often give one an entirely new set of concepts. On the desert near Phoenix is a range of mountains called Camelback. While traveling along its base, one sees the range appearing as a jumble of rocks. As the train carries one out to the desert, the jumble gradually takes the form of a giant camel resting in the purple shadows of the desert twilight.

In the busy life of the average teacher, there seems to be very little time to study the rapid advance of modern life. We are so engrossed in our several phases of educational work that only by persistent irritation will we even take an interest in our own local organizations.

As a group, we teachers sit and grumble over our overworked condition and the laws forced upon us. We do not seem to realize that only by state and national associations of wide-awake members will we ever be able to come into our own.

Business today is interested in our educational system, challenging us with these charges: (1) The young men and women

sent from our educational institutions today are not able to cope with life;



LOADING the library truck for a demonstration journey through the farming section of central North Carolina. More than five hundred miles were covered in eight days, and in spite of hot weather and summer pressure of work, five hundred books were loaned and service leaflets distributed. Annie F. Petty, assistant director of the North Carolina Library Commission, who conducted the experiment, said, "We found everywhere people hungry for books."

(2) Given a certain problem, they are unable to think clearly and constructively

to a definite conclusion; and (3) They are poorly prepared in the fundamentals of education.

Hearing these criticisms, we as teachers stand idly by, seldom trying to defend ourselves. We know the cause for this state of affairs, and yet in only a few instances are we trying to correct it.

In the first place our curricula, except in a very few cities, is old, modern only in added patchwork. Our courses of study in the elementary grades are so crowded that it is impossible to give the drill needed by every child on spelling, reading, and arithmetic. Our children must be passed on year after year in order to hold the standards of our schools. Our textbooks are written by college professors who have not been inside a classroom for years. Many of these texts are fit for adult use only. We are forced to use these texts, and only by the teacher acting as interpreter can the child master the contents. When the teacher's help is withdrawn the child drifts helplessly.

Only when we as a teaching body awake and demand that these ills and others are corrected, shall we be able to answer the business world's challenge and be able to call ourselves a professional class. Only when we teachers cease to grumble and instead work together to improve these unsatisfactory conditions can we expect to make teaching a profession.



MEMBERS of the National Education Association visiting Philadelphia in June are invited to see the Maria Hosmer Penniman Memorial Library of Education at the University of Pennsylvania. Its new quarters are in Bennett Hall, 34th and Walnut Streets, newly erected to house the School of Education and the Graduate School. At present, the library contains 25,000 volumes.

Our State Associations, 1926-27

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

*Alabama Education Association, Omer Carmichael, President, superintendent of schools, Selma; R. W. Cowart, Secretary, 415 First National Bank Bldg., Montgomery. Annual meeting:

Alaska Educational Association, W. K. Keller, President, superintendent of schools, Juneau; Shirley E. Boselly, Jr., Secretary, superintendent of schools, Petersburg. Annual meeting, Juneau, Sept. 1, 1926.

Arizona State Teachers' Association, C. E. Rose, President, superintendent of schools, Tucson; W. T. Machan, Secretary, principal, Creighton School, Phoenix. Annual meeting:

*Arkansas Education Association, J. R. Grant, President, State Department of Education, Little Rock; H. L. Lambert, Secretary, Box 1086, Little Rock. Annual meeting, Little Rock, Nov. 11-13, 1926.

*California Council of Education, Mark Keppel, President, county superintendent of schools, 504 Thorpe Bldg., 132 N. Broadway, Los Angeles; A. H. Chamberlain, State Executive Secretary, 933 Phelan Bldg., San Francisco. Division meetings: North Coast Section, Sept., 1926; Northern Section, Oct., 1926; Central Section, Nov. 22-24, 1926; Central Coast Section, Dec. 13-17, 1926; Bay Section, Dec. 13-17, 1926; Southern Section, Dec. 20-24, 1926.

*Colorado Education Association, Faye Read, President, 1425 Vernon Ave., Pueblo; W. B. Mooney, Secretary, 520 Commonwealth Bldg., Denver. Division meetings: Western Division, Grand Junction, Nov. 11-13, 1926; Southern Division, Pueblo, Nov. 11-13, 1926; Eastern Division, Denver, Nov. 11-13, 1926.

Connecticut State Teachers' Association, Florence E. Smith, President, East Hampton; Samuel P. Willard, Corresponding Secretary, State Capitol, Hartford. Annual meeting: Hartford, Feb. 11-12, 1927; Division meetings: Bridgeport, Hartford, New Haven, New London, Oct. 22, 1926.

Delaware State Education Association, W. A. Wilkinson, President, University of Delaware, Newark; Robert E. Shilling, Secretary, superintendent of schools, Milford. Annual meeting:

District of Columbia, Education Association of the, Harry English, President, Franklin School Bldg., Washington; Grace Gettings Meyer, Secretary, Park View School, Washington. Annual meeting: Oct., 1926.

*Florida Education Association, R. M. Sealey, President, state supervisor of high schools, Tallahassee; A. B. Johnson, Secretary, superintendent of Orange County schools, Orlando. Annual meeting: Tallahassee, Dec. 29-31, 1926.

*Georgia Education Association, U. J. Bennett, President, superintendent of schools, Dalton; Kyle T. Alfriend, Secretary, dean, Beattie Tift College, Forsyth. Annual meeting: April 14-17.

Hawaii Education Association, Mrs. Alfred Pickerrill, President, Pepeekeo; Mrs. Sarah W. Putnam, Secretary, Box 575, Hilo. Annual meeting: Hilo, Dec. 28-30, 1926.

Idaho State Teachers' Association, Ernest D. Bloom, President, superintendent of schools, Twin Falls; Lura V. Paine, Secretary, superintendent of Ada County schools, Boise. Annual meeting: Boise, Dec. 29-31, 1926.

*Illinois State Teachers' Association, Bertha S. Armbruster, President, 111 Gale Avenue, River Forest; Robert C. Moore, Secretary, Carlinville. Annual meeting: Springfield, Dec. 28-30, 1926; Division meetings: Black Hawk Division, Kewanee, Oct. 8, 1926; Southwestern Division, Mt. Carmel, Oct. 7-8, 1926.

*Indiana State Teachers' Association, Martha Whitacre, President, 1926-27, 1724 Main St., Richmond; Charles O. Williams, Secretary-Treasurer, Room 205, Hotel Lincoln, Indianapolis. Annual meeting: Indianapolis, Oct. 21-23, 1926.

*Iowa State Teachers' Association, A. J. Burton, President, principal, East High School, Des Moines; Charles F. Pye, Secretary, 415 Shops Bldg., Des Moines. Annual meeting: Des Moines, Nov. 4-6, 1926.

*Kansas State Teachers' Association, C. E. Rarick, President, State Teachers College, Hays; F. L. Pinet, Secretary, 923 Kansas Ave., Topeka. Annual meeting: Topeka, Chanute, Hutchinson, and Hays, Nov. 4-6, 1926.

*Kentucky Education Association, M. E. Ligon, President, University of Kentucky, Lexington; R. E. Williams, Secretary, 4518 Southern Parkway, Louisville. Annual meeting:

*Louisiana Teachers' Association, E. S. Richardson, President, Minden; P. H. Griffith, Secretary, Baton Rouge. Annual meeting:

Maine Teachers' Association, W. M. Marr, President, superintendent of schools, Millinocket; Adelbert W. Gordon, Secretary, State House, Augusta. Annual meeting: Bangor, Oct. 28-29, 1926.

Maryland State Teachers' Association, Samuel M. North, President, 2014 Lexington Bldg., Baltimore; Hugh W. Caldwell, Secretary, superintendent of schools, Chesapeake City. Annual meeting: Baltimore, Nov. 26-27, 1926.

Massachusetts Teachers' Federation, Annie C. Woodward, 144 School St., Somerville; Stanley R. Oldham, Secretary, 15 Ashburton Place, Boston. Annual meeting: Boston, April 16, 1927.

*Michigan Education Association, John M. Munson, President, president, Northern State Normal, Marquette; Ernest T. Cameron, Secretary, 809 Prudden Bldg., Lansing. Annual meeting:

*Minnesota Education Association, H. C. Bell, President, Luverne, Minn.; C. G. Schulz, Secretary, Room 919, Pioneer Bldg., St. Paul. Annual meeting: St. Paul, Nov. 4-6, 1926.

*Mississippi Education Association, H. M. Ivy, President, superintendent of schools, Meridian; W. N. Taylor, Secretary, 425 Edwards Hotel Bldg., Jackson. Annual meeting: Jackson, April 29-May 1, 1926.

*Missouri State Teachers' Association, E. L. Hendricks, President, president, State Teachers College, Warrensburg; E. M. Carter, Secretary-Treasurer, Columbia. Annual meeting: Kansas City, Nov. 11-13, 1926.

*Montana Education Association, Ira B. Fee, President, superintendent of schools, Missoula; R. J. Cunningham, Secretary and Treasurer, Room 9, Kohrs Block, Helena. Annual meeting: Helena, Billings, Great Falls, or Havre, Oct. 22-23, 1926.

*Nebraska State Teachers' Association, W. E. Sealock, President, dean, Teachers College, University of Nebraska, Lincoln; Everett M. Hosman, Secretary, 311 Fraternity Bldg., 13th and N Sts., Lincoln. Annual meeting: —, Nov. 3-6, 1926. District meetings: Omaha, Lincoln, Alliance, Norfolk, Kearney, and McCook.

Nevada State Teachers Association, H. A. White-neck, President, Las Vegas; Eva M. Wilson, Secretary, Las Vegas. Annual meeting: Oct., 1926.

New Hampshire State Teachers' Association, John Gault, President, Franklin St. School, Manchester; Florence H. Hewitt, Secretary, 24 Chauncey St., Portsmouth. Annual meeting:

New Jersey State Teachers' Association, George J. Smith, President, Clifton High School, Clifton; Charles B. Dyke, Secretary, Room 304, Stacy-Trent Hotel, Trenton. Annual meeting: Atlantic City, Nov. 11-13, 1926.

New Mexico Educational Association, Frank Carroon, President, East Las Vegas; John Milne, Secretary, Albuquerque. Annual meeting: Santa Fe, Nov. 4-6, 1926.

*New York State Teachers' Association, George H. Covey, President, district superintendent of schools, Katonah; Richard A. Searing, Secretary, 617 N. Goodman St., Rochester; Harlan H. Horner, Field Secretary, 212 State St., Albany. Annual meeting: Utica, Nov. 22-23, 1926. District meetings: Potsdam, Oct. 7-8, 1926; Albany, Oct. 21-22, 1926; Utica, Oct. 21-22, 1926; New York City, Oct. 28-29, 1926; Buffalo, Nov. 4-5, 1926; Rochester, Nov. 4-5, 1926; Binghamton, Nov. 11-12, 1926.

*North Carolina Education Association, E. W. Knight, President, Chapel Hill; Jule B. Warren, Secretary, Box 887, Raleigh. Annual meeting: Spring, 1927; Sectional meetings: Oct. 15-Nov. 20, 1926.

*North Dakota State Education Association, Thomas F. Kane, President, University; M. E. McCurdy, Secretary, Washburn. Annual meeting: Fargo, Oct. 27-29, 1926.

*Ohio State Teachers Association, John A. McDowell, President, superintendent of schools, Ashland; Frank E. Reynolds, Secretary-Treasurer, 428 Chamber of Commerce, Columbus. Annual meeting: Executive Committee—Cedar Point, June 22-24, 1926, and Columbus, Dec. 28-30, 1926.

*Oklahoma Education Association, J. E. Arendell, President, Miami; C. M. Howell, Secretary, 708 Continental Bldg., Oklahoma City. Annual meeting: Oklahoma City, Feb. 10-12, 1927.

*Oregon State Teachers' Association, J. S. Landers, President, Oregon Normal School, Monmouth; E. D. Ressler, Secretary, dean, School of Vocational Education, Oregon State Agricultural College, Corvallis. (E. F. Carleton, Eugene, will become full-time secretary on July 1, 1926.) Annual meeting: Portland, Dec. 28-30, 1926.

*Pennsylvania State Education Association, Charles E. Dickey, President, 595 Union Trust Bldg., Pittsburgh; James Herbert Kelley, Secretary, 400 N. Third St., Harrisburg. Annual meeting: Harrisburg, Dec. 28-30, 1926.

Rhode Island Institute of Instruction, William C. Hobbs, President, 82 High St., Bristol; Clarence W. Bosworth, Secretary, 33 Blackamore Ave., Eden Park. Annual meeting: —, Oct. 28-30, 1926.

*South Carolina Teachers' Association, J. D. Fulp, President, Greenwood; J. P. Coates, Secretary, 709 National L. & E. Bldg., Columbia. Annual meeting: Columbia, March 18-20, 1927.

*South Dakota Education Association, Joseph Swenson, President, superintendent of Turner County schools, Parker; N. E. Steele, Secretary, Room 3, Perry Bldg., Sioux Falls. Annual meeting:

Tennessee State Teachers Association, J. W. Brister, President, West Tennessee State Teachers College, Memphis; P. L. Harned, Secretary, State Capitol, Nashville. Annual meeting: Nashville, April 14-16, 1927.

*Texas State Teachers' Association, J. M. Bledsoe, President, State Teachers College, Commerce; R. T. Ellis, Secretary, 708 Neil P. Anderson Bldg., Fort Worth. Annual meeting: El Paso, Nov. 25-27, 1926.

*Utah Education Association, Milton Bennion, President, University of Utah, Salt Lake City; D. W. Parratt, Secretary, 317 State Capitol, Salt Lake City. Annual meeting, Oct. 21-23, 1926.

Vermont State Teachers' Association, John E. Colburn, President, principal, Burlington High School, Burlington; M. Lillian Edgerton, Secretary, 225 Union St., Bennington. Annual meeting: Montpelier, Oct. 21-23, 1926.

*Virginia Education Association, Fred M. Alexander, President, Newport News; Cornelius J. Heatwole, Secretary, 209-210 State Office Bldg., Richmond. Annual meeting: Roanoke, Nov. 24-27, 1926.

*Washington Education Association, Mrs. L. O. Anderson, President, superintendent of schools, Waterville; Arthur L. Marsh, Secretary, 707 Lowman Bldg., Seattle. Annual Division Meetings: Seattle and Spokane, Oct. 27-29, 1926.

*West Virginia State Education Association, Gertrude Roberts, President, 245 West 11th Ave., Huntington; W. W. Trent, Secretary, superintendent of schools, Elkins. (After July 1, 1926, Mr. Trent becomes full-time secretary Charleston.) Annual meeting: Clarksburg, Oct. 28-30, 1926.

*Wisconsin Teachers Association, Frank O. Holt, President, Janesville; E. G. Doudna, Secretary, 717 Beaver Bldg., Madison. Annual meeting: Milwaukee, Nov. 4-6, 1926.

Wyoming State Teachers' Association, Mrs. Bertha K. Van Devender, President, Basin; B. H. McIntosh, Secretary, Cheyenne. Annual meeting: Casper, Oct. 13-16, 1926.

Carbery: A School That Makes Memories

BERTHA SHANNON MOORE

Washington, D. C.

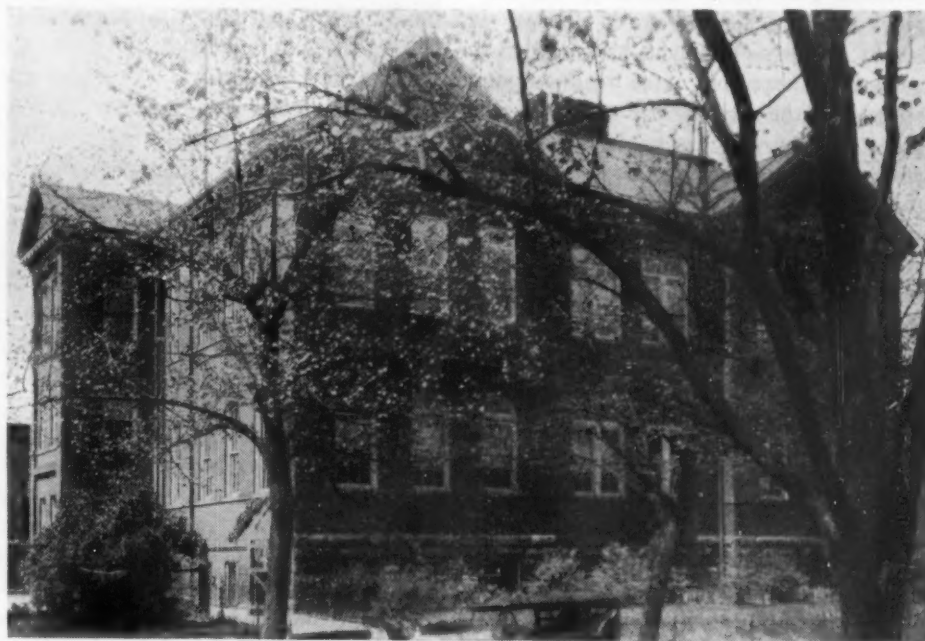
THE BEST schools are no longer places of cut-and-dried routine. They are workshops where teachers and pupils labor together not only to develop the mind of the child but to build character and citizenship.

The Carbery School, Washington, D. C., is one of those that will be remembered by its children. It has seen great changes in the last five years under the guidance of its principal, who has been the inspiration back of the constructive work that is being done.

The changes in Carbery are noteworthy, because they have been solved under difficulties. It is easy enough to get good results in a large building, perfectly equipped, with ample facilities for experimenting with new methods. But Carbery is old and dingy, crowding some three hundred fifty children into eight rooms, with a corps of eleven teachers. The interest lies in the fact that with apparently little to build upon, every avenue for growth and increased activity has been recognized and developed, bringing out unthought-of possibilities in both pupils and teachers.

A big feature in the life of Carbery is the Parent Teacher Association, which has cooperated with the principal in every way possible, always with the welfare of the children at heart.

Unfortunately, the school system of Washington has grown so fast that it is hard to get enough new buildings to



keep pace with the need, much less to modernize the old buildings. Here the parent teacher associations have come to the rescue, and the Carbery association is one of the most active. A list of its achievements is notable. It began with playground equipment. The biggest task was the installation of electric

lights. Next came a stereopticon. Other gifts were a victrola, a mimeograph, a player-piano for marching, and a vacuum eraser cleaner.

The association has grown in numbers and in activities until it is now a factor in the life of the community and has not only reacted for the good of the school but has broadened the outlook of many a mother whose interests were formerly confined to the four walls of her home.

The monthly meetings are businesslike, full of interest, and a model for similar associations. There is a friendly rivalry to see which grade is represented by the largest number of parents, and at night meetings the fathers show as much interest as the mothers.

All these things are being done for the children, but what of them? What is their response? Do they sit back and have everything handed to them, or have they an active part in this changing from old ways to new? Let us see.

They have given the stereopticon an enthusiastic welcome and have responded in a way that inspires the teachers to find fresh uses for it. It has opened a new field in teaching that will do much to make school interesting and to build memories. In history, geography, nature study, literature, and many other subjects, these children are having the benefit of a wealth of material formerly inaccessible. The older children are learning to discuss the pictures and conduct the classes, sometimes entertaining other classes, thereby gaining poise and ability to talk in public, which will be a valuable asset in later life.

They have organized baseball and soc-



cer teams for both boys and girls, and they win a good many games, making up in fighting spirit what they sometimes lack in size. Every grade has a clean-up committee with certain days to see that the yard is in good order. A school bank has encouraged the establishment of many a small account, and thrift is always emphasized at assemblies.

At the end of every report period, or six times during the year, the whole school is gathered for assembly and takes stock of the achievements of the last six weeks. Every child who has excelled in something hears his name read out and steps into the lime-light for a few seconds. Those who are perfect in attendance, perfect in spelling, those who have the largest bank accounts, the grade with the greatest number of savers, the grade whose lines have received the flag the most times for perfect order, those bringing glory to the school through athletic or outside scholastic achievements, all are applauded here, and others are filled with a desire to do better next time.

The latest venture of the school is a monthly paper. Begun with some trepidation, it has justified its existence and has ended the year with money in the bank. Although it has an advisory committee of teachers, the actual work, except the printing, is done by the children. Each grade has a representative on the staff, and every event of interest to the school is written and submitted. Poetry and short stories, sporting and society notes are all included. The paper is a tremendous stimulus to good composition work, and standards of acceptance, set by the youthful editors themselves, are of the highest order. A more successful project for enlisting the coopera-

tion of the whole school would be hard to find.

The children are not only learning from books, but are having their horizons broadened by outside contacts. Some classes make several trips with the teachers to the museum. Last year a new experiment was tried. Every spring Washington is filled with high-school pupils from all over the country, who count a trip to the national capital a part of their education. Some of the Carbery mothers awoke to the fact that many of the children living in the shadow of the Capitol had seen but few of the places of interest. So a see-your-own-city movement was begun, and during the Easter vacation about twelve parties went on trips around the city, each under the guidance of a mother who volunteered her services.

It must be admitted that the first trip was not wholly a success, owing to the fact that everybody's little brother and sister came along and that some parties tried to see everything within a radius of several miles, leaving the anxious mothers gasping for breath in the effort to keep up with their strenuous charges. But organization came to the rescue, and last year each mother took out a small group of selected children. They covered one building in the morning, ate their lunch, and visited another in the afternoon. These trips resulted in some interesting oral and written composition work, aside from opening their eyes to the beauty and educational features of their own city.

All this sounds as if Carbery children did nothing but have a good time. But the regular curriculum is not neglected. It is supplemented and enlivened by

these extra activities. They are correlated whenever possible and give a new zest both to teaching and to learning. Memory must be linked with interest to retain knowledge, and in this day with our complex modern life a school falls short unless it makes use of every avenue for awakening and stimulating the interest of every child. That is how Carbery School in making happy memories is also building for the future of her citizens.

THE SPIRIT of inquiry, of open-minded alertness to the problems which arise in teaching, will make the teacher free. It will lead him to seek problems and do something, even though it may be but a little, in their solution. Moreover, it will make him expert as a teacher and will make his calling more attractive. Indeed when looked at from this point of view, the teacher's occupation becomes fascinating. He has children to study—not stones, bugs, fossils, or old manuscripts, but the most interesting of all possible materials—human beings. Moreover, he has at hand human beings at their most engaging period—childhood and youth. And his children never grow old! In constant procession they present to him, always at the level of childhood, their innumerable interesting aspects. Yet each is different from the other—different in strength, talent, and character; different in origin, growth, and need. If teaching these children is to include studying them, the job of teaching takes on new meaning. Its scope is broadened. Its meaning is enriched. No other calling may then be compared with it. It is the great adventure.—B. R. Buckingham.

THIS excuse blank shows how a Wilmington (Del.) school is solving its problem of tardiness. In the Wilmington High School, consisting of 2500 pupils, the head of the mathematics department, Harold William Musser, is not only advisor to boys but is in charge of tardiness and truancy. The monthly average number of cases of tardiness three years ago was 255. Last year it was 191. Mr. Musser believes that if you desire punctuality and efficiency from youth, demand it and you will get it.

EXCUSE BLANK			
Name <u>John Smith</u>	Room No. <u>34</u>	Jan.	1 16
CLASSIFICATION <u>A1</u>		Feb.	2 17
No. Sem. in H. S. <u>4</u>	Age <u>16</u>	Mar.	3 18
REMARKS		4 19	
		5 20	
		6 21	
		7 22	
		8 23	
		9 24	
		June	10 25
		Sept.	11 26
		12 27	
		Oct.	13 28
		14 29	
		Nov.	15 30
		Dec.	31

Dismissed:	Detailed:	1- period 2- period 3- period 4- period 5- period 6- period 7-10 period
Reinstated:	Admit to:	
Absence: <u>EXCUSED</u>	Admit to classes	
<u>M & Tu</u> NOT EXCUSED	this day only	
Tardiness: <u>EXCUSED</u>	To be excused at:	
<u>3</u> NOT EXCUSED	ZERO FOR:	
	REPORT AT:	

Form 266 15m 8-25 Written excuses properly dated are to be brought from parents for absence.

American Education

WILLIAM F. RUSSELL

WE all know the difficulties that came to America with unrestricted immigration. We remember how this great tide flowed to our shores, ignorant of our language, our customs and ideals, our traditions, our habits, and our laws. All too often these people clustered in our great cities, forming foreign centers like the Jewish city in New York and the German city in Chicago. With the ties to the old land broken and the bonds to the new unformed, there arose the problem of how to control the immigrant. Extra police patrolled the streets; special care was taken; and in times of serious trouble soldiers were called out. Our first attempt was to solve the problem by use of force.

But another agency was at hand. There was the American public school. Here the children learned the lesson of America and took it home. Libraries were opened. Lectures were given to adults. All sorts of educational measures were taken. With the increase of education, the need for force decreased. Force and education are alike means of controlling people. They are both necessary; and as one decreases, the need for the other becomes greater.

Now we also have in America a different sort of immigration. Into our country each year pour millions of immigrants who know nothing of America. Neither do they know English nor any other language. They are quite unfamiliar with our laws and institutions. They cannot support themselves. Food and raiment are beyond their powers to provide. We cannot deport them. We cannot pass laws against their admission. Yet in a few years, despite these disqualifications, they must control our government and run our country. We refer to the babies born in America.

Just as the immigrant requires control, so do these require it. Just as the immigration authorities found that they could use force with education, or education with force, so are these means again available. The problem is to take the baby and change him into a good member of society. This we call education, and it is to help people to see this process

in its true light and in its American setting that this article is written.

Now, what would the world be like if we had no education at all?



WILLIAM F. RUSSELL, professor of education and associate director of the International Institute of Teachers College, Columbia University. Dr. Russell is the author of many books on education.

If all human beings save new born infants vanished to another planet, and if by a miracle the babies were kept alive for a score of years, preserving whatever knowledge and skill came from natural inner growth, and lacking only the influence of the educational activities of other men, they would, at the age of twenty-one, be a horde of animals. They would get a precarious living from fruits, berries, and small animals, would easily become the victims of malaria, yellow fever, smallpox, and plague, and would know little more of language, mechanic arts, or provisions for the future than monkeys. They would be distinguishable from other mammalian species chiefly by a much greater variety of bodily movements, especially of the hands, mouthparts, and face, a much quicker rate of learning, and a very much keener satisfaction in mental life for its own sake. They would consequently enjoy the remnants of civilization, using the books, tools, engines and the like as toys, somewhat more intelligently than would apes, but they would not read the books, repair the tools or make the engines more than spectacles for amusement, wonder and fear.¹

If this is what the world would be like if there were no education, it is clear

that the process must be important and significant. It is difficult to view it all round, because it is so near to us. The first book suggested has the advantage of giving a complete picture from the modern point of view. It is short. It is simple. It is clear in style.

Education: A First Book, by Edward L. Thorndike—To Professor Thorndike, education is change. There is the child who is to be changed and there is the adult who has been changed. The way you change the one into the other is education. As you read the book, note the questions on page 8 and see if you can answer them. These questions, expressed a little differently, are as follows:

1. Just what changes should schools and other educational agencies, such as newspapers and churches, make in children?
2. How do children's minds work? What are the laws of human mental behavior?
3. What forces have we at command to produce or prevent changes?
4. Knowing these three things, how can we bring them together?
5. How do these check up with education as we know it?

If you know what is in this book, you should have a good idea of the process of education in general. It would apply quite as well to China or Africa as to the United States. But we need to turn our attention to our own country. We take peculiar pride in our schools. We have a nation-wide system. We have a ladder reaching from the kindergarten to the university. The American public school is dear to the hearts of our people.

Public Education in the United States, by Ellwood P. Cubberley—Dean Cubberley² presents in detailed fashion the American school as we see it today. He traces its development from earliest colonial days down to the present, and step by step he shows how these great changes were accomplished. As you read this book, note the similarity of the problems of the present to those of the past and try to appreciate the struggles that were required to give us the opportunities that we now possess. The following questions may help you in your study:

1. Why were there different attitudes toward education in the early days in various colonies?
2. Why was there no mention of education in the Constitution of the United States?
3. Why were public schools demanded? How were they secured?

¹Thorndike, *Education*, p. 4.

²Dr. Cubberley is dean of the school of education of Leland Stanford University.

4. Why has there been gradual development of control by larger governmental units?

5. What were the chief sources of new ideas in American education?

6. What does Cubberley consider the principal educational achievements of the last fifty years?

7. In what directions is American education now developing?

8. What are the chief characteristics of American education?

If the reader has given careful study to these two books, he will by now have a clear idea as to the modern notion of education and he will know the present status of American education in the light of its history. He will note in Dean Cubberley's book that since the early days there has been a profound change in the character of American life and that this change has necessitated a corresponding modification in the school. Cubberley says: "The foremost interpreter in educational terms of the great social . . . changes and the one who has done more . . . to state . . . an educational philosophy suited to our changed national life is Professor John Dewey." It is to Professor John Dewey and to his distinguished pupil, Professor William Heard Kilpatrick, that we owe much of this change in the spirit of American education.

In the early days schools were formal. Pupils recited their lessons. Hemmed in by the four walls of the classroom, they were kept away from life. The pupil was to be prepared for life, not to live. He was to be the object moved, never the mover. He was to be acted upon, rather than to act. The formal stilted methods of the old day were a perpetuation in our country of those designed to make the pupil the obedient, subservient peasant of an old world régime. They were not suited to American life.

The School and Society, by John Dewey—The two books which follow are recommended as the most significant works depicting the need and the reasons for this change. They have had profound influence on teachers, not only in the United States but all over the world. Professor Dewey's book, which is easy to read because it is made up of a series of distinct lectures, shows the increased task of the modern school, tells how the school must compensate for the ills of

society, and explains in detail how the pupil not only must prepare for life, but that the best way to accomplish it is to live richly himself. The following ques-

GLENN FRANK in one of his syndicated editorials recently gave the conclusions reached by two young Englishmen after an economic tour of America. They were searching for the secret of high wages and President Frank tells the story under the head, "Reading America's Palm." These conclusions of two keen observers suggest points of view for American teachers as much by what they omit as by what they include. Briefly they are:

1. Americans promote men in business on the basis of merit.
2. Americans follow the policy of small profits and large sales.
3. Americans reduce the capital needed for a given output by simplifying and standardizing.
4. Americans are apt at creating time-saving machinery.
5. Americans are not afraid to pay high wages.
6. Americans are not afraid to exchange ideas.
7. Americans wage a continuous war on waste; they realize that time and energy and space are not things to be squandered.
8. Americans increase the efficiency of labor by paying attention to the conditions of labor.
9. Americans give equipment and encouragement to research.

tions may help direct your attention to the heart of the book:

1. What changes in social life does Dewey think throw added tasks upon the school?
2. How is the school to make up for these weaknesses in social life?
3. What does Dewey mean when he advocates that children "work" rather than "listen"? Why didn't the old school allow for work? Is this just a fad or frill?
4. What does Dewey mean by nature and society living in the schoolroom?
5. Why does Dewey think that the old system wasted human life? How does he propose to save it?
6. How does the new psychology back up his point of view?

Foundations of Method, by William Heard Kilpatrick—Professor Kilpatrick's book reads like a stenographic report of one of his courses. In conversational style, by question and answer, he raises one by one the important questions which deal with how a child shall be taught and by what principles his life in school shall be governed. He takes a broad view of method, and the latter chapters deal with problems that con-

cern not only teachers but parents. As you read the book, consider your answers to the following questions:

1. What does Kilpatrick mean by the wider problem of method?
2. Kilpatrick refers to the old-time method of teaching as first telling the pupil what to study, then finding out whether he has learned it or not, and then in case of failure, providing a penalty. Why does he consider this inadequate?
3. How does Kilpatrick think that open- and critical-minded citizens can be developed?
4. How does Kilpatrick advise teachers so that they may bring about that condition where children wish what they do rather than do what they wish?
5. Should a teacher compel a child to work?
6. What does Kilpatrick mean by purposeful activity?
7. What are the responsibilities of the teacher and parent for moral education?

There is another aspect of American education that merits the attention of the reader, the results of the application of the scientific method to the study of education. There was a time when almost all phases of the educational process were determined by guess work, by tradition, or by prejudice. This is still too much the case. But in recent years, with the development of educational experimentation, statistical methods, and refined ways of selecting, comparing, and interpreting data, the art of education finds itself in the way of becoming a science. Thus today we know vastly more about certain aspects of education than was ever known before. Psychological studies have given us mental tests and knowledge of individual differences. From this have come all sorts of plans for the grading and promotion of pupils, individual instruction, and teaching adjusted to the needs of special groups. Elaborate examination of the usages of adult life has given us much more knowledge of the arithmetic that is needed, of the spelling that is needed, of other subjects of the curriculum. Intensive investigation of methods of learning has given us new insight into teaching problems. We now know that the race is to the swift, that practice *does not always* make perfect, and that there are some royal roads to learning. The knowledge of school administration, of school finance, of personnel management of teachers, and the like, is advancing by leaps and bounds.

It is difficult to give this point of view in a single book. Most of the material is buried in scientific journals and professional textbooks.¹

¹ Consult files of the publications of the National Society for the Study of Education, the yearbooks of the Department of Superintendence and the research bulletins of the National Education Association, and the numbers of the *Journal of Educational Research*.

The Classroom Teacher at Work in American Schools, by George Drayton Strayer and N. L. Engelhardt—This book gives no aspect of the science of education in complete form. It is designed as a manual for teachers and tries to apply to their problems the best of scientific information to date. As you read it, remember that the authors were trying to help teachers better to perform their tasks. We use it here for quite a different purpose. You are advised to read it, so that you may see something of the applications of the new science of education. Notice how the first seven chapters form a summary of the other books that you have read in this course. The following questions may assist you:

1. What is the problem of the laggard in school, the child who has been left back? What can the teacher do to solve it?
2. What are standardized tests? Show their value and use.
3. How can a parent make use of standardized tests?
4. What should the parent or school patron know of latest developments in problems of class organization, school hygiene, records and reports, the school plant, and the interrelation of school and community?

It is a habit of older people to look with admiration on the conditions of the days of their youth. They say that young people are not so moral as they once were; that year by year politics becomes worse; that even the weather isn't what it used to be. Schools are not omitted from this attack. Many people think that education of the old days was much superior to that of today. One curious attestation of this fact occurred in a political campaign in the Middle West. A candidate for governor of one of our great states based part of his campaign on the promise that, if elected, he and his party would undertake to make the schools as good as they once had been in the days of the "little red school-house" of his boyhood.

Then and Now in Education, by Otis W. Caldwell and Stuart A. Curtis—The truth is that the schools of the United States were never so good as now. In the first 160 pages of the book recommended you will find a careful comparison of the work done in schools four score years ago and that which is done at the present time. The authors made a careful study of a survey that was made in Boston in 1845, took parts

of the same material, prepared it for present-day use, and tried it on modern schools. As you will see, a comparison of the results shows that the eighth-grade pupils of the present time are superior to those of 1845 in those features of education which deal with ability to think and solve problems. They are not so good as those of 1845 in memory

practice; and you have just seen how our schools of today compare with those of former years.

Our Faith in Education, by Henry Suzzallo—For a final summary and bird's-eye view, take up President Suzzallo's little monograph. It is brief. It is quite plain. In ninety-five small pages it gives the place of education in America; it outlines our problems, and it tells us what we must do. Read it at a single sitting. Note how it summarizes all that we have read.

Schools are the chief instruments that we use consciously to transfer personal freedom into liberty and to save it from corrupting license. They are the chief supports of a democratic system of life organized to give liberty and happiness a wider spread. They are the developers of initiative and appreciation, the makers of modesty and confidence in men. Their services are sanctified by a hundred historic civil guarantees and a thousand urges to a better life. We believe in them, because we aspire to that kind of civilization which cannot exist without their supporting strength.

All that is wrong behind us and weak around us, discouraging our enthusiasms for the good we see ahead of us, can be mended because we know that men and women can be improved under a correct social system and through the education which prepares human nature for it. In the task of improving men, all men and institutions must help. But the strategic place for human rationalization is in the schools. Here the teachers are the deliberate improvers of a plastic youth working through fact and thought to a plan. It is a large and inspiring task. They must believe in their work. And by the same arguments they should share their faith in education with those who need it most of all—the citizens of our American republic.¹

THIS ARTICLE on American Education is one of a series of reading courses, "Reading with a Purpose," published by the American Library Association. Those already on sale are:

BIOLOGY—Vernon Kellogg
ENGLISH LITERATURE—W. N. C. Carlton
TEN PIVOTAL FIGURES OF HISTORY—Ambrose W. Vernon
SOME GREAT AMERICAN BOOKS—Dallas Lore Sharp
FRONTIERS OF KNOWLEDGE—Jesse Lee Bennett
EARS TO HEAR: A GUIDE FOR MUSIC LOVERS—Daniel Gregory Mason
SOCIOLOGY AND SOCIAL PROBLEMS—Howard W. Odum
CONFLICTS IN AMERICAN PUBLIC OPINION—William Allen White and Walter E. Myer
PSYCHOLOGY AND ITS USE—Everett Dean Martin
PHILOSOPHY—Alexander Meiklejohn
OUR CHILDREN—M. V. O'Shea
RELIGION IN EVERYDAY LIFE—Wilfred T. Grenfell
THE LIFE OF CHRIST—Rufus M. Jones
AMERICAN EDUCATION—William F. Russell

Other courses in preparation are:

ECONOMICS—Leon C. Marshall
THE PHYSICAL SCIENCES—E. E. Slosson
MENTAL HYGIENE—Frankwood E. Williams
APPRECIATION OF SCULPTURE—Lorado Taft
CONTEMPORARY EUROPEAN HISTORY—Herbert Adams Gibbons
THE POETRY OF OUR OWN TIMES—Marguerite Wilkinson
RECENT UNITED STATES HISTORY—Frederic L. Paxson
APPRECIATION OF PAINTING—Henry Turner Bailey
APPRECIATION OF ARCHITECTURE—Lewis Mumford

work. The book also reveals what the authors themselves think good education to be and you can see their predictions for the future. As you read the book, note these problems:

1. What were the schools of Boston like in 1845?
2. How efficient were the schools in the good old days when "children really learned something"?
3. How did they make the old tests suitable for modern use?
4. What were the results?
5. In what directions do the authors think education is likely to improve in the future?

If you have followed this course up to this point you should now have a fairly good idea of what education is, its place in American life, how the two great American developments—a more liberal method of teaching and school discipline and a more scientific study of educational problems—have operated in

MAN IS NOT put into the world as a finished product of a predetermined limitation of capacity and development. He is not branded or stamped like a jug with its limit, as "one-gallon" or "five-gallon." There are no men thus predetermined as "one-talent" men, or "two-talent," or "five-talent." If man wished to thus limit himself it is he who does it, not Nature. We know the potentialities of no child that was ever born. We arrogate much to our own ignorance when we thus seek to fix individual limits. The biographies of the world's great ones have told this story thousands of times. Nature has been speaking to man the same message in countless instances through the ages, but he has not heard, or, if he has heard, he has not comprehended.—From *The American Educational Digest*.

¹ Suzzallo, *Our faith in education*, pp. 106-8. The author is president of the University of Washington.

Visit the Dame School

JESSIE GRAY

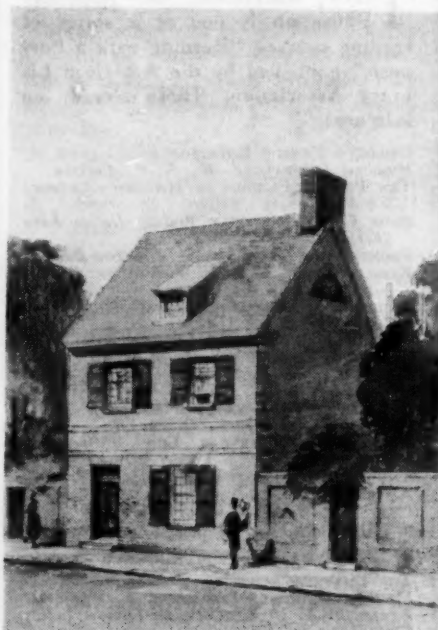
Philadelphia Normal School, Philadelphia

THE EXPOSITION that is to show Philadelphia to the world as a leader in the manufacture of locomotives, hats, tools, hosiery, hardware, and glazed kid demonstrates as well its leading place in the making of our nation. The nation was born here. Here the Declaration of Independence was written and the Constitution drafted. Here the first postmaster general was appointed and the first bank was established. The first commodore began the building of our navy here, and here the first U. S. Mint and Treasury were established. No other city has such priceless memories, nor such historical shrines to be cherished, not merely for boasting, but as a challenge for improved citizenship to become worthy custodians of such a glorious past. With this wealth of material prosperity, this wealth of historic prestige, this spiritual wealth, a just civic pride calls to all citizens to help visualize the true Philadelphia as a city, not only wealthy and proud, but a city where hospitality and graciousness bespeak the interpretation of the city's name to every visitor. This year, we Philadelphians will have an opportunity to work shoulder to shoulder to demonstrate to visitors that ancestry and correct living produce wonderful results in cities no less than in individuals.

Our historic presentation of Philadelphia at the Sesqui will be graphically seen in High Street, the replica of old Market Street, Philadelphia, where may be seen on either side the houses in which Revolutionary history was made—the Washington House where the first great American lived as our President for seven years, the Morris House, the home of the great Revolutionary Superintendent of Finance, the Declaration House, in which was written the Declaration of Independence, the Girard House, the Hoxley House, the First Christ Church. One side of this street is seen in the view at the bottom of the page. Reading from

the left, Town Hall, Meeting-house, Dame School, and Franklin Printing Shop.

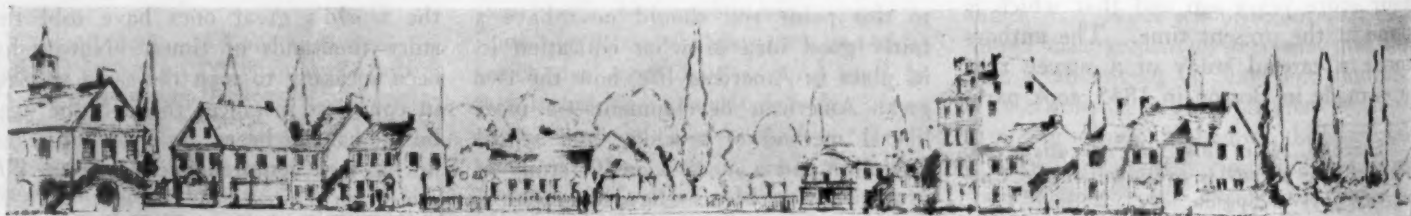
Quite right that the teachers of Phila-



delphia, under the leadership of its largest and most influential organization of teachers, The Philadelphia Teachers Association, with a membership of 7200, should be asked by the Sesqui authorities to sponsor the success of this place of hospitality known as the Dame School. Quite right that here teachers should extend the right hand of fellowship to visiting teachers from all parts of the state, the nation, the world; quite right that they should cooperate to draw hostesses here each day from the city, state, and nation.

The interior of this house will be one large room with a small portion railed off in which will be staged a Dame School to show how we began our common schools and how far modern methods and education have taken us in one hundred fifty years. Adjoining will be a large reception room, comfortably fur-

nished by the Philadelphia Teachers Association, as a resting-place for teachers to gather and register from all parts of the world. Copies of the New England Primer will be distributed through the courtesy of Ginn and Company; maps of old Philadelphia copied from an original made when Philadelphia was laid out by Penn, will also be distributed. This will add a contrast to emphasize our phenomenal growth to the largest city, in extent, in the world, and the seventh largest in point of population. The Philadelphia Teachers Association plans to have associate hostesses each day, not only from their own Association, but from each county of the state and each state of the United States. Hostesses will be registered, and the day they help designated by the name of the county, as well as the name of the state they represent. Thus, July 1 might be (together with our own teachers) Chester County Day and New York Day; August 3, Erie County and California Day. Historic societies and parent-teacher associations will be asked to help furnish assistant hostesses. The Philadelphia Teachers Association plans thus to emphasize the growth of a professional interest and influence which embraces, not only the teachers, but the community, the state, and the nation to emphasize that we organize our teacher associations to make the wider contact and get the broader vision for greater influence and helpfulness, to cooperate that the product of the schools may more quickly and efficiently get to work in the life and progress of the city and state. This is the reason the Philadelphia Teachers Association plans to make the hospitality of the Brick House their share in the success of the Sesqui, this is how it plans to say to all who visit with us that the city, the state, the nation are united in a spirit of glad service and gracious comradeship. Be sure to visit the Brick House Dame School.



Announcing the Summer Convention

Philadelphia—Sunday, June 27-Friday, July 2, 1926

THE CHALLENGE of Childhood to the Teachers of America has been announced by President Mary McSkimmon, of the National Education Association, as the central theme of the Association's Sixty-fourth Annual Convention, which will be held in Philadelphia, June 27-July 2, just as the Sesquicentennial Exposition is getting well under way. The week of meetings will begin with a vesper service on Sunday afternoon, June 27, in Independence Square. The Representative Assembly will convene in its four regular sessions on the forenoons of Tuesday, Wednesday, Thursday, and Friday, June 29-July 2. Attendance at these conventions has become so large that more than one meeting-hall is necessary to accommodate the crowds. Accordingly, two simultaneous general sessions with notable programs have been arranged for persons not participating in the Representative Assembly. These will be held each forenoon, beginning Monday and ending Thursday. The afternoons of Monday, Tuesday, Wednesday, and Thursday will be given over to meetings of departments, allied associations, and other features. General sessions will be held each evening from Sunday, June 27 to Thursday, July 1, in the Sesquicentennial Exposition Auditorium. It is expected that these evening sessions will be broadcast—a fact which members will do well to call to the attention of interested friends.

A year of hard work by President McSkimmon and her colleagues, combined with the attractiveness of a convention in Philadelphia in connection with a great patriotic exposition, has drawn into the programs this year an unusual variety of significant talent. As tentatively arranged, the programs follow.

Sunday, June 27. A vesper service will be held in the afternoon in Independence Square, with an address by a noted speaker.

At the Sunday evening meeting the teachers of America will be welcomed to the city of Philadelphia and to the state of Pennsylvania. There will be addresses by Mayor W. Freeland Kendrick, State Superintendent Francis B. Haas, City Superintendent Edwin C. Broome, and Joseph R. Wilson, director of education and social economy for the Sesquicen-

nial. Superintendent William M. Davidson, of the Pittsburgh schools, will close with an address on "What Pennsylvania



MARY MCSKIMMON, *president of the National Education Association, 1925-26, and principal of the Pierce School, Brookline, Massachusetts.*

Has Done to Enrich the Life of the Child."

Monday, June 28. The day's program includes two general sessions in downtown theaters during the forenoon, a score or more of meetings of departments and allied organizations in the afternoon, and a general session in Exposition Auditorium in the evening. The program of general session A, meeting in the forenoon, includes: Meeting the Needs of Special Classes of Boys, C. E. Cleveland, principal of Benson Polytechnic High School, Portland, Oregon; The Law's Protection of Childhood, Grace Abbott, chief of Children's Bureau, U. S. Department of Labor, Washington, D. C.; Last Summer's Round-Up of Five to Six-year-old Children, Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, Ambler, Pa. The program will conclude with the showing of the Yale motion picture on American Independence.

The program of general session B includes: Leadership for Tomorrow, Cam-

eron Beck, personnel director of the New York Stock Exchange, New York City; Radio and the Child, A. Atwater Kent, president of the Atwater Kent Manufacturing Co., Philadelphia; Motion Pictures and the School Children, Hon. William David Upshaw, Member of Congress from Georgia; Newspapers and the Children, by Julia M. Traver, school editor of the *Rochester Democrat and Chronicle*, Rochester, N. Y. This program will also feature the Yale film on American Independence.

The program of the Monday evening general session includes the official address of President Mary McSkimmon and addresses by Superintendent William McAndrew, of the Chicago schools, on The Declaration and the School, and by John H. Finley, editorial department of *The New York Times*, on Education and the World's Children. This session will be followed by a general reception.

Tuesday, June 29. The day's program includes the first business session of the Representative Assembly and two general sessions in the forenoon, departmental meetings in the afternoon, and a general session in the Exposition Auditorium in the evening. At the Representative Assembly there will be reports of the Committees on Credentials, Rules, Elections, Child Labor, Health Education, and International Relationships. Following these there will be nominations for president, vice-president, and treasurer, and a roll call of states for the nominations of state directors.

General session A will feature rural education, including The Child and the Rural School, Florence M. Hale, state agent for rural education, Augusta, Maine; Transforming the Rural School, Marie Turner Harvey, State Teachers College, Kirksville, Mo.; and Children as Promoters of Community Programs, Willis A. Sutton, superintendent of schools, Atlanta, Ga.

General session B, meeting at the same time, will include Bringing Big Outlooks of Science into the School, David Diest, science editor of the *Cleveland Press*, Cleveland, Ohio; Preventing Delinquency Among Children, William Healy, director of the Judge Baker Foundation, Boston, Mass.; and New Roads to Childhood, by Annie Carroll Moore, supervisor of work with chil-

dren, Public Library, New York City. On Tuesday evening, members will have the rare privilege of hearing the Philadelphia Orchestra in a symphony concert.

Wednesday, June 30. The day's program includes the second business session of the Representative Assembly and two general sessions in the forenoon and a general session in the evening. At the Representative Assembly there will be reports of the Committees on Teaching of Democracy; Classroom Teachers Problems; Visual Education; American Education Week; Rural Teachers Problems; the Problem of Tenure; and the Legislative Commission.

The program of general session A includes an illustrated study of preschool age, by Bird T. Baldwin, director of Iowa Child Welfare Research Station, State University of Iowa; Industry's Interest in the Education of the Child, R. L. Cooley, director of vocational education, public schools, Milwaukee; and *The Child and the Mill*, by Katharine Dozier, Gainesville, Ga.

The program of general session B, meeting simultaneously, includes: Teaching Service Through the Junior Red Cross, Arthur W. Dunn, director of the American Junior Red Cross, Washington, D. C.; Utilizing Children's Special Gifts, Flora Drake, assistant superintendent of schools, Indianapolis, Ind.; Legislation in the Interests of Childhood, Francis G. Blair, state superintendent of public instruction of Illinois; *The Child's Greatest Need—the Professional Teacher*, Uel W. Lamkin, president, Northwest Missouri State Teachers College, Maryville, Mo.

The program of the Wednesday evening general session includes: *The Children of Today*, by Angelo Patri, principal of Public School No. 45, New York City; *Getting the Standpoint of the Child*, Brooks Fletcher, member of Congress from Ohio; *The Final Test of the American School's Success*, Randall J. Condon, superintendent of schools, Cincinnati, Ohio.

Thursday, July 1. The day's program includes the third business session of the Representative Assembly and two general sessions in the forenoon, meetings of departments and allied organizations in the afternoon, and a general session in the evening. At the Representative Assembly there will be reports of the Committees on Standards, Requirements, and Credits for Teachers in Service; Educational Nomenclature; Ethics

of the Profession; Editorial Council; American School Program; Retirement Allowances; Community Relations; School Museum Relations; and Homes for Retired Teachers.

The program of general session A includes: *The Classroom Teacher as a*

tector of the Rights of Childhood, Velda C. Bamesberger, director of instruction and curriculum, Oklahoma City; and an address by Edwin D. Starbuck, professor of philosophy, State University of Iowa.

The program of the Thursday evening general session includes: *Ideals of American Citizenship of Tomorrow*, Rabbi Stephen S. Wise, New York City; *Developing Objectives of Education*, Payson Smith, state commissioner of education, Boston, Mass.; *The Child's Birthright in Art*, Henry Turner Bailey, director of the Cleveland School of Art, Cleveland, Ohio.

Friday, July 2. The day's program includes the fourth and final business session of the Representative Assembly. There will be reports of the Committees on Co-inclusive Membership; Revision of Departments; Research Advisory; Necrology; and Committees. Secretary J. W. Crabtree, Treasurer Henry Lester Smith, and Chairman Walter R. Siders, of the Board of Trustees, will also give their reports. The session will be concluded by the reports of the Executive Committee and Board of Trustees and the Committee on Resolutions. Election of officers will be announced.

CONVENTIONS — America has come to be a land of many meetings. The national groups that gather each year run literally into the tens of thousands. Is all this activity worthwhile? We believe it is. It is the price of learning to work together. It is a means of finding the common denominator of widely varying human needs and ambitions. It is a part of the democratic movement to guarantee to all the best there is so far as they are able to appreciate that best. This subject came up once on a train following a convention. Said a veteran in the profession, "Years ago, I went to my first national meeting. There I found a friend. That friendship changed the course of my whole life. It has been worth all the dues and all the carfare I have paid through the years for teachers' associations." Said a woman across the aisle, "I found myself at my first national convention. Until then teaching for me had been a necessary bread-and-butter business. As I listened to inspiring speeches, I became aware that I was a servant in the greatest civic enterprise the world has seen. Eagerness, enthusiasm, and faith in childhood came into my teaching then and have made life bright ever since."

CONVENTION PROGRAMS

Sunday, June 27

4.00 P. M. Vesper service in Independence Square.

7.30 P. M. General session in Exposition Auditorium.

Monday, June 28

8.30 A. M. General sessions.

2.00 P. M. Meetings of departments and allied organizations.

7.30 P. M. General session in Exposition Auditorium.

Tuesday, June 29

8.30 A. M. First business session of the Representative Assembly.

General sessions for persons not participating in Representative Assembly.

2.00 P. M. Meetings of departments and allied organizations.

7.30 P. M. General session in Exposition Auditorium.

Wednesday, June 30

8.30 A. M. Second business session of the Representative Assembly.

General sessions for persons not participating in Representative Assembly.

7.30 P. M. General session in Exposition Auditorium.

Thursday, July 1

8.30 A. M. Third business session of the Representative Assembly.

General sessions for persons not participating in Representative Assembly.

2.00 P. M. Meetings of departments and allied organizations.

7.30 P. M. General session in Exposition Auditorium.

Friday, July 2

8.30 A. M. Fourth and final business session of the Representative Assembly.

Discoverer of the Special Needs of Childhood, Julia E. Sullivan, president of the Department of Classroom Teachers, Boston, Mass.; and addresses by James F. Hoscic, Teachers College, Columbia University; *The Schools of Tomorrow*, J. J. Tigert, U. S. Commissioner of Education.

The program of general session B, meeting at the same time, includes: *The Education of the Volunteer in Girl Scout Organization*, Sarah Louise Arnold, president of the Girl Scouts of America; *The Superintendent as a Pro-*

Tentative Programs of Departments and Allied Organizations

NATIONAL COUNCIL OF EDUCATION will hold three sessions, June 26, June 28, and June 29. At the Saturday evening session, Mrs. Dorothy Canfield Fisher will speak on Adult Education as the Next Battle in Our Democracy's Fight for Existence. Monday's program will include reports of committees on vocational education and teacher participation in administration. On Tuesday's program there will be addresses by William C. Bagley, Teachers College, Columbia University, and George S. Counts, Department of Education, Yale University. Francis G. Blair, state superintendent of public instruction for Illinois, will speak on What Can Education Do to Integrate the Problems of Life?

Department of Adult Education will meet Monday, Tuesday, Wednesday, and Thursday afternoons. The theme of the Monday session is Education for Citizenship for Young and Old. The program includes: The Work of the U. S. Bureau of Education in Adult Education, L. R. Alderman, specialist in adult education, U. S. Bureau of Education, Washington, D. C.; The Native Illiterate: the Progress and the Peculiar Problems in his Instruction, Miss Willie Lawson, deputy state superintendent of public instruction, Little Rock, Ark.; The Use of Tests and Measures in Adult Immigrant Education, Edward L. Thorndike, Teachers College, Columbia University; The Adult Educational Interests and Activities of Our Foreign Language Organizations, Read Lewis, director, Foreign Language Information Service, New York City.

Tuesday's program follows: What a State Commission on Illiteracy Can do in Unorganized States, Victoria Lyles, state department of public instruction, Oklahoma City, Okla.; Training Teachers in Service, and

the Enrolment Problems, Miss Wil Lou Gray, 514 West 122d Street, New York City; An Articulate Adult Educational Program for a State and a City, Robert Hill, Council of Immigrant Education, New York City; Determinism as Applied to our Treatment of the Foreign-born, William C. Bagley, Teachers College, Columbia University; Congressional Aims and Policies in: (1) Naturalization and its Problems, Thomas B. Shoemaker, deputy commissioner of naturalization, Department of Labor, Washington, D. C.; (2) Immigration and its Problems; Causes and Results of a Restricted Immigration Policy, W. W. Husband, second assistant secretary of labor, Washington, D. C.

On Wednesday morning, the Department will have an excursion to Newark and Wilmington, Del. This will include luncheon at State University, Newark, and demonstration with native illiterates, naturalization hearing, banquet and pageant, and naturalization ceremony. The only expense will be railroad fare, not more than \$2.

The Thursday afternoon program includes: The Objectives of the 1930 Census; The Problems of Immigration and Naturalization; The Non-English Speaking Worker and the Problems of Labor.

Department of Business Education will meet Tuesday noon and afternoon, and Thursday afternoon. On Tuesday the annual luncheon conference will be given under the auspices of the Philadelphia Chamber of Commerce, with its president, Phillip H. Gadsden, presiding. The subject, What Business Wants, will be discussed under the heads: Attitude of Worker toward Increasing his Bodies of Knowledge and Improving his Skills; Desired Social Relationships of Worker in Business, or the Art of Negotiating; and Attitudes and Character Development in Business.

The Tuesday afternoon program will have for its theme, Factors in the Improvement of Commercial Education. It includes: The Need of an Experimental and Research School of Commercial Education, R. J. Leonard, director, school of education, Columbia University; The Need of Research in Commercial Education from the Business Man's Point of View, Herbert P. Sheets, secretary-treasurer, National Retail Hardware Association, Indianapolis; The Relation of Business Education to Good Citizenship, E. G. Blackstone, commercial teacher training division, State University of Iowa; Commercial Education in the Junior High School; The Teaching of Salesmanship, Helen Haynes, instructor of retail selling, Emmerich Manual Training High School, Indianapolis; Discussion led by Clyde B. Edgeworth, supervisor of commercial education, public schools, Baltimore, Md.

At the banquet on Wednesday at 6:30 P.M., John J. Tigert, U. S. Commissioner of Education, Washington, D. C., will give the address.

The theme of Thursday afternoon's program is the Significance of Recent Research and Experimental Work in Commercial Education. The program follows: Significance of Recent Studies for the Teaching of Short-hand, Juvenilia Caseman, New York City; Significance of Stroke Sequence Studies in Typewriting, Clyde R. Rowe, Pittsburgh, Pa.; Significance of Recent Studies for the Teaching of Transcription, Esther E. Hanna, Westwood High School, Westwood, N. J.; Correlating Clerical and Bookkeeping Content with Employment Opportunities, Lloyd L. Jones, vocational counselor, West Commerce High School, Cleveland, Ohio; The Future of Commercial Education, E. W. Barnhart, chief, commercial education service, Federal Board for Vocational Education, Washington, D. C.; Discussion led by John



G. Kirk, director, commercial education, public schools, Philadelphia.

Department of Classroom Teachers will meet Tuesday and Thursday afternoons. The theme of the program on Tuesday is America's Challenge to Her Teachers. The program includes: How the Classroom Teacher is Meeting the Needs of the Child; Through Teacher Preparation, Joseph Rosier, president, State Teachers College, Fairmont, W. Va.; Through Character Training, Milton Fairchild, president, Character Education Institution, Washington, D. C.; Through Better Instruction, Guy M. Wilson, professor of education, school of education, Boston University; Through Training for a Worthy Use of Leisure Time; Through Cooperation with the Home; The Classroom Teacher and the Curriculum, James F. Hoscic, Teachers College, Columbia University.

Thursday's program includes reports of members of the Executive Committee and the committees on Reduction of Clerical Work, Teacher Rating, and Retardation Costs. These reports will be followed by recommendations of regional conferences, the president's report and recommendations, and the election of officers.

The annual dinner will be held at 6:30 P.M. on Thursday, July 1. There will be a conference of editors of publications published by classroom teachers' organizations, on Sunday evening, June 27, at 8 P.M. in the Bellevue Stratford Hotel.

Department of Deans of Women will hold a tea at 4 P.M. in the Pennsylvania Building on the Sesquiennial grounds. This department will have a luncheon at the College Club at 1 o'clock Tuesday, 13th and Spruce Streets, price \$2. On Thursday, July 1, at 4 P.M. there will be a tea at the New Century Club on South 12th Street. There will be no charge for the teas. Laura H. Carnell, of Temple University, Philadelphia, is in charge of arrangements.

Department of Elementary School Principals will hold meetings on Monday, Tuesday, and Thursday afternoons. The program for Tuesday is: Our Past, Present, and Future, as Seen by the Old Guard, Ide G. Sargeant, Principal, Public School No. 10, Paterson, N. J.; The Value of a Demonstration School, Abby Porter Leland, principal, John Hancock School, New York City; The Practical Aspects of Religious Instruction, Frank L. Eversull, principal, Woodward School, St. Louis, Mo.; The Principal and the Improvement of Teachers in Service, Francis G. Blair, state superintendent of public instruction, Springfield, Ill.

Tuesday's program includes reports of committees on resolutions, enrolment, nominations, and election of officers by ballot. The secretary and the treasurer will report, and President Mary McSkimmon will give a word of greeting, prior to the main address, The Education of the Elementary School Principals, by Henry W. Holmes, dean of the department of education, Harvard University.

The annual dinner will be held Tuesday evening, June 29, at 6 o'clock.

Thursday afternoon, there will be reports of committees on Standards and Training, Salaries, and Educational Progress, followed by Research and the Principalship, John K. Norton, director, research division, National Education Association; Training for Citizenship by Means of Student Activities, Courtland V. Davis, principal, J. E. B. Stuart School, Norfolk, Va.; The Single Salary Schedule for Principals, W. F. Webster, superintendent of schools, Minneapolis.

Department of Kindergarten Education will meet Monday and Tuesday afternoons at 2 o'clock. The theme of the Monday afternoon program is Contributions of the Nursery School to Kindergarten-Primary Education. It includes: Training the Nursery School Child, Harriet M. Johnson, director of the nursery school, Bureau of Educational Experiments, New York City; Training the Parent Through the Nursery School, Abigail Eliot, director of the Ruggles Street Nursery School and Training Center, Boston, Mass.; Training the Teachers of Nursery Schools, Patty Smith Hill, director, Department of Kindergarten-First Grade Education, Teachers College, Columbia University; Motion picture of the Manhattanville Nursery School, New York City.

Experimental Studies in Kindergarten-Primary Education is the theme of Tuesday's program, which is: Relation of the Classroom Teacher to Research, John K. Norton, director, research division, National Education Association; Classroom Experimentation in Curriculum Building, Bessie M. Gambrell, associate professor of elementary education, Graduate School, Yale University; A Study of Excursions in the Kindergarten, Helen Coe Clowes, and Florence Edwards, critic and training teachers in the Cleveland Kindergarten-Primary Training School, Cleveland, Ohio; Lantern slides illustrating the Excursion Study.

The Department will hold a joint luncheon with the National Council of Primary Education on Wednesday, June 30, at 12:30 P.M. The chairman of the committee in charge is Julia Wade Abbot, supervisor of kindergartens, public schools, Philadelphia.

Department of Rural Education will meet Tuesday and Thursday, June 29 and July 1. The program for Tuesday follows: The Federal Government and the Rural School, J. J. Tigert, U. S. Commissioner of Education; The State and the Rural School, John H. Logan, state commissioner of education for New Jersey; The County and the Rural School; and The Teachers College and the Rural School.

Thursday's program includes answers to America's challenge to her teachers by (1) a rural school teacher, (2) a principal of a consolidated school, (3) a supervisor of rural schools, Cora Pearson, supervisor of elementary schools, Montgomery County, Montgomery, Ala., (4) a representative of the parent-teacher associations.

Department of School Health and Physical Education will meet on Tuesday and Thursday afternoons. Tuesday's program includes: The School Program in Physical Education, Clark W. Hetherington, New York Uni-

versity; Public School Health and Physical Education, Grover W. Mueller, special assistant, Department of Physical Education, Philadelphia; Physical Education for the College Girl, Agnes R. Wayman, professor of physical education and hygiene, Barnard College, New York City; The Sportsman-ship Brotherhood, Percy R. Creed, secretary, National Association of the Sportsman-ship Brotherhood, Inc., New York City; A Working Plan of Sportsman-ship, Daniel Chase, chief, State Bureau of Physical Education, Albany, N. Y.

Thursday's program includes: Health and Physical Education in the Public Schools, Clifford J. Scott, superintendent of schools, East Orange, N. J.; Teaching and Supervising Health Education, Elma Rood, George Peabody College for Teachers, Nashville, Tenn.; The Prevention and Control of Common Contagious Diseases among School Children, Phillip M. Stimson, M. D., Cornell Medical School, New York City; The Relation between Recreational Activities and Mental Hygiene, Frankwood E. Williams, M. D., chairman, National Committee for Mental Hygiene, New York City.

Department of Science Instruction will hold a joint meeting with the American Nature Study Society on Monday, June 28, at 2 P.M. The program is: Nature Work with Children of the Elementary School Age, George R. Green, president, American Nature Study Society, State College, Pa.; The Contribution of the Coordinating Council of Nature Activities of the Children's Organizations Outside of the Schools, G. Clyde Fisher, director of education, American Museum of Natural History, New York City; The Contribution of the American Nature Association, Arthur Newton Pack, president, American Nature Association, Princeton, N. J.; Nature Work in Open-air Schools, Jessie H. Sickles, special teacher in open-air schools, Rochester, N. Y.; Nature Work in Hawaii, Emma Davis, supervisor of nature study, public schools, Honolulu, Hawaii; Nature Study as I See It, Anna Botsford Comstock, professor of nature study, Cornell University.

On Tuesday the Department will meet and hold the following program: The Use of the Question in General Science Teaching, C. E. Underhill, editor and manager of *General Science Quarterly*, State Normal School, Salem, Mass.; The Cultural Side of Chemistry, Edgar F. Smith, department of chemistry, University of Pennsylvania, Philadelphia; The Place of Class Experiments in an Elementary Physics Course, N. Henry Black, Jefferson Physical Laboratory, Harvard University.

Department of Secondary School Principals will meet on Monday and Tuesday afternoons. On Monday, the subject, Practical Procedure in Character Education in High Schools, will be presented by C. V. Courter, principal of the Flint High School, Flint, Mich., and Fred M. Hunter, superintendent of schools, Oakland, Calif. Tuesday's theme will be the Problem of Individual Capacities, presented by H. M. Corning, superintendent of schools, Trinidad, Colo.; William A. Wetzel, principal, Senior High

School, Trenton, N. J.; and A. J. Stoddard, superintendent of schools, Bronxville, N. Y.

Department of Social Studies meets on Monday, June 28, at 2 P.M. The theme, *Making the Contributions of the Social Studies Effective: How Should the Social Studies Benefit Our Pupils? Are They Doing What They Ought? How Work Better?*, will be discussed from the viewpoints of a state superintendent, a college professor, a secondary school principal, and a classroom teacher, represented respectively by A. B. Meredith, Mrs. Anna Lane Lingelbach, Charles C. Tillinghast, and Edgar C. Bye. The general discussion will be opened by J. Lynn Barnard, state director of social studies, Harrisburg, Pa.

Department of Visual Instruction will hold three afternoon meetings—Monday, Tuesday, and Thursday. The first hour of the Monday session will be devoted to ten or more class demonstrations in specially prepared classrooms on the floor on the Commercial Museum. The second hour will be given over to a debate on the relative merits of the film strip and the glass lantern slide; discussion of the advantages and disadvantages of narrow gauge and standard width films for classroom work; an address on the power of the picture page; and a showing of educational motion pictures.

At the Tuesday session there will be class demonstrations illustrating the use of objective material in instruction and papers by heads of various museums.

School journeys will be made under the direction of C. F. Hoban, director of visual instruction, state department of public instruction, Harrisburg, Pa. Thursday afternoon after the business meeting there will be an address on the administration of visual instruction and a showing of educational motion pictures.

American Classical League will meet Tuesday afternoon, June 29, in the auditorium of the University Museum at the University of Pennsylvania. Prior to this, there will be an executive board meeting on Monday evening, June 28.

Conference on Thrift Education will be held Tuesday afternoon, June 29. Arrangements are in charge of Arthur H. Chamberlain, secretary of the California Council of Education, San Francisco.

Conference on Art Education will be held Monday afternoon. The program follows: Address, Henry W. Kent, secretary, Metropolitan Museum, New York City; *The Practical Values of Art*, Royal B. Farnum, director of art, state department of education, Boston, Mass.; *How Standardize Art Courses?* T. M. Dillaway, director of arts, public schools, Philadelphia; *Discussion—Aims and Tendencies in Art Education*, led by T. M. Dillaway.

Conference on Lip Reading for Hard-of-Hearing School Children will be held Tuesday, June 29, at 2 P.M. The program includes: *General Problem of the Hard-of-hearing Child*, Martha E. Bruhn, principal,

Müller-Waile School of Lip Reading, Boston, Mass.; *What is Being Done Now: (a) Clinical and Prevention Work; (b) School Work with the Hard-of-hearing Child*, Marion S. Clark, teacher of lip reading, public schools, Cambridge, Mass.; (c) *Social Aspects of the Deafened Child Problem*, Annetta W. Peck, executive secretary, New York League for the Hard of Hearing, New York City; *What Does Scientific Hearing and Ventilating Mean to the Deafened?* Alice G. Bryant, otologist, Boston, Mass.; *Demonstration of Lip Reading*, Martha E. Bruhn, Boston, Mass.

National Association of Visiting Teachers will meet several times during the Convention. At the round table on Tuesday morning, 9:30 A.M., Rhea Kay Boardman, visiting teacher, Red Bank, N. J., will speak on *Job Analysis of the Visiting Teacher's Work*. Tuesday afternoon, June 29, at 12:30 a group luncheon will be given. At 2 o'clock the following program will be given: *How the Visiting Teacher's Point of View Can Be of Help* (1) *To Classroom Teachers*, Herbert S. Weet, superintendent of schools, Rochester, N. Y., and Helen R. Smith, visiting teacher, New York City; (2) *To Teachers in Training*, W. Carson Ryan, department of education, Swarthmore College, and Sara M. Holbrook, University of Vermont.

Following the business meeting on Wednesday morning, there will be a round table. A luncheon will be given at the Bellevue Stratford Hotel on Wednesday at 12:30 P.M. The School as a Social Force will be discussed from the standpoints of the social worker and the psychiatrist. A picnic supper will be given at Green Valley Inn on Wednesday, June 30, at 6 P.M. The Thursday afternoon meeting will be addressed by Howard W. Nudd, chairman, National Committee on Visiting Teachers, and director, Public Education Association, New York City.

National Congress of Parents and Teachers will meet Tuesday afternoon, the theme of the program being *America's Challenge to her Parents*. The program follows: *The Responsibility of the Parents for the Mental Hygiene of Children*, D. A. Thom, chairman of the Committee on Mental Hygiene, National Congress of Parents and Teachers, Boston, Mass.; *The Play Spirit in the Home*, J. W. Faust, chairman of the Committee on Recreation, National Congress of Parents and Teachers, New York City; *The National Congress of Parents and Teachers*, Mrs. Edward C. Mason, second vice-president and director of the Department of Organization, National Congress of Parents and Teachers, Winchester, Mass.; *The Value of Parent-Teacher Cooperation*, Mrs. Hugh Bradford, president, California Congress of Parents and Teachers, Sacramento, Calif.; *What the Schools Should Gain from Parent-Teacher Cooperation*, William B. Owen, president, Chicago Normal College.

National Council of Geography Teachers' Conference will meet on Thursday afternoon at 2 P.M. The program includes addresses on *Some Essentials for Achieving Child Development in Geography Lessons*; *Demonstration Lessons with Pupils*; *How Geog-*

raphy Lessons May Contribute to a World Viewpoint. An exhibit of reference materials will be available for study by teachers.

National League of Teachers' Associations will meet Monday afternoon, June 28, in the Betsy Ross Room, Benjamin Franklin Hotel. Reports will be made by the president, secretary-treasurer, and the following standing committees: Social, Professional, and Economic Status of Teachers, Edward LeRoy Moore, San Diego, Calif.; Legislative, Florence Kimball, Minneapolis; Membership, Myrtle U. Hooper, Minneapolis; Educational Ideals and Course of Study, Gladys Evelyn Moorhead, Los Angeles, Calif.; Radio Committee, Robert R. Smith, Chicago, Ill. Reports of Special Studies include (1) *Councils by Kansas City Teachers Club*; (2) *Scholarships*, by Indianapolis Grade Teachers Association; and (3) *Finances of Teacher Organizations*, by San Francisco Grade Teachers Association.

Wednesday at 12:30 a luncheon will be held at the Benjamin Franklin Hotel, at which the Dallas Grade Teachers' Council will report on the relation of teacher organizations to other civic bodies, and the Los Angeles Teachers' Association will report on a comparison of constitutions of voluntary teacher organizations. William H. Allen, director, Institute for Public Service, New York City, will speak on *Teacher Benefit from Efficient Publicity*.

National Organization of Secretaries of State Education Associations will meet Saturday, June 26, at 9:30 A. M. and hold a luncheon that noon at the Benjamin Franklin Hotel. Monday afternoon there will be a meeting of the Service Bureau of State Teachers' Associations.

Scholastic Press Conference will be held Thursday afternoon, July 1, and will be addressed by R. G. Reynolds, of Teachers College, Columbia University. Joseph M. Murphy, secretary of the Columbia Scholastic Press Association, New York City, is chairman of arrangements.

School Garden Association of America will hold a conference of the National Committee on Nature Education, June 29, at 2 P.M. The reports of committees include *Methods of Teaching Nature*, Annie G. Harvey, Fresno, Calif.; *School Laboratory for Nature Education*, M. I. Smith, Hibbing, Minn.; *Equipment for Nature Education*, Katherine E. Dolbear, New Rochelle, N. Y.; *Nature Course of Study*, Will H. Sherzer, Ypsilanti, Mich. Margaret Knox, principal of public school No. 15, Manhattan, New York City, will lead the discussion on *Improvement of Nature Teaching*.

The regular annual meeting of the School Garden Association will be held Thursday, July 1. The discussion on *The Future of School Gardens in America* will be led by L. A. DeWolfe, Truro, Nova Scotia.

A Conference of Junior High School Principals will be held Monday afternoon, June 28. Mr. H. E. Warner, principal, Hine Junior High School, Washington, D. C., will act as secretary.

BUILDING OUR PROFESSION

Enlistments for Life

THE INCREASED professional interest of the rank and file of teachers has been manifested by a most rapid growth in membership. This growth has not been confined to that of regular active membership, however. Many are taking advantage of the opportunity to enlist for life. The profession is to be commended, in that those becoming life members are not interested primarily in the benefits they will receive personally, but take pride in contributing to a fund that will aid the Association to render more valuable service in the generations to come.

The complete list of life members, 317, includes 26 past presidents and life directors, and 46 members who came in between 1884 and 1899. Under the more recent plan, 94 life members were added from September, 1921, to September, 1925. A list of the names appears in the 1925 Volume of Proceedings. The following list represents the life members added since that time up to April 20, 1926:

Alleshouse, A. C., Lemon City, Florida.
Amick, Thomas Cicero, Elon College, North Carolina.
Ashley, Frank L., Hamlet, North Carolina.
Ayres, Florence N., New Brunswick, New Jersey.
Baker, Edna Dean, Evanston, Illinois.
Ballou, Frank Washington, Washington, D. C.
Barnard, Raymond H., Springfield, South Dakota.
Bennett, Howard S., Rochester, New York.
Bennion, Milton, Salt Lake City, Utah.
Bodwell, Edwin J., Ames, Iowa.
Booth, Emerit E. (Miss), Warren, Ohio.
Briggs, Eugene S., Okmulgee, Oklahoma.
Brinsor, Ira Shearer, Lewes, Delaware.
Brittain, M. L., Atlanta, Georgia.
Brownell, Herbert, Lincoln, Nebraska.
Burdette, Mrs. Clara B., Pasadena, California.
Camp, George W., Bowdon, Georgia.
Cannon, Arthur M., Hood River, Oregon.
Cantwell, J. W., Wichita Falls, Texas.
Cassidy, M. A., Lexington, Kentucky.
Condon, Randall J., Cincinnati, Ohio.
Converse, Frank E., Beloit, Wisconsin.
Cooper, William John, Fresno, California.
Cowles, LeRoy E., Salt Lake City, Utah.
Davidson, M. Isabelle, Waseca, Minnesota.
Degeler, Alida, Waukesha, Wisconsin.
Diehl, George West, Athens, West Virginia.
Duke, Samuel P., Harrisonburg, Virginia.
Earle, I. Newton, Jr., New Brunswick, New Jersey.
Eaton, Gertrude F., Sioux City, Iowa.
Eckert, R. E., Jasper, Indiana.
Eckles, Port, Homestead, Pennsylvania.
Fausold, Samuel, Ambridge, Pennsylvania.
Faust, Hugh G., Shawnee, Oklahoma.
Feeman, Harlan L., Adrian, Michigan.
Fillers, H. D., Corsicana, Texas.
Ford, George M., Charleston, West Virginia.
Fulk, Joseph R., Gainesville, Florida.
Garrett, C., Austin, Texas.
Gill, Martha S., West Philadelphia, Pennsylvania.
Glenn, C. B., Birmingham, Alabama.
Goble, William Chester, Converse, Indiana.
Gray, Jessie, Philadelphia, Pennsylvania.
Gray, William S., Chicago, Illinois.
Guy, J. Freeman, Bellevue, Pennsylvania.
Gwinn, J. M., San Francisco, California.
Hagie, C. E., Wrangell, Alaska.
Hall, Hiram E., Bowling Green, Ohio.
Hammond, Monroe Percy, Tahlequah, Oklahoma.
Harris, James H., Pontiac, Michigan.
Haston, Nellie, Bellefontaine, Ohio.
Hazel, Harry R., Cleveland, Ohio.
Hedley, John T., Ponca City, Oklahoma.
Henderson, T. C., Brevard, North Carolina.
Hilts, Miss Douglas, Gooding, Idaho.
Hozue, Solomon Fisher, Greensburg, Pennsylvania.
Holbrook, C. R., San Bernardino, California.
Hunt, Harry Ashley, Portsmouth, Virginia.
Hunting, W. J., Carson City, Nevada.
Ittner, William B., St. Louis, Missouri.
Jacobsen, E. W., Oakland, California.

James, William Alonzo, Galveston, Texas.
Kelly, Daniel J., Binghamton, New York.
Lail, Mrs. Evelyn, Denver, Colorado.
Leech, H. W., Rock Port, Missouri.
Liddell, Grace L., Tacoma, Washington.
Littel, C. L., Centralia, Washington.
Lutz, Oscar E., Toledo, Ohio.
Lynch, Charles P., Lakewood, Ohio.

Building Our Profession

THE great things of life are carried on the shoulders of men and women who go a little beyond their associates—a few minutes' more work each day; a wider range of interests; a higher level of sacrifice; a better ideal of personal health and effectiveness; a clearer vision of what tomorrow can be made by careful planning and patient work.

The history of educational progress is an account of leaders who have seen ahead. They founded our schools in the beginning. They have built them up bit by bit. To them we owe our bread and butter and our joy in the service of teaching. Ours is the eternal debt of the new generation to the pioneers. It is a debt that can be paid only in unselfish service.

New days call for new pioneers in new fields. Schools that have the vision to work for one hundred percent enlistment and individuals who assume a permanent interest in the profession through the life membership privilege are pioneers. They are laying foundations which their successors will honor even as we now honor the men who founded the Association at Philadelphia in 1857.

Marple, Charles A., Cleveland, Ohio.
McBrien, J. L., Edmond, Oklahoma.
McCowan, E. O., Portsmouth, Ohio.
McCowan, Mary, Chicago, Illinois.
McGilvrey, John, Kent, Ohio.
McMyler, H. T., Cleveland, Ohio.
Miner, William F., Farmington, Maine.
Moffatt, William E., Toledo, Ohio.
Moore, M. E., Beaumont, Texas.
Munn, James B., New York City, New York.
Myers, William H., Blair, Nebraska.
Neptune, Mary Mae, Mt. Pleasant, Iowa.
Niabett, M. Leila, Dallas, Texas.
Noonan, Joseph F., Mahanoy City, Pennsylvania.
Obenshain, Ora, McAlester, Oklahoma.
Palmer, E. May, Greybull, Wyoming.
Phillips, Jenard J., Lancaster, Ohio.
Poor, Charles L., Traverse City, Michigan.
Randal, Boyd, Salem, West Virginia.
Rejall, Alfred E., Brooklyn, New York.
Robins, Lee R., Amherst, South Dakota.
Rugh, C. E., Berkeley, California.
Ryan, Estelle E., Great Falls, Montana.
Schuster, Marie H., Trenton, New Jersey.
Sexson, John A., Bisbee, Arizona.
Shadel, S. J., Trinidad, Colorado.
Shafer, B. F., Jacksonville, Illinois.
Shannon, J. R., Danville, Indiana.
Silver, Albert A., Jr., Derby, Vermont.
Smith, C. B., Pekin, Illinois.
Smith, L. W., Joliet, Illinois.
Smith, Preston Hopkins, Bayonne, New Jersey.
Smythe, William E., Thermopolis, Wyoming.
Snyder, G. F., Hesperus, Colorado.
Stebbins, W. C., Grand Forks, North Dakota.
Sweeney, Ella L., Providence, Rhode Island.
Thomas, Alfred D., Hazleton, Pennsylvania.
Thomson, Frances E., Medina, Ohio.
Voigt, Irma E., Athens, Ohio.
Ward, David A., Wilmington, Delaware.

Warner, W. W., Saginaw, E. S. Michigan.
Weber, S. E., Charleston, West Virginia.
White, W. H. S., Shepherdstown, West Virginia.
Whitley, G. T., Kenly, North Carolina.
Wilburn, W. C., Scottsboro, Alabama.
Williamson, Ruth, Clearfield, Pennsylvania.
Willsey, Mrs. Elsie Mae, San Juan, P. R.
York, Ada, San Diego, California.

New Affiliations

THE FOLLOWING associations are in addition to the affiliations which have been reported in previous issues of THE JOURNAL.

ILLINOIS—Urbana, East Central Division of the Illinois State Teachers' Association, Mabel D. Ricketts, Secretary.
MASSACHUSETTS—Beverly, The Hyannis Summer School Elementary Principals' Association, Wilhelmna Patterson, Secretary.
PENNSYLVANIA—Philadelphia, Alumnae Association of the Girls' High and Normal Schools, Miss M. A. Robinson, Secretary.
WASHINGTON—Spokane, Spokane High School Teachers' Association, Myra Scott, Secretary.

Completed Enrolments

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 May 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—Fresno, Winchell.
ILLINOIS—Chicago, Pullman.
MICHIGAN—Detroit, Greenfield Park.

FOUR YEARS

ARIZONA—Tucson, Tucson High.
HAWAII—Mount View, Mount View School.
MASSACHUSETTS—Gloucester, Rogers.
NEW JERSEY—Kearny, Nathan Hale.

THREE YEARS

CALIFORNIA—Los Angeles, Roscoe; San Francisco, Part Time High.
COLORADO—Colorado Springs, Whittier; Longmont, Columbine.
CONNECTICUT—Thomsonville, A. D. Higgins.
HAWAII—Hilo, Kaumana, Waiakea-Uka; Laupahoehoe, Laupahoehoe School.
LOUISIANA—New Orleans, McDonogh School Number Ten.
NEBRASKA—Lincoln, Lake View.
NEW YORK—Gloversville, Oak Street.
OREGON—Eugene, Condon Grade.
TEXAS—El Paso, Alamo, Bailey, Bowie, Lamar, Vilas.
VIRGINIA—Winchester, Winchester Public Schools, Winchester Teachers' Association, Elementary, Handley High, Primary.

TWO YEARS

CALIFORNIA—Los Angeles, Carson Street, Encino, Third Street; Oakland, Crocker Highlands, Durant, Elmhurst Junior High, Garfield Junior High, Highland; San Bernardino, Fourth Street, I Street, Meadowbrook, Metcalf, Urbita.
COLORADO—Denver, Cheltenham, Gilpin, Milton, Rosedale, Steele.
DELAWARE—Wilmington, School Number Eighteen.
FLORIDA—Miami, Highland Park, Southside.
HAWAII—Glenwood, Glenwood School; Kapoho, Kauea.
IDAHO—Pocatello, Franklin Junior High.

[Continued on Page A-182]

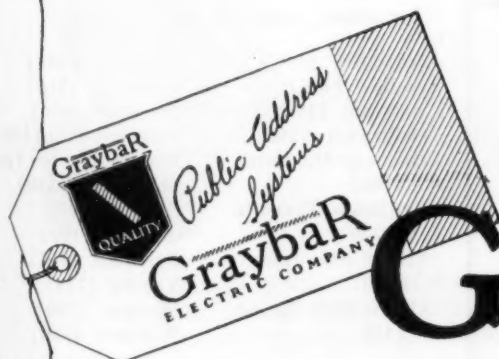


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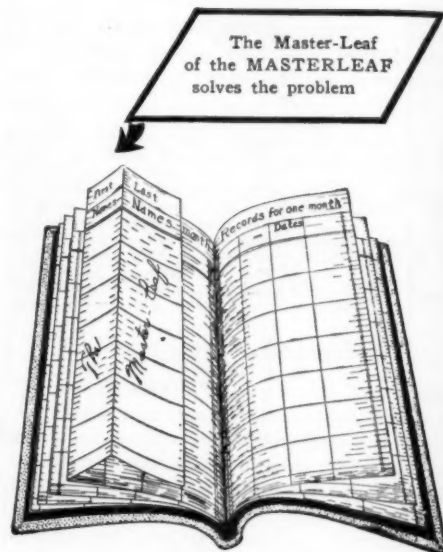
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**Philadelphia Hotel Arrangements**

CONDITIONS incidental to the Sesquicentennial Exposition will seriously tax hotel facilities during Convention week, June 27 to July 2.

It is important that all who plan to attend the summer meeting make their reservations immediately.

Convention housing problems will be in charge of Henry J. Gideon, chair-

man of the Housing Committee, Grant School, 17th and Pine Streets, Philadelphia. Mr. Gideon is a member of the Philadelphia school supervisory staff and will make every effort to understand and meet the needs of the members of the Association. Reservations may be made by writing to the hotels direct or through Mr. Gideon.

Most of the hotels are quoting rates for double rooms only. Whenever possible, plans should be made for two or more persons to occupy one room. Rooms for two or more persons range from \$6-\$14 a day. A few hotels offer rooms without private baths at lower rates. Several of the hotels offer large rooms in which extra beds and cots may be placed.

The following is a partial list of Philadelphia hotels with number of rooms. For detailed list of rates see February JOURNAL, page A-54.

Adelphia (400)	Hanover (225)
Aldine (300)	Lorraine (310)
Bartram (300)	Majestic (400)
Belgravia (200)	Pennsylvania (150)
Bellevue-Stratford (900)	Robert Morris (208)
Benjamin Franklin (1220)	St. James (350)
Elks Club (men) (210)	Spruce (220)
Green Hill Farms (150)	Stenton (100)
	Sylvania (406)
	Vendig (216)
	Walton (350)
	Windsor (260)

Many thousands of visitors will be in Philadelphia during the convention period. Unless members of the Association make early reservations it may be difficult for them to secure satisfactory rooms.

Cut Out and Mail this Coupon with Letter Explaining Requirements

REQUEST FOR HOTEL ACCOMMODATIONS

To Henry J. Gideon, *Chairman Housing Committee*
Grant School, 17th and Pine Streets,
Philadelphia, Pa.

[Cross out words or lines not
applicable to your desires]

Reserve _____ rooms in ☐ hotel ☐ dormitory ☐ private home with ☐ private ☐ detached bath for party of _____ persons.
(give number)

Reservation to begin _____ and to continue until _____
(give date) (give date)

Price not to exceed \$ _____ per day per person.

I shall be alone and prefer separate room. I am willing to share room with _____ others.

Name ☐ Mr. ☐ Mrs. ☐ Miss _____

Street _____

City and State _____

Attach names and addresses of all others in party. **MAIL NOW.**

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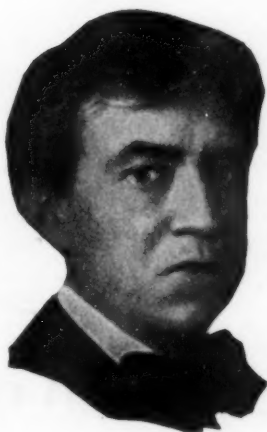
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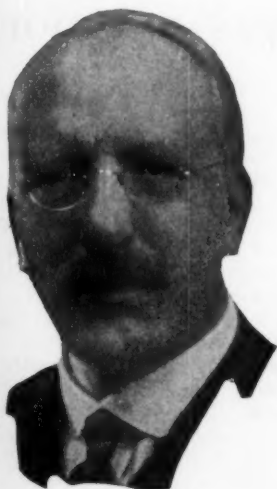
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A most helpful kind of support this is, too, because it aids a weak foot while permitting it to regain its strength through exercise.

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Cantilever Shoe

For men and women

—supports the arch, with flexibility



(Continued from page 200)

ILLINOIS—*Dupo*, Dupo Community High; *Pontiac*, Pontiac Township High; *Rock Island*, Kemble.
 INDIANA—*Evansville*, Baker, Bosse High, Chestnut-Walnut, Delaware, Henry Reis, Howard Roosa; *South Bend*, Division.
 MARYLAND—*Stevensville*, High.
 MASSACHUSETTS—*Springfield*, White Street.
 MICHIGAN—*Alpena*, Franklin; *Detroit*, Estabrook, Western High.
 MINNESOTA—*Duluth*, Park Point.
 MISSOURI—*Kansas City*, Searritt.
 NEW HAMPSHIRE—*Rochester*, Allen.
 OHIO—*Niles*, Garfield, Jackson, Jefferson, Roosevelt, Washington.
 PENNSYLVANIA—*Harrisburg*, Simon Cameron.
 TEXAS—*Waco*, Central, North Fourth Street.
 UTAH—*Salt Lake City*, Washington.
 VIRGINIA—*Norfolk*, James Barron Hope.
 WASHINGTON—*Bellingham*, Eureka.
 WEST VIRGINIA—*Charleston*, Kanawha.
 WISCONSIN—*Racine*, Jefferson.

CURRENT YEAR

ALABAMA—*Andalusia*, Straughn High.
 ALASKA—*Valdez*, Public School.
 CALIFORNIA—*Fresno*, Lafayette; *Los Angeles*, Abbot Kinny, Agriculture Department, Albion Street, Aldama Street, Americanization Department, California History Department, Carpenter Street, Citizenship Department, Commercial Education Department, Commonwealth Avenue, Course of Study Department, Drawing Department, El Sereno, Farmdale, Florence Nightingale, Girard, Hammel Street, Hollywood Park, Industrial Arts Department, Kindergarten and Primary Grades Department, Leeland Street, Machado, Modern Language Department, Olive View, Orchestra Department, Salesmanship Department, Stanford Avenue, Theodore Roosevelt, Vermont Avenue, Victory Boulevard, Vocational Education Department; *Oakland*, Claremont Junior High, Lakeview Junior High, Manzanita; *San Bernardino*, Ramona, St. Elmo; *San Diego*, Part-Time High; *San Fernando*, Grammar; *Sawtelle*, Sawtelle School; *South Pasadena*, Encino.
 COLORADO—*Colorado Springs*, West Junior High; *Manzanola*, Manzanola Public Schools, High, Grade, Prairie View.
 DELAWARE—*Wilmington*, School Number Two.
 DISTRICT OF COLUMBIA—*Washington*, Banneker, Jones.
 FLORIDA—*Tampa*, Hillsborough High.
 HAWAII—*Honolulu*, Hamakua Teachers' Association; *Honolulu*, McKinley High; *Maui*, Halehaku, Hamakuaapoko, Honokohua, Kahakuloa, Kahului.

Kamehameha 111, Kaupakalua, Keahua, Keokes, Kihai, Kula Sanitarium, Olowalu, Paia, Waiakoa, Waihee, Wailuku.

ILLINOIS—*East St. Louis*, Hawthorne, Rosemont.

LOUISIANA—*New Orleans*, Milne.

MAINE—*Jay*, Grammar; *Trenton*, Trenton Public Schools.

MASSACHUSETTS—*Acushnet*, Long Plain; *West Haven*, Curtis.

MICHIGAN—*Birmingham*, Grayling; *Plymouth*, Public Schools of Zone Three; *River Rouge*, Ann Visger.

MINNESOTA—*Cloquet*, Central Grade, Garfield; *Duluth*, Adams.

MISSOURI—*Kansas City*, Webster.

NEW HAMPSHIRE—*Lebanon*, Junior High.

NEW JERSEY—*Absecon*, Absecon School, Bridgeton, Pearl Street; *Camden*, Bergen, Central, Junior High, Rosedale; *Englewood*, Englewood Public Schools, High; *Hammonton*, First Road, Folsom, Magnolia; *Salem*, du Pont; *Trenton*, Gregory, Hewitt, William G. Cook; *Williamstown*, Hall Street, Lincoln, Maple Grove.

NEW YORK—*Ithaca*, South Hill; *Jamaica*, Public School 117, Queens; *New York City*, Public School 38; *Wellsville*, Junior and Senior High.

OHIO—*Niles*, Niles Public Schools, Garfield, Harrison, Jackson, Jefferson, Lincoln, McKinley High, McKinley Junior High, Monroe, Roosevelt, Washington, Washington Junior High; *Piqua*, Spring Street; *Rock Camp*, Rock Camp School; *Toledo*, Broadway.

OREGON—*Portland*, Glencoe, Multnomah.

PENNSYLVANIA—*Aldan*, Aldan Public; *Camp Hill*, Camp Hill School; *Harrisburg*, Open Air; *Nazareth*, Old High; *Philadelphia*, B. B. Comegys, Samuel Breck; *Pittsburgh*, Gladstone Elementary, Gladstone Junior High; *South Bradford*, High, Fifth Ward, Fourth Ward, Second Ward; *Steelton*, Steelton Borough Branch, P. S. E. A.

TEXAS—*Dallas*, Ascher Silberstein, Ben Milam, Cedar Lawn, Central Oak Cliff, City Park, David Crockett, Fair Park, James Bowie, James Stephen Hogg, John Henry Brown, Obadiah Knight, Oran M. Roberts, Roger Q. Mills, Rosemont, Sam Houston, San Jacinto, Stephen J. Hay, Thomas J. Rusk, Trinity Heights, Vickery Place, William Lipscomb; *El Paso*, Austin High; *Fort Worth*, Tandy.

UTAH—*Salt Lake City*, Edison.

VERMONT—*Newbury*, High.

VIRGINIA—*Petersburg*, Robert E. Lee.

WASHINGTON—*Vancouver*, Columbian, Lincoln, Roosevelt, Washington.

WEST VIRGINIA—*Macdonald*, Du Bois Elementary; *Shinnston*, Junior High and Grade.

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NOTES and ANNOUNCEMENTS

ACCORDING to Secretary Crabtree, the year has produced 5000 one hundred percent schools and more than 160,000 active members. It has increased the enrolment in both the Department of Superintendence and the Department of Elementary School Principals more than twenty percent. There are three times as many groups of teachers at work on their problems as last year. We may well take pride in this record.

BEGINNING next fall THE JOURNAL will publish a list of triple honor schools, that is, all schools affiliated with the local, state, and national associations. All schools eligible to this honor should indicate this fact at the time of re-mitting N. E. A. dues.

"EVERY DAY we draw nearer to being a united profession," says President Mary McSkimmon. "Every year sees splendid achievement toward making this land of ours what its birthright en-

titles it to be. Our great visions will be realized when every child comes into his heritage of complete power to be that citizen whose right thinking, noble doing, unfailing service are offered as gifts upon an altar to his country's honor. We must be forever striving to realize this, our great possibility."

IN A LETTER dated April 29, 1926, Secretary J. W. Crabtree writes of the professional advancement as follows:

March gave the Association twenty-nine new life members. April is doing better than that. The life membership enrolment is as follows: In 1921, 1 member; in 1922, 27 members; in 1923, 40 members; in 1924, 31 members; in 1925, 35 members; and in the first three months of 1926, 70 members. If not now a life member, you will wish to be, one of these days. Write for information.

THE ABILITY of the States to Support Education is the title of the most recent investigation of the Division of

(Continued on page A-184)

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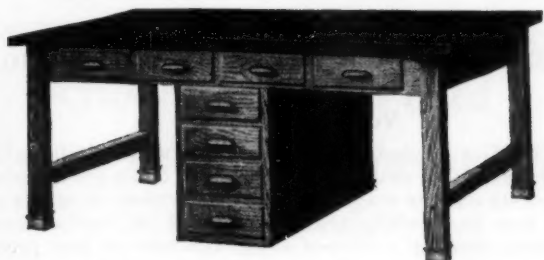
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NATIONAL EDUCATION ASSOCIATION

1201 16th Street Northwest
WASHINGTON, D. C.

(Continued from page A-182)

Research. This study compares the economic resources of each state, its educational obligations, and its ability to support schools. This Bulletin has been sent to all \$5 members of the Association and to subscribers. It is available to others in paper binding at 50c. per copy and in cloth binding at \$1 per copy. Order from National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

IN A LETTER to directors and state secretaries, Secretary Crabtree advises all planning to attend the Philadelphia Convention to learn from local railroad agents which road offers the best advantages for that locality. He writes:

We are to have the usual round-trip rates of one and a half fares to the Philadelphia meeting from all points in the United States. In addition somewhat similar rates have been made for the Sesquicentennial at Philadelphia which opens June 1. In nearby territory a five-day rate slightly above one fare has been made for the Sesquicentennial Exposition, which is good also for our meeting. There are the regular summer excursion rates which are still better for many places than our special rates. From points in the Pacific Coast region a low round-trip rate

has been arranged. A few other places have special rates.

The identification certificate which is provided by the National Education Association is needed only where one purchases at the N. E. A. round-trip rate. As a rule, other rates may be preferable. The only sure way of getting reliable information, for a given locality is through the railroad authorities of the particular place or state.

THE HOSPITALITY Committee at the Philadelphia Convention, of which Jessie Gray, of the Philadelphia Teachers' Association, is chairman, has scheduled many social events and club privileges for visiting teachers. For further detail, see the official program.

THE PHILADELPHIA Convention program is so arranged that Wednesday afternoon, June 30, will be left free for sightseeing. Trips are being planned for Atlantic City, Valley Forge, and for historical and scientific places of interest in Philadelphia.

THE DEPARTMENT of Superintendence will hold its annual meeting February 27 to March 3, 1927, in Dallas, Texas, according to a recent announcement by its president, Randall J. Condon. Several cities had hoped to en-

tertain the convention, but after the most careful consideration Dallas was selected. In a letter to the members of the Department President Condon stated the reasons for this selection. We quote the following excerpts from his letter:

Before the Executive Committee attempted to answer the question, where shall we meet?, they made a careful survey of the entire country, and took into consideration the obligation of the Department to its entire membership—east and west, north and south—and of the service that this great organization of school administrators owed to the entire nation, as a national not a sectional association. They decided that the interest of the entire membership, would best be served, during a four year period, by holding one meeting in the southwest, one in the northeast, one in the west and one in the middle west. Our desire to recognize the south, and at the same time to make the place of meeting as accessible as possible to the west, and the fact that no meeting had been held west of Chicago or south of Cincinnati since 1917, led us to select *Dallas, Texas for 1927*, with the recommendation to succeeding Executive Committees that the next three meetings be held in the North Atlantic area, in a western city, and at a centrally located city. . . .

Another reason for selecting Dallas this year is the belief that no city can take better care of the 10,000 or 12,000 who will be in

(Continued on page A-186)

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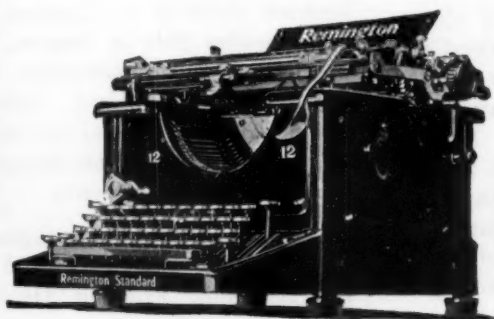


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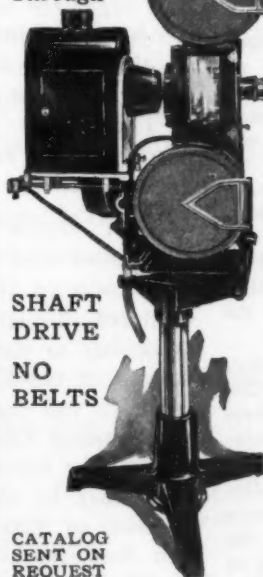
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(Continued from page A-184)

attendance. There are accommodations for 7500 guests in the nine largest hotels, and there are few better hotels anywhere. Over 3000 rooms in the large hotels have been set aside for advance reservations. In addition, Fort Worth, which is less than an hour's ride by trolley, bus, or railroad from Dallas, has guaranteed 1000 first class hotel rooms, if they are needed. . . .

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In order to make more certain of every detail, the Executive Secretary of the Department of Superintendence, the Business Manager of the National Education Association, and I visited Dallas and other cities that had asked for the meeting of the Department for 1927. In several we were also accompanied by some member of the Executive Committee. I have never been in Texas before, and I am eager for every superintendent to have the experience that can come only from such a visit. It is a liberal education in itself and will entirely

change one's conception of the south and especially Texas, revealing as it does cities of great commercial enterprise, with fine civic development, and with beauty, refinement, and religious life in evidence on every hand.

THE STUDENT'S N. E. A. unit of Nebraska Teachers College at Kearney was organized in January with a membership of eighty-six, entirely exclusive of the membership in the faculty unit of the same institution.

Thirty-three student memberships were received early in February from Luther College, Decorah, Iowa.

DATA relative to the size of elementary school sites recently purchased have been collected from a number of cities scattered throughout the country for a subscriber to the Educational Research Service of the Department of Superintendence and the Research Division of the National Education Association. A copy of the tabulated results of this inquiry may be obtained by writing the Division of Research, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

PRESIDENT MARY McSKIMMON, in greetings to the teachers of

Utah, writes thus of the convention to be held in Philadelphia:

Our great meeting will be a real pilgrimage to the birthplace of liberty. Old Independence Hall will resound to the footsteps of those who hold the great achievement of the founders in trust for the coming generations. There we shall receive again the kindling of our zeal to serve our land with renewed and greatly increased power, to teach her children the great obligations to noble living through the straight thinking and unflinching effort that such sacred inheritance lays upon every child of America.

THE WORLD FEDERATION of Education Associations will hold its next biennial meeting in Toronto, Canada, during either July or August, 1927, according to an announcement made recently by its president, Augustus O. Thomas. The general set up will be in the buildings and on the grounds of the University of Toronto.

DINNER of Phi Sigma Sigma will be held Monday, June 28, 6:15 P.M. at the Benjamin Franklin Hotel, Philadelphia.

THE PENNSYLVANIA dinner will be held on Tuesday evening, June 29, in the Betsy Ross Room, of the Benjamin Franklin Hotel, Philadelphia.

(Continued on page A-188)

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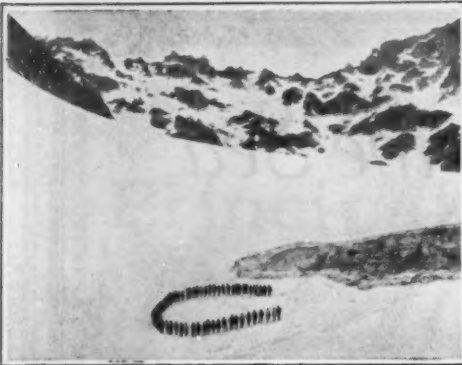
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(Continued from page A-186)

min Franklin Hotel. Charles E. Dickey, president of the Pennsylvania State Education Association, is in charge of arrangements.

ART TOURS AND EXHIBITS—Philadelphia offers particular attractions for the art lover. Places of unusual interest are the Academy of Fine Arts, the Pennsylvania Museum and School of Industrial Art, the Philadelphia School of Design for Women—the oldest among the art schools and museums in this country. Arrangements will also be made to visit the great private collections of fine arts for which Philadelphia is famous. The Philadelphia schools will conduct an Art Exhibit showing all phases of art education.

CENTRAL HIGH SCHOOL, Philadelphia, treasures its Visitors Book, in use since 1840, two years after the school was organized. The signatures of celebrities include: Horace Mann, Henry Barnard, Samuel G. Howe, James Knox Polk, Louis Agassiz,

Lucretia Mott, William Makepeace Thackeray, Theodore Roosevelt, and Henry Cabot Lodge. Summer school will be in session during the first six weeks of the vacation period, and teachers attending the Convention are invited to examine this interesting book and inscribe their names in it.

PUBLIC SCHOOL MONEY—While the public expenditure for education in this country is stupendous, totaling nearly \$2,000,000,000 yearly, no one who shares the general faith in the public schools would affirm that the sum is too large. The truth is that it is too small, and is always likely to remain too small, because expenditure usually lags behind belief. Enthusiasm for education is one thing. Raising the taxes to match that enthusiasm is something else.

But the two or more decades since President Eliot wrote his appeal, "More Money for the Public Schools," have seen a great loosening up of the public purse. In many places the school board

(Continued on page A-190)

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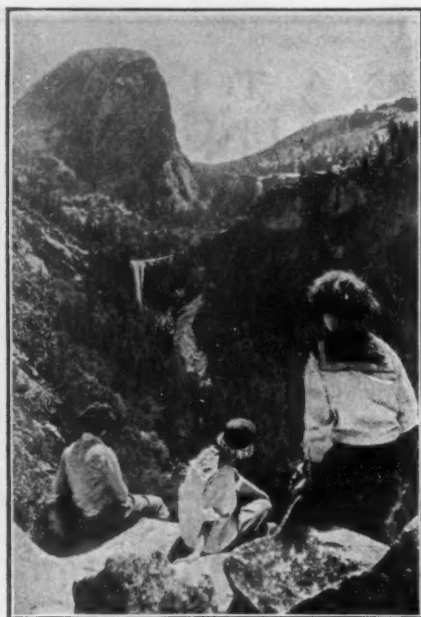
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(Continued from page A-188)

can have practically anything it wants.

The other day, in Washington, a surprising thing occurred. It was at a meeting of the Department of Superintendence of the National Education Association. The 15,000 school administrators who were gathered there went on record in favor of spending \$50,000 in a study of public school budgets, with a view to ascertaining whether money is being wasted. There is, in fact, this very possibility. A notable difference in results is obtained by different communities with the same expenditure per pupil. It is well that the school men themselves should have started such an investigation.—Editorial from the *Boston Traveler*.

THE JOURNAL is indebted to G. P. Putnam's Sons, New York City, publishers of *Over the Hill Stories*, by Robert Gordon Anderson, for the illustration of the kiddie-car race at the bottom of page 170 in this issue.

A TEACHER in the Macfarland Junior High School, Washington, D. C.—Miss C. E. Toner—reports excellent results from keeping on the blackboard each day some helpful statement taken from THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION.

J. O. ENGLEMAN, formerly field secretary of the National Education Association, now superintendent of schools at Terre Haute, Ind., was recently elected president of the Rotary Club of that city.

AT THE CONVENTION of the National Congress of Parents and Teachers, which met in Atlanta, Ga., early in May, it was decided to launch a campaign to obtain more effective law enforcement. This will take the form of a nation-wide survey to determine whether the laws are being properly enforced. President Coolidge sent greetings from Washington saying, "One of America's great needs today is for fathers and mothers who can and will train their boys and girls properly and guide them successfully through the formative years."

H. PEARL BROWN, Passaic, N. J. writes that the legend below the "Spirit of '76" on page 5 of *The Drama of American Independence* should state that the original picture hangs in the children's library of Abbott Hall, Marblehead, Mass., instead of in Salem, Mass. The picture was reproduced in the May issue of THE JOURNAL.

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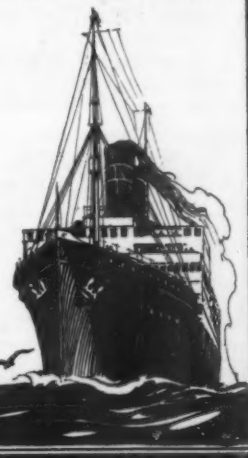
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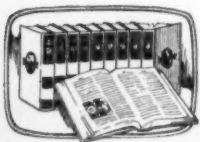
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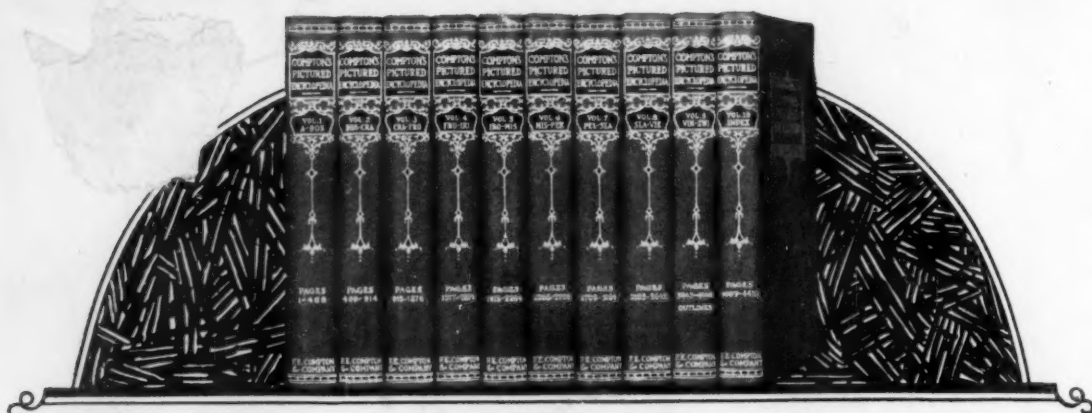
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