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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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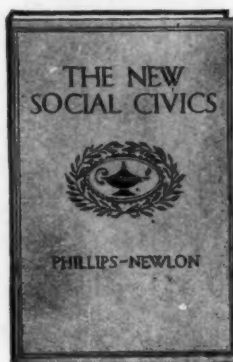


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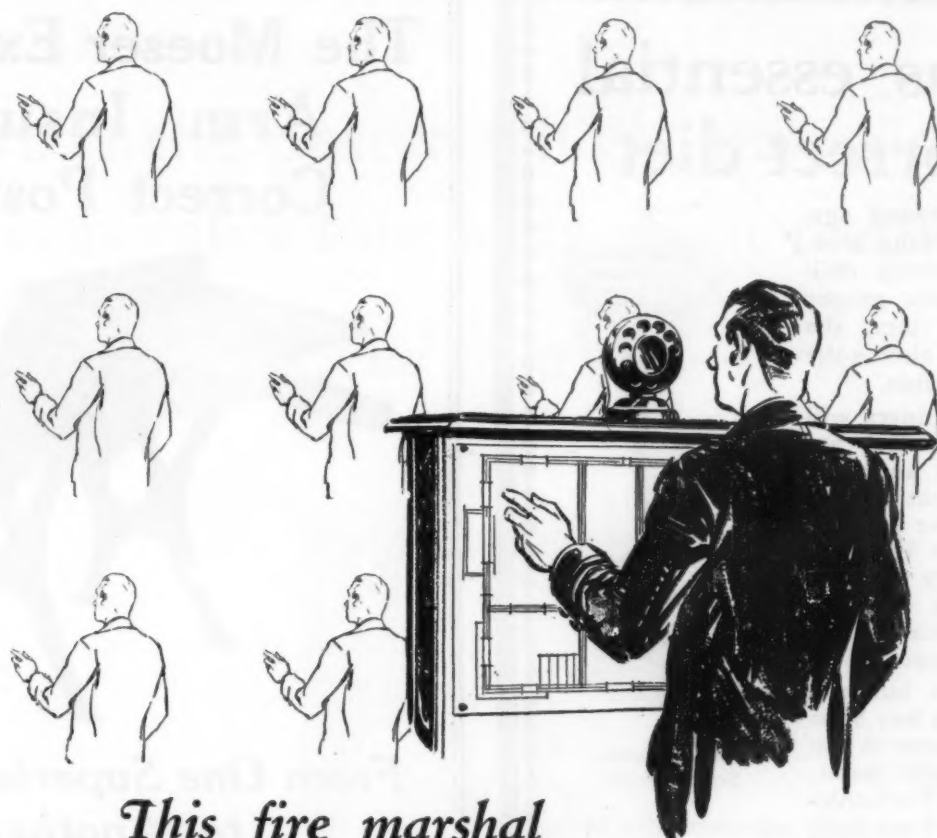
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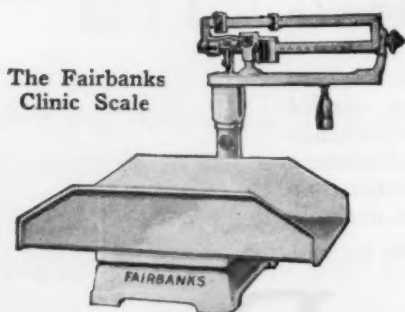
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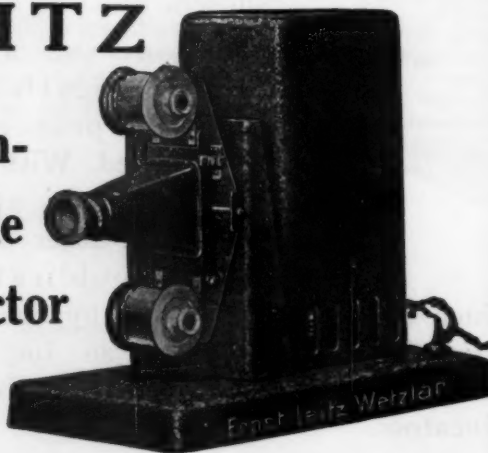
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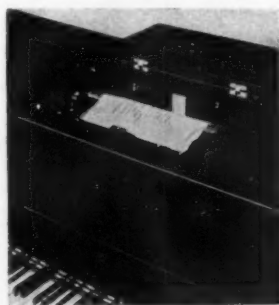


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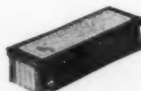
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Legislation for Childhood¹

FRANCIS G. BLAIR

President of the National Education Association and State Superintendent of Public Instruction, Springfield, Illinois

ABOUT forty years ago there came to southern Illinois a gentleman born and reared on the rolling prairies of Iowa. Up to the time of his coming, as I have heard the story, he had never seen a natural forest. He had seen only those trees which were set out and grew up together. When he heard of a strip of virgin timber in the creek bottom where there were growing trees two or three hundred years old, he asked to be taken out to this forest. When one of the farm neighbors had driven him to a point from which he could see the great sycamores and elms and oaks and hickories reaching toward the sky, he asked the driver to stop. For a moment he looked as if he were in prayerful adoration. Then he made a remark which showed clearly that he was ignorant of the composition of a naturally grown and growing forest. He seemed to think that all there was to this forest were the great upstanding trees which he beheld in the distance. He seemed unconscious that down under those towering sycamores and elms and oaks was an under-forest of young sycamores, young elms, young oaks, ever reaching their branches upward to the sunlight and the air. And he seemed wholly unconscious that down under the leaves, in the warm fructifying mold, there were hundreds of thousands and perhaps millions of acorns and nuts and seeds swelling big with the promise of a future harvest.

But if this same gentleman could have come back to that region three years thereafter, when what we commonly call in southern Illinois a cyclone swept over this region, flattening to the earth and wrecking this bit of primeval forest beyond recognition—and if he could have gone with some of the younger folk who, having been away at school in February when the storm came, went one bright May afternoon to visit the wreck of this

forest where they had celebrated their Fourth of July occasions and held so many picnics, and if he could have seen what they saw with their eyes, he would

to take the places of the trees that have been broken by the storm."

I know the figure is an extreme one, but I am convinced that in the hurry and strife of our modern economic and social order there are lawmakers, business men, and ordinary citizens who are so engrossed in certain particular lines of endeavor that they are making the same mistake when they look at the human forest. They seem to think and act and legislate as if they thought all there were to the human forest are the grownup men and women, forgetting the great underhuman forest of boys and girls, coming up from the cradle to graduation from the highschool so imperceptibly as to escape their notice.

Let me cite one case. A young man had sold out his farm possessions and gone into Chicago to engage in business. For twenty years I lost track of him. One day by mere accident I discovered his name in the directory of a large building in the loop in Chicago. His offices were on the twelfth floor. Thinking to surprise him I went to his door, opened it and went in. I found him in conversation with two men—a heated, bitter conversation. Thinking that I had come at an inopportune time, I started to retreat. Recognizing me, however, he caught me by the hand and ushered me to a chair by the window. After his conversation with the two gentlemen was ended, I stood and started the reapproachment by saying that the twenty years which had flown over our heads since we had last met had left somewhat the same marks upon us, but that he would pardon me for saying that I saw certain lines on his face which indicated to me that he was spending his life too freely in the fierce business conflicts. He turned upon me in some warmth with the statement that he would not listen to a lecture by a schoolmaster who was cloistered, who did not have to go out every morning to fight in order to earn a dollar and then fight harder in order to keep it. Thinking to

THE CHILD

THE CHILD! The child!! The child!!! Let us keep our eyes on the child. For him the school exists. For him architects make noble buildings. To aid his learning books are printed. To guide his growth teachers are trained. By his needs all the devices of administration and management are measured. He is the center of gravity of the school.

Through the eyes of the child society looks into the future. In his life come together a million streams of hereditary influence stretching back into the twilight of man's history. Into his life society builds with infinite patience the elaborate fabric of attitudes and practices that men have forged through all the centuries. Every aim of education must be tested by the needs of the child.

To be a child is to look forward. That is the message of the Great Teacher. Every institution that is to endure must be tested by its service to childhood. The challenge of the child is the call of tomorrow with its higher ideals, its wiser organization of life, its wider harmonies of race and religion, its nobler spirit, its surer appreciation of service and the solid values of life. The child is the tomorrow of the human race. His teachers are the makers of tomorrow's civilization. All hail! The child! The child!! The child!!!

have known that down under the great trees which he looked upon three years before there was an oncoming forest of young trees. For on that bright afternoon those young sycamores and elms and oaks and hickories least hurt by the wrath of the storm were lifting their branches and leaves as if to say, "Wait ten years, children; wait twenty or fifty or a hundred years and we will come up

¹ An address before the National Education Association at Philadelphia, Pa., June 30, 1926.

change the conversation, I said that during the ten minutes I had been sitting at the window looking down twelve floors into the artificial valley which they had built up, I had seen literally thousands of men and women going by on foot or in various conveyances, but during that time I had not seen a single child on the sidewalk, on the street cars, or in any kind of a carriage or car. With a somewhat startled look on his face he said: "A child, a child; I have never thought to look for one. In fact, I have almost forgotten that there are children in the world. I fight only with men, and it is with men that I work and about men that I think. In fact, it has been fifteen years since a child climbed upon my knee and put its little hand on my cheek. I had almost forgotten that they were in existence." This I admit is somewhat unusual, but we will find in every state and county and community and our legislative halls certain men and women who are in somewhat the same state of mind.

But I care not how unthinking a man or woman may be, and how seemingly little concerned they may be about the presence of this great underhuman forest of boys and girls, let such a human cyclone as the recent World War sweep the earth, hurling to destruction millions and millions of the most upstanding human trees that the world has ever produced—let such a human cyclone as this come and their minds must be instantly turned to the great underhuman forest of boys and girls around the earth that must grow up and take the places of those destroyed by the storm. I do not know exactly how many men were killed in the World War, but it is estimated that at least ten million of men who but yesterday stood tall and courageous, seeking to achieve for themselves a modest fortune, to build themselves a home, to rear their children, to feed and clothe them—that ten million of such men today have their bodies rotting at the bottom of the sea or on the soil of various nations of Europe, Asia, and Africa. And, ladies and gentlemen, the only rainbow of hope which I can now see spanning these mighty continental fields of the dead—with all due respect to leagues of nations and world courts—the only rainbow of hope that now spans the sky of humanity's future is the radiant bow of the world's childhood. Out of the hearts and minds of the oncoming generations of the earth must break the dawn of that new day which we fondly hope will succeed this terrible nightmare of war. Out of the hearts and minds of these unnum-

bered millions of children must be created the new heaven and the new earth of brotherly love and brotherly kindness which shall succeed this terrible ordeal, where men, Christian men, go out upon the battlefield to kill and destroy each other. And when we think of these human trees, not destroyed outright, but mutilated, wrecked beyond all repair, arms shot away, legs gone, eyes blinded,



THE SMILE OF A CHILD—There's something that cheers me daily Though the hates of the world dash wild Through the care-cloud rifts, a sunbeam sifts, 'Tis the loving smile of a child.

There's something that cheers me often When my heart is by doubt beguiled—My faith returns, and my glad zeal burns, From the trusting smile of a child.—Ruth M. Richards.

lungs burned out, the wreckage of this terrible war passes our comprehension. I have come to believe that one of the worst outcomes of any great conflict of arms is this broken scrapheap of men that come wriggling, crawling, limping back from every firing line. My blessing upon the nation that extends its generous hand to bind up the wounds of these broken ones, to give arms to the armless, legs to the legless, eyes to the blind, and ears to the deaf—to do everything it can to make the remainder of the life of these broken men as economically independent and happy as possible. But if you inquire into how much it costs our nation to put on a single artificial arm, a single artificial leg, the cost is startling. Not one dollar wasted, I am sure we will all agree, if it aids in any way in making life happier for these crippled men. But when we think of how the nation is willing to pour out its wealth to build up these broken human trees, how during the war Congress and the state legislatures laid aside party politics and voted all needed laws, and

how individuals and groups and states poured forth their wealth like rivers to purchase bonds, to build battleships, to organize and transport armies—when we think of all this very proper outpouring of zeal and energy and wealth, we cannot fail to turn our minds to the twenty-five million of boys and girls enrolled in the common schools of this nation which we are trying to build up into right men and right women through a process of twelve years of common school education at an annual per capita cost that would not keep an army mule through one winter's campaign. And when, in our effort to secure legislation and money to purchase school grounds, to build school buildings, to project courses of study, to employ teachers, we meet with some of these individuals and corporations who were so generously patriotic during the war, we cannot fail to take note of the fact that some of the hands that were so magnanimously open then are now closed tight, and that instead of that wartime, radiant, patriotic generosity, we often meet with indifference and sometimes hostility.

I do not count myself competent to say who is loyal to America, but if I ever should undertake to fashion a definition, it would be something like this: I shall count that man a good, patriotic American, regardless of where his ancestors were born, regardless of what language they spoke, regardless of what church altar he bows his knees upon—I shall count him a true American citizen if in word and in deed he seeks, through the enactment of laws and through his own cooperation to give this underhuman forest, these boys and girls, a fair chance and a square deal. And I shall count that man disloyal to the America that I know and I love—I do not care how many times a day he stands and sings "The Star Spangled Banner"; I do not care how many times he stands and reads the Preamble to the Declaration of Independence or to the Constitution of the United States—I shall count him disloyal if in word and in act he is disloyal to the interests of the childhood of this Republic and is unwilling to pay his part and play his part like a good citizen, like a good sportsman, in seeing to it that they are safeguarded and protected through constitutions and laws from exploitation by individual and corporate greed and surrounded with such social, economic, and educational conditions as will tend to develop them into true men and women.

In federal and state legislatures we are constantly enacting laws for the con-

servation of our disappearing natural forests and the reforestation of devastated areas. All this we believe is worthwhile and should be extended and strengthened. But we look with considerable concern now and then to see what our federal and state legislatures are willing to do for the conservation of this underhuman forest and to prevent its devastation in the laws they enact in the interests of the childhood of the nation.

It is now my purpose to name some of the beneficial laws. I believe that the one first great law which was passed in behalf of childhood was that law that established the right of the nation, the state, the community, to tax individual and corporate wealth for the benefit of all. I have not a drop of communistic blood in my veins. I believe that individual or corporate endeavor to secure wealth is essential to the development of right character and sound government. But character strength comes mainly in the honest endeavor to secure wealth. Often when it is accumulated it becomes a destroyer of character. So long as individuals and groups of individuals could amass large individual and corporate fortunes without any acknowledgment of this obligation of indebtedness to the entire community, the children of the toiling masses had little or no hope for educational or social opportunities. When, however, some one conceived the idea of a tax through which the wealth of every individual, of every corporation, could be made to behave as if it belonged to every man, woman, and child in the community—when that first drastic, far-reaching law was enacted, one of the greatest possible benefits to universal childhood had come. I pay my tax and lights swing along the street and darkness and danger disappear. I pay my tax and good roads are laid down over which I go to visit my neighbors or transact my business. I pay my tax and parks and playgrounds are opened up, down to which come the children to play themselves into strong manhood and womanhood. I pay my tax and libraries are opened up wherein children may meet the great and greatness of the past on easy, accessible terms. I pay my tax and schoolgrounds and playgrounds are purchased, school buildings and gymnasiums are built, courses of study projected, teachers employed; up to which come the millions of children to have their hearts and minds touched into greater light and greater power. I believe that the tax is the most practical application of the Bible doctrine, "I am my brother's

keeper," that was ever written into constitutions and laws.

I am convinced that the quality of civilization of every nation can be measured by its interest in its children as expressed in its constitutions and laws. All modern human progress has been made along the line of the enactment of legislation promoting and safeguarding the interests of childhood.



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ZADI, THE LITTLE ARMENIAN GIRL, presented President Mary McSkimmon with a rug during the Philadelphia convention. The rug is handmade by the girls in the Near East Relief Industrial School at Ghazir, Syria, and contains 258,000 knots. It now holds an honored place in the conference room at national headquarters.

Here in Philadelphia we are making the Declaration of Independence the basic text for much of our discussion. In the years succeeding its adoption there has been much questioning as to the inclusiveness of the phrase "all men" in the statement "all men are created equal and are endowed by their Creator with certain inalienable rights, among which are life, liberty, and the pursuit of happiness." Did this glowing statement include black men as well as white men? Did it include women as well as men? These two large questions have been answered in the affirmative. Within the last twenty-five years we have begun to ask, does it include children? If children have these inalienable rights, should not our government, instituted by the fathers, deriving its just powers from the consent of the governed, make its constitution and laws secure to the childhood of the nation these inalienable rights of life, liberty, and pursuit of happiness.

Even a hasty survey will show that many such laws have already been enacted within the state and the nation. In guaranteeing life to its childhood a state or a nation must consider the biologic, the physical side of children. Laws establishing state, county, city, and community boards of health are doing noble and effective work to this end. Public clinics and hospitals, county and community nurses, official studies and surveys into the physical needs of childhood; all of these are helping to secure physical life to the childhood of the nation. Better city and home sanitation, more playgrounds and open spaces, better and more nourishing food; all these conserve and promote the growth of our human under-forest.

Some years ago Michigan authorities discovered that white fish which grew and thrived in certain lakes could not be made to grow in other nearby lakes. An investigation showed that in the lakes where the white fish persist and increase in numbers there was a small bit of vegetable growth floating in the water upon which the little white fishes fed after being hatched out. In those lakes which had been repeatedly stocked without success, this vegetation was wanting. It was an easy matter to "transplant" this vegetation into these barren lakes and establish a continuing stock of white fish. That state or nation which does not, through its laws and regulations, seek to discover and provide its children with proper food, is not securing for them the essential condition of physical life.

But, perhaps, the most important, far-reaching law passed by state or nation to secure the right of life, liberty, and pursuit of happiness is the law curbing the greed of parents and corporations from employing their children in dangerous, exhausting labor during their formative, educative years. Child labor laws are a manifestation of the highest type of civilization, and it is nothing short of disgrace to any community, to any state, to any nation, to allow individual or corporate greed to sap the energies and waste the birthrights of the children during these years when they should be at play or employed in those educative and social activities which tend only to larger and more complete development of their latent powers and abilities. As a boy on a farm one of my delightful occupations was in helping to gather the sap from the sugar maple trees. It was a matter of common knowledge that a mature tree could be tapped extensively without any apparent injury to the tree,

but any attempt to tap the young, tender trees arrested and stunted their growth. No state or nation is conserving its young human trees that allows them to be exploited in the interests of any real or fancied need of parent or corporation.

No doubt, the largest and most beneficial body of legislation which has been enacted by the states and nation in the interest of our childhood relates to the founding and developing of our great school system. In no other way has the guarantee of life, liberty, and pursuit of happiness to our growing youth been more fully realized. More and better playgrounds, athletic fields, gymnasiums and swimming pools, better seating, better heating and better ventilation, better lighting, better living and working conditions; all these have tended to conserve the physical life and increase the liberty and happiness of the children.

Most of this liberty and happiness comes through the facilities furnished in rich programs of study and trained instruction for the development of their intellectual and emotional powers. What noble efforts have been made within the last decade to secure for exceptional children—the crippled, the blind, the deaf—these rights of life, liberty, and pursuit of happiness! It is difficult to imagine a more touching appeal than is made by this potential human scrapheap in their demand that we provide them with such conditions as will enlarge their lives, increase their liberty, and promote their

happiness. Our school laws relating to vocational education brought with them a hope and a danger to American childhood. No human being will live fully nor enjoy the largest kind of liberty until he has found some work which suits him and which he suits. Therefore, the introduction of courses of study, laboratories, and workshops, to arouse and direct the vocational instincts and aptitudes of public school pupils was a beneficent movement. But the danger lies in the cocksureness of the infallibility of certain forms of subjectmatter, certain methods of instruction, and certain mental tests, to determine the exact vocational niche in which each child may be made to fit. Let us expose our children to the incitements and allurements of a rich, lifelike program, and vocational selection will largely take care of itself.

Perhaps the largest and most drastic school law affecting the interests of childhood is the compulsory attendance law. It invades the privacy of the home. It is justified on the grounds that ignorance is a liability; that no state or nation can endure permanently if its foundation rests upon the sands of an ignorant people. The only way to build a great commonwealth is to build it in the hearts and minds of its children through the process of universal education.

By all odds, the most beneficent of all this group of laws have been those which have sought to secure for every child in these schools a good teacher—a man or

woman fitted by nature, by education and training, to develop in these children a more complete life, a more rational sense of liberty and a more intelligent pursuit of happiness. The highest crime of the pedagogic seas is to compel a child to sit for nine months at the feet of a mediocre, incompetent teacher. Let us hope that the day is not far distant when every state in the union will guarantee to all of its public school children real teachers.

This great National Education Association has been one of the most potent and effective forces in America in formulating, in promoting, in insisting upon the enactment of such legislation at Washington and in the capitals of the several states which shall conserve the interests and secure rights of life, liberty, and the pursuit of happiness to all the children throughout the nation.

Let us here and now rededicate ourselves to the great unfinished task which lies before us. Let us here and now highly resolve that the work so nobly begun shall be carried forward. Let us, from the activities and devotions of our noble leaders in this Association and in legislative halls, take increased devotion. Let us here and now rededicate ourselves to the great task of securing more and better legislation for the safeguarding, protecting, and developing of the childhood of our Republic, for securing to every child in America the right to "life, liberty, and the pursuit of happiness."

Better Parents— Better Children

A Reading List for Parents and Teachers



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BOOKS—INFORMATION—SERVICE

Gerrill—The Pre-School Child—

Stresses the significance of the pre-school period and deals with clinics, nurseries and nursery schools, kindergartens, care of handicapped and dependent children, parental education and the social control and organization of pre-school hygiene.

Grunberg—Parents and Sex Education—

Sound and direct statements that should inspire a right attitude toward the giving of sex instruction. The chapter on "What the child should know and why" is particularly good.

Stonell—Sex for Parents and Teachers—

Explains through the biological approach the essential information needed in order to give older boys and girls right instruction in the physiology and psychology of sex.

Smith—The Three Gifts of Life—

Sex instruction for adolescent girls and their mothers. Reproduction in plant, animal and human life is explained clearly, and accurately with a simple dignity free from sentimentality.

Grunberg—Outlines of Child Study—

A manual containing suggestions for study and reading on such subjects as health, discipline, imagination, curiosity, fear, imitation and suggestion, toys and tools, manners, fighting, play, sex education and religious training. Gives outlines for discussion and bibliographies.

Greaves—Personality and Social Adjustment—

An excellent text for child study groups giving topics for discussion and bibliographies.

Myerson—The Nervous Housewife—

Discusses why the nervous woman and the three main factors in the production of her nervousness: the nature of the woman herself, the conditions of her life, and her relations to her husband.

Miller—The New Psychology and the Teacher—

A discussion of the application of analytical psychology to the problems of the teacher. Based on a series of lectures to teachers.

Morgan—The Psychology of the Unadjusted School Child—

A discussion of a mental hygiene program through which the child may be enabled to make successful social adjustments.

Blanton—Speech Training for Children—

A scientifically sound and practical book for those responsible for the speech of children in the early years.

Miller—The New Psychology and the Parent—

Able psychological discussion of parenthood and some of its failures, the problems of authority, the emotional development of the child, mental mechanisms, religious education and sex instruction.

Groves—Wholesome Childhood—

Characterized throughout by a first-hand knowledge of children, giving parents an insight into the newer findings of mental hygiene, showing what to do in order to give children a wholesome outlook on life.

Hawland—Character Training in Childhood—

The child's health, habit forming and growth through play, study, work and religion are interestingly discussed. Clearly written and non-technical.

Grunberg—Your Child Today and Tomorrow—

Deals soberly and practically with such problems as heredity, fear, lies, imagination, obedience and childish merit.

Patri—Child Training—

Sound ideas of child training in a series of every day happenings in home, school and playground.

Wilt—The Challenge of Childhood—

Fifty case stories dealing with physical, intellectual, emotional and social problems.

Children's Foundation—The Child: His Nature and His Needs—

A survey of present-day knowledge relating to the nature, well-being and education of children in a form available for practical use.

Cleveland—Training the Toddler—

Deals with the fundamental principles of early training of children, and suggests standards of physical, mental, emotional and social development by which a mother may test her child's well-being.

White—The Mental Hygiene of Childhood—

"To those who would understand why so many children grow up neurotic, cruel, selfish, obstinate, sulky, cowardly, weak-willed, lacking in initiative, bashful, diffident, or otherwise physically handicapped; to those who would most surely influence the children for good, Doctor White's book is to be heartily recommended."—H. Addington Bruce.

Dickson—Mental Tests and the Classroom Teacher—

"Few educational books have appeared in the last two decades as significant as the most helpful treatment on the practical use of intelligence tests in the classroom."—Lewis M. Terman.

Marks—Fitting the School to the Child—

Report of an experiment in public education, an attempt to create a school environment in which the child himself could feel that he belonged; presented in non-technical style.

Cameron—The Nervous Child—

Deals with the influences which mould the mentality of the child and shape his conduct. A valuable contribution on the prevention of "nervousness" in the normal child.

Lucas—Health of the Runabout Child—

The journey from mother's lap to the school desk, explaining clearly and convincingly the problems of heredity, normal growth and development, common diseases, diet, play and the mental and emotional life of the child from two to six.

Galloway—The Father and His Boy—

Stresses the responsibility of the father for the boy's education as to his own sex nature and the part that sex plays in all life.



Teaching the Beauty of Literature

HELEN LOUISE COHEN

THE ESTHETIC poverty of most people's lives is due rarely, if ever, to any fundamental deficiency but to a lack of training." The idea underlying this statement of Laurence Buermeier's, of the Barnes Foundation, must be considered by teachers of literature in a democracy. It is an idea that years of experience tend to substantiate, but it is an idea the soundness of which novices should be eager to test. Preparation for teaching ranges in quality from the education of rural school youngsters under twenty who begin teaching after only two years of training beyond the eighth grade, to that of college graduates whose equipment has been eked out by additional courses in a teacher training institution.

It is only the exceedingly rare young teacher who actually reflects on the meaning of the procedure that he follows. Under comparatively fortunate circumstances, he may, at the university or in the normal school, have lived through morphological literary courses on periods and personalities; he may have absorbed formulas in seminars on method; generally speaking, his training in psychology has not been given from the social slant. All these academic experiences serve only to insure a certain hard, mechanical facility. But the young teacher or the old teacher, the teacher with ten years of schooling or sixteen, who has not meditated deeply and independently on the problems connected with training young people to see the beauty in literature, has not made much progress in his profession. The word "independently" needs to be emphasized

because there are no two classes or no two individual students or no two teachers or no two schoolrooms which require exactly the same handling. The

literary work of art calls for creative effort and ability on the teacher's part.

Now that the possibilities of improvement in service are so generally recognized, no really earnest teacher need despair, no matter how meager his original equipment, of attaining higher levels of achievement in teaching the beauty of literature. It must be granted, however, that native gifts, which include enthusiasm, sensitiveness, sympathy, the capacity to observe minutely, and the art of vivid but accurate expression, are almost indispensable. By themselves, these gifts are insufficient; without some of them at least, the teacher of literature cannot succeed, no matter what the form or the duration of his superimposed training. To this native endowment should be added the habit of taking pleasure in reading, acquired in earliest youth, an interest in all the arts, some apprehension of the esthetic principles common to all artistic technic ("All arts are one, all branches on one tree"), a knowledge of several literatures besides his own, an intimacy with literature not confined to the works of dead authors, openmindedness, generosity of taste, a knowledge of the racial traits, instincts, impulses, and tendencies of the group with which he is working, a feeling for the personality problems peculiar to the individuals in the group, and a consciousness of the opportunities and deprivations of the community in which he is working.

Fortified by introspection, ready to adopt, in whole or in part, the suggested program, the teacher may still find himself hesitating on the threshold of the

Dawn

VIRGINIA VORIS

Dawn, like a maiden of the mist,
Rose, clad in raiment softly gray,
Fringed with flame and gold and blue,
As the Sun her garments kissed.

Like glistening diamonds, she flung down
Dewdrops on every drooping flower;
And iridescent clear she wore
The Star of Morning in her crown.

Past mountains, fir-clad, hazy blue,
Past gray-white, wind-swept seas
she sped;
Till opened wide the gates of Day
To let the Maiden Dawn pass through.

The Afterglow

BEATRICE WADHAMS

The purple shadows fall on hill and dale
And breezes softly blow;
Rosy tints and golden amber pale
In the sky above us glow.

The sun's richest glories are left behind,
They sparkle in the stream below;
No beauty can compare, I find,
With the evening's afterglow.

—From *Creative Youth*,
by HUGHES MEARNES

elements in the situation are so variable that every effective presentation of a

Blossoms

VALERIE FRANKEL

Oh! A bud all green and white,
Twisted like a shell!
Something strange will happen soon;
I can always tell!

Leaves are crowding thick and fast—
Stems are brittle things!
Grave responsibility
High position brings.

Something stirs against the dawn—
Is it bird or bee?
Or a purple-hearted song
Blown for you and me?

The Barn Swallow

WILLIAM SARGENT

In the Alleghany mountains
When the apple orchards bloom
I know of eaves in a big red barn
Where I'll find nesting-room.

I'm coming back! I'm coming back!
My wings are on the wind;
I'm coming back with the springtime
To the hills I've left behind.

I'm coming back! I'm coming back!
To the hills that I know best,
Where the mountains sleep, and the winds walk
And where my wings can rest.

In the Alleghany mountains
When the apple orchards bloom
I know of eaves in a big red barn
Where I'll find nesting-room.

Our Moon

LOUISE BURTON LAIDLAW

The moon far coming in her misty veil
Parts wide the heavy curtains of the night,
Then gently touches grove and hill and dale,
Filling the world with mystic, shimmering light.
And now she spreads upon the sea awhile
The deep reflection of her cold, strange smile.

Ah, love! whose heart, so far away from me,
Beats high in rapture on thy wooded hills;
How strangely fair the maiden moon must be
As she stands thrall'd above those mountain rills.
To think—
This very moon, whose rays here frost the sea,
In radiance bright, e'en now shines down on thee!

—From *Creative Youth*, by Hughes Mearnes

problem. Of this he may be sure: beauty was never at any stage in the world's history imposed by the dominating type of teacher. Appreciation of beauty is a spontaneous growth not to be nourished by harangues, lectures, persuasion, menace or, I am inclined to think, exposition. But it is the teacher's affair to provide favorable conditions for this growth.

Students and teachers must set out together as equals and comrades on the quest for the beauty that lies in literature. In the group of students there are often several who surpass their teacher in perceptiveness. Hilda Conkling began to write poetry at four. Are there not Nathalia Crane and the children of the Lincoln School?

Hughes Mearns, the teacher at that school who did so much to liberate the creative spirit of his young classes, subscribes to "a philosophy of education not ready yet to set limits to a pupil's achievement at any stage of his growth, which believes that education is not put on like stucco on a wall, but comes primarily from within."

The teacher can often be most useful through the revealing magic of his voice. If he is well prepared he can, in answer to the naturally inquisitive questions of his students, take the place of those discouraging books of reference that are so likely to obscure for the young the uplifting qualities of poetry and prose.

When children of any age are asked what helps them most to feel the beauty of literature, their response includes usually reference to the teacher's voice and admiration of his ability to make them "understand." Recently, a bright girl, in answer to this question, replied, "You

have taught us to look for the second meaning." Very early in their school life children can be made to see that appreciation may be as much of an art as literary creation. Very early they can be encouraged to react to beauty without stimulus other than the beautiful passage itself. The development of the exploratory spirit is important. Ranging the uplands of literature for himself, many a boy finds beauty that may become the guiding principle of his existence. His recommendations, the missionary urge that he feels to bring his contemporaries to share his joy in vigorous loveliness, are the result of the most enlightened leadership. Committees of pupils who assemble their own anthologies are made free of beauty without the inhibitions set up by adult dogma.

The law of increasing satisfaction in literature might be stated as the more you read, the more you enjoy reading. An increasingly complicated network of associations enhances the reader's pleasure. Recognition is an incomparable satisfaction. Familiarity is a "multiplying factor of esthetic appreciation."

It is vital to introduce to youth the suggestion that there is no antithesis between experience and literature; that, possibly, the strongest appeal of literature lies in the chance which it gives readers to gain experience vicariously.

Stated in more general terms, the suggestion is that "some of the pleasure in art form is due to the fact that we can realize in a world of unreality wishes and impulses that we otherwise should not desire to express or for whose realization the opportunity would never be offered." Or Havelock Ellis's saying, "All arts are a part of the art of life,"

will help the experimenting teacher to see another relation between literature and experience. The beauties of both will be found to be mutually reactive. This reaction is often made apparent by the use of the literature of our own day, in which experience finds expression in contemporary social and linguistic idiom.

Poetry, drama, and fiction are the materials with which we work. What are the beauties peculiar to any one of the three that may be enhanced by skilful teaching? True lovers of poetry take their greatest pleasure in the definition of image, in the sound of word music, and in the response of rhythm to the pulse of thought or emotion. The beauty of drama lives for play reader and play spectator alike in the satisfaction felt at the outcome of the conflict, in the recognition of the truth of characterization, and in the appreciation of the dramatist's use of his play to objectify life. Readers of fiction may well be trained to take pleasure in the beauty of carefully differentiated types of experience, in the interplay of situation and character, and of the integration of plot, character, and setting. The chief beauty of what has been called the literature of power is produced by the nicety of thought relations reflected in the arrangement of the small and large units of the composition.

There is, obviously, no method of measuring objectively the increase in a child's susceptibility to beauty which has resulted from training. Favorable signs are a rise in the temperature of students' enthusiasm for letters, the permanence of their interest in literature, and—most important—the kindling of the creative spirit.

"Beauty, have pity!"



HERE IS A GROUP of students from the City of London Vacation Course in Education, July, 1926. Among countries and localities represented are Denmark, Egypt, Holland, Sweden, Germany, Pennsylvania, New York, Indiana, Wisconsin, Ohio, and Turkey.

Research Improving Reading¹

THE WELL-READ MAN, when he makes a decision, is not dependent merely on his own thinking or upon the advice of people with whom he talks. He can quickly draw upon the wisdom of the world's greatest philosophers and specialists.

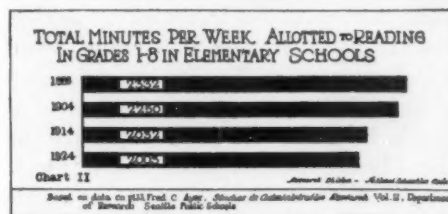
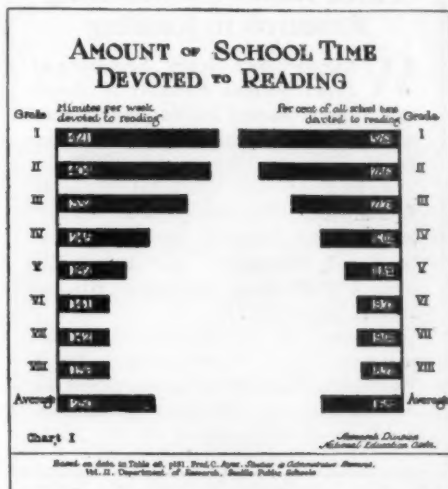
A leading economist declares that knowledge disseminated among the masses of the people is a nation's chief asset. If this be true then one way of indicating our increase in national assets would be to determine the increase in reading done by the people of the United States.

People read more today than ever before. The circulation of newspapers and magazines has increased since 1880 at least 500 percent while the increase in population has been little more than one fifth as much. In 1922, 31,810,672 copies of daily newspapers, an average of more than one for each family, were circulated each day in the year. The twenty largest American magazines had a combined circulation of approximately 22,000,000. This same number was nearly reached by the combined circulation of several thousand smaller magazines.

Formerly the ambitious youth read all the books in the town library. Such a feat is no longer possible, so vast is the amount of available reading material. This fact, however, makes it necessary that more thought be given to teaching reading, so that people not only read faster, but that they exercise power of selection, and comprehend and analyze what is read. Teachers have found that the pupil who reads quickly and comprehends what he reads usually stands high in all of his school subjects.

Research in reading so extensive that it cannot be ignored. Since 1880 there have been 436 scientific studies in reading made in England and America. Of these, 431 have been made since 1896, and more than 95 percent were made in America. Most of these studies have been made in classrooms by teachers and school officers. These are among the phases of reading which have been investigated: Methods of learning to read, relative methods of teaching beginning reading, the need of phonetics, the con-

tent of school readers, children's interests in reading, appropriate reading materials for various grades, the physical makeup of books, the hygiene of reading, provision for individual differences, diagnostic and remedial work, prognosis, relation between reading achievement



and intelligence, relation between reading achievement and class marks, effect of practice on specific phases of reading such as speed and comprehension, the advantages of classification into ability groups, the objectives of reading instruction, and the uses of reading in adult life.

Familiarity with the findings of these research studies, which are summarized in the bibliography included in the box on page 240, is not only desirable, it is imperative for the modern teacher of reading. The teacher who is without this information may well stop and inquire, *Am I old style?*

What are the major objectives for reading in the elementary grades? These are among the objectives frequently set forth in elementary reading courses: To develop a love for the reading of good literature; proper eye-movement habits; skill in silent reading through the use of life motives; reasonable skill in oral reading through the use of life motives; and independence in word recognition necessary for intelligent and rapid silent reading.

How much time should be devoted to reading in the elementary grades? Chart I shows that current practice in large cities would seem to justify a recommendation of about 80 minutes per day in grades one and two; 66 minutes in grade three; and less than 30 minutes per day in grade eight. Current practice is probably a doubtful guide, since it was developed when reading activities were limited almost exclusively to the reading period. Now practically all of our new school activities are intimately related to reading. Pupils spend much time in reading during other school periods than the one devoted exclusively to formal instruction in reading. Hence the length of that particular period can be shortened. Chart II shows that this is exactly what is happening. In 1924 the amount of time devoted to formal reading was less than in former years. It is possible that even less time will be needed in the future.

What use is made of reading time in first-grade classes? In 175 first-grade classes in ten school systems of Michigan, Woody found that about two thirds of the reading time is devoted to reading and one third is about equally divided between phonetics and word study.

What consideration should be given to silent reading? Research shows that silent reading should receive more attention than oral reading for these reasons: Silent reading is used more widely in social life than oral reading; it is a much more rapid process, and it is usually accompanied by better comprehension of what is read.

There is a close relationship between skill in silent reading and skill in independent study. Effective habits of silent reading must be developed in the elementary school, since scientific evidence shows that silent reading has greater social value and is more economical and efficient than oral reading.

This does not mean that oral reading is to be neglected even though it is to receive relatively less emphasis than formerly. There are at least these three important purposes or occasions for oral reading:

1. To inform or entertain others in private or public.
2. To increase one's understanding and appreciation of materials read.
3. To entertain children or interest them in reading.

¹ This is the second article in a series on the curriculum, by Miss Alltucker. The article for December will be Improving Spelling Through Research.

How much reading should be required of elementary pupils? Formerly whole classes were doled out the same articles of reading diet on the same day. A particular child's interests were not consulted to determine the amount and kind of reading which would best satisfy his appetite. Whole classes were required to attend and keep the place while the pupils read orally or in turn. In this way few books could be covered during a school term, and hence few books were necessary. Those days are gone forever. The primary classroom library is being recognized as an indispensable asset. Today we supply children with many supplementary books, large portions of which they read silently.

Recent surveys show, however, that even at the present time there is wide variation between classes as to the amount of reading done in a particular grade.

Comparison of new and old readers. Some of the characteristics which distinguish the modern school readers are: Selections are included which appeal to child life; most of the words are those with which the child is already familiar; and the mechanical makeup is attractive. Today the psychologist tells us that *reading is putting thought into the printed page* and not getting thought from it. Hence people are trying to discover: (1) What experiences a child should have before trying to read; and (2) When he does attempt it, what selections should be read? Specialists are agreed that "words are pegs upon which we hang experience." Hence children should seldom be asked to read words which they have not heard spoken and whose meaning they do not understand.

A second prerequisite is that the primer should deal with interesting experiences or story materials. There is no place for the barren "I see a man," "Can the man see me?" type of repetition. Such statements are an insult to the intelligence of a normal child.

Furthermore, reading materials should not be restricted to "readers." "Who reads a 'reader' once school is out?"

Children's reading interests at different ages deserve careful study. Jordan's study of the reading interests of more than 5000 children indicates that young people in different localities prefer essentially the same books and magazines.

The ability of children to read more rapidly and to understand better what they read increases with the amount read. Ford's study in Louisiana shows that the average number of texts required

in any one grade was two and three fourths and the range was from one to six. During one year definite steps were taken to provide a greater amount of reading material, to improve the quality of the teaching, and to stimulate interest in independent reading. The result was that the average number of basal tests

Three Books Summarizing Research in Reading

WILLIAM SCOTT GRAY. *Summary of Investigations Relating to Reading*, Supplementary Educational Monograph No. 28. University of Chicago Press, Chicago, Illinois, June, 1925.

Report of the National Reading Committee. The Twenty-fourth Yearbook of the National Society for the Study of Education, Part I. Public School Publishing Company, Bloomington, Illinois, 1925.

Research in Constructing the Elementary School Curriculum. Third Yearbook, Chapter V, Department of Superintendence, National Education Association, Washington, D. C., 1925.

read in Grades 1-7 increased to twelve, and in addition, on the average, seven supplementary books were read in each grade. The rate and comprehension of pupils in every grade, as measured by the Monroe Standardized Silent Reading Tests, were decidedly below standard at the beginning of the year, and distinctly above standard at the end of the year.

Of what help are standard reading tests and how widely are they used? One chooses between guesswork and knowledge when he decides to use or not to use a standard test. Those who have given standard reading tests a fair trial state that they are essential both to successful school practice and to scientific study of reading problems. The interest which they have created is shown by the fact that there are forty different reading tests on the market; and in 1924, 2,000,000 copies of one reading test alone were sold. Among the phases of reading measured by standard tests are: (1) Accuracy of word recognition; (2) Rate and accuracy of oral reading; (3) Rate of silent reading; and (4) Comprehension in silent reading.

The diagnostician versus the generalist. In many schools the ordinary classroom procedure fails to provide certain pupils with the help they need. Research methods are available which offer help in discovering reading difficulties and in suggesting remedial instruction.

How many pupils fail in reading for one or more of these reasons: Inferior learning capacity; congenital word blindness; poor auditory memory; defective vision; narrow span of recognition; ineffective eye-movements; inadequate training in phonetics; inadequate attention to content; inadequate speaking vocabulary; speech defects; lack of interest; and guessing and timidity?

A carefully analyzed statement of thirty-three evidences of deficiency in reading is given in Part I of the Twenty-fourth Yearbook of the National Society for the Study of Education. Sufficient research findings are available so that every teacher of reading can become a specialist in her subject, rather than one who accepts reading failures as inevitable.

What are the best ways for providing for individual differences in teaching reading? An extensive survey of current practice shows that among the methods most frequently used by teachers of reading are these:

1. Testing individual abilities in rate and comprehension
2. Arranging pupils in small groups on an ability basis
3. Grading materials read to fit individual abilities
4. Varying amount of reading practice through:
 - (a) Voluntary reading in free periods
 - (b) Home reading
5. Giving personal attention to individual pupils through:
 - (a) Special help for specific defects
 - (b) Use of better pupils to help poorer
6. Choosing materials to suit individual interests
7. Using one or more of these four methods of instruction:
 - (a) Centering attention upon thought, either through silent reading or through the use of thought questions
 - (b) Motivation
 - (c) Word and phonetic drills
 - (d) Phrase drills

Experimentation is needed to test out the relative merits of these practices.

Fields for further research. These are among the problems which teachers of reading are asked to solve:

1. What are the relative merits of different methods of teaching beginning reading?
2. What are the needed changes in regular classroom instruction in order to reduce remedial reading cases to a minimum?
3. What methods are most effective in overcoming specific reading difficulties?
4. What kinds of reading, such as prose or poetry, appeal most to children of different ages?—Margaret M. Alltucker.

Reviving the Folk Dance

ELIZABETH BURCHENAL

THE DANCE EVIL has many phases. The dangers of improper dancing are more numerous and subtle than is implied in most condemnations of the commercialized public dance hall.

First is the evil of sensuality that stops short of immorality, but that comes to grip young people like a habit-forming drug, developing appetites against which they are almost powerless. The pace becomes so fast that energy is taken from school and work. Ambitions and aspirations that should belong to all normal young people disappear and society has another parasite or failure.

Second is the evil of too narrow social contacts. Youth is the time to develop broad acquaintanceship and friendship. Recreation that isolates one boy and one girl at an early age is bad for the youth and for society itself. The growth of personality that comes from association with many others of one's own age as well as with persons younger and older is lost. The ability to deal easily with the whole range of human life—so much needed in our modern urban communities—remains undeveloped.

Third is the evil of ugly and unmusical dance movements. Beauty and rhythm are a vital part of life. Properly cultivated they add immeasurably to health and the joy of living. We may well learn a lesson from the ancient Greeks who gave large place in their educational scheme to music and dancing until they developed the all-pervading sense of beauty that found expression in the philosophy, literature, and art of the Golden Age of Greece.

The overcoming of these evils lies not in suppression of the normal youthful desire for social contacts and physical exercise, but in a constructive program of education. Suppression does not suppress; it distorts and deforms. A program based on an analysis of universal play needs should develop forms of the dance: (1) Are suitable for all ages; that are capable of uniting the whole family and the whole community in one joint recreational enterprise. Delightful association between children and parents means much in the development of both.

(2) Give each individual contacts with all the others in the group. Most of the folk dances are "mixers." (3) Cultivate a growing appreciation of beautiful rhythm and movement. (4) Provide suitable exercise for the whole body and for everybody. No system of education is complete unless it develops recreation habits that endure throughout life.



After years of experiment and study the American Folk Dance Society has come to believe that the following folk dances meet all of the requirements and afford a constructive program of indoor recreation for all people in home, school, club, and community center. They may be taken as types. They open the way to the whole wealth of folk dancing.¹ They are easily learned. Music and even direction and calls may be had on talking machine records. Books may be ad showing music, diagrams of steps, and pictures of formations. With the records and the books these dances can be worked out in any home or school.

By concentration upon them with a view to making them universally known, they stand a good chance of becoming generally popular, for they have a really human social and recreative appeal and are especially adaptable for social use by both young and old. The most successful way to carry on this extensive propaganda would be to present it as merely another form of informal social amuse-

ment. Any substitution for so-called "modern" dancing can only come about naturally through general popularization of the more wholesome thing, and any announcement that it is intended to supplant the present popular form of dance would only antagonize the very people who might profit most by it eventually, and militate against the success of the movement.

1. *Virginia Reel*—This is chosen because it is already widely known and would be easy to review and popularize, provided it is practiced in its *original form* which is in sets of *six couples only*. In a small set like this—or series of small sets—there is sufficient action for everyone to make it interesting and pleasant for all the dancers all the time.

2. *Quadrilles* (Old American type)—These are simple "square dances" done in square sets of four couples. They are made up of such familiar figures as "right and left," "ladies chain," "forward and back," "Allemande left," "grand right and left," etc. These are easy to do, especially with a leader to "call" the figures, and are extremely good fun.

3. *The Circle* (or "Sicilian Circle")—This is one of the best known and simplest of the American country dances, and one of the most social. It is danced around the room in a circle of couples—each couple facing another with whom they dance certain figures (similar to those of the Quadrille) and then pass on to repeat the same with the next couple.

4. *Waltz*—By this I refer to the waltz in its true fundamental form, and not to the incorrect step in common practice at the present time which is nothing more than a sort of "two step" done to waltz music. One who does not dance the real waltz is deprived of perhaps the truest and finest pleasure of social dancing.

The selection of good waltz music is important. Strauss' waltzes are of the finest. Other good examples are found in the waltzes in *Mlle. Modiste* by Victor Herbert and in *The Chocolate Soldier* by Oscar Straus.

5. *Polka*—The polka is one of the fundamental and universal dance steps. It is the basis of many delightful and easy social folk dances and to fully appreciate and enjoy dancing one should be able to dance it.

¹ Further information may be had on request from the American Folk Dance Society, 2790 Broadway, New York City, of which Miss Burchenal is chairman.

American Painting

MARGUERITE B. WILLIAMS

IN THE FACE of the present wave of enthusiasm for internationalism, it may seem foolish to talk of American art for American children. But my conscience troubles me not a whit on that score. As far as art goes, I believe we have already paid our tribute to the foreign gods. I suspect that there are more people who are familiar with the name of Corot than with that of Inness and that while Rosa Bonheur and Millet are almost household words in every well ordered school, Winslow Homer is more of an obscurity—this notwithstanding the fact that the French themselves heralded him as the Millet of America. American art has already suffered enough at the hands of those American art patrons who feared to be provincial, and, as I see it, it will do no harm if, for a while at least, the pendulum swings in the other way and the younger generation errs a little in the other direction.

And who is there, I ask, that can with quite the same feeling interpret the American scene and American life and ideals as our native artists? It ought to be with no little pride that the teacher brings to her children the stories of Inness and Homer and St. Gaudens, names



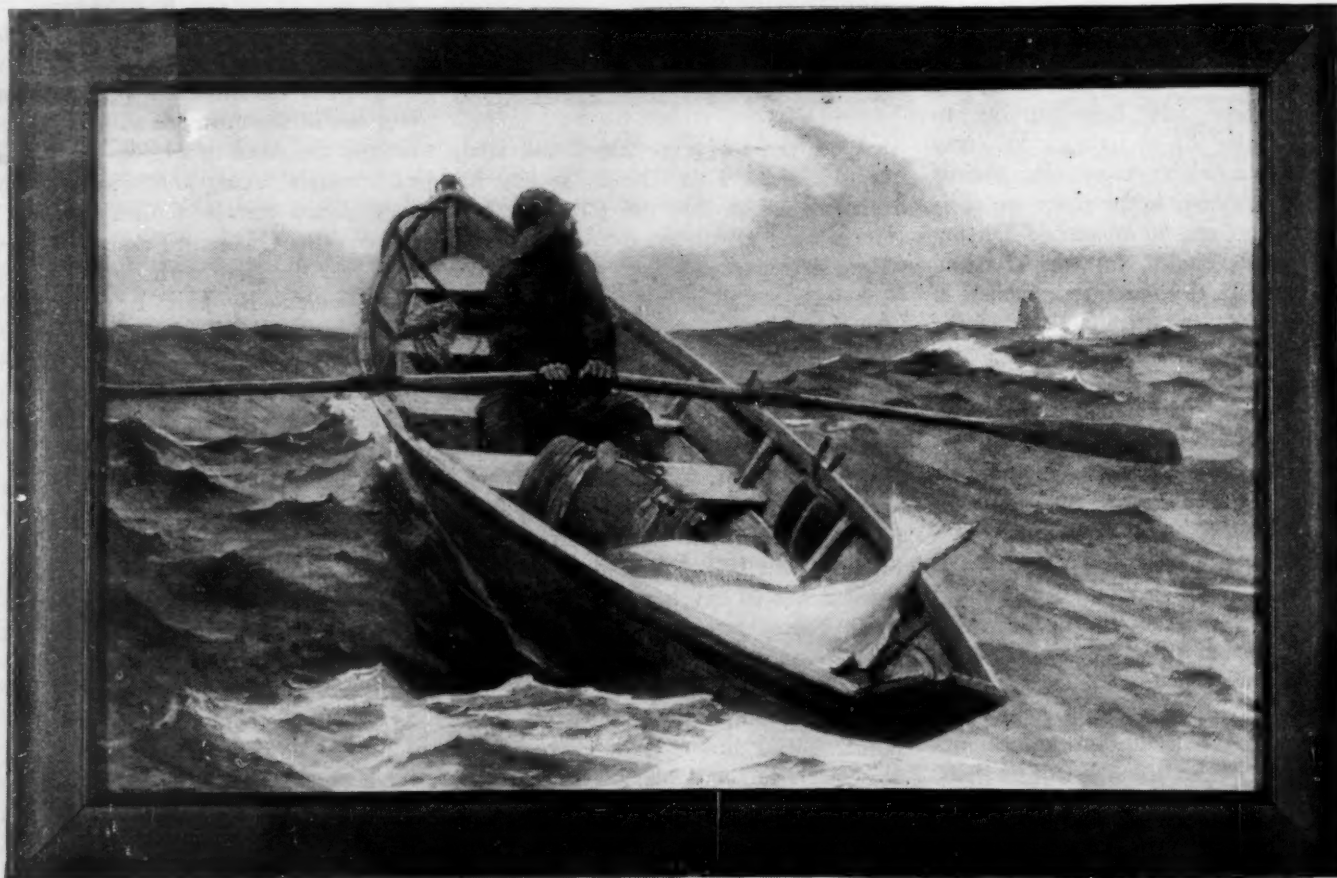
Tanis. By Daniel Garber.

to conjure with just as much as those of Longfellow and Whitman, Washington and Lincoln. It seems to me in this day

when we make such a cult of success in business in this country the tale of the man who refuses to live merely for the upbuilding of a fortune is needed. And if it is true, as one of our architects has pointed out, that the easy success of quality production is on the wane, do we not need to open up to the American of tomorrow the satisfaction that comes to those who despite discouragements follow art in any of its various forms?

Every young person should know the tale of Inness, the boy who refused to be a merchant and independently followed his own ideals. His biography as told by his son is as fascinating as anyone could ask for. Whether the younger child gets much out of Inness' landscapes or not, aside perhaps from what they tell of the pioneer artist who like the pioneer woodsman roamed the country, it does not matter. They are so much a matter of delicate color and spiritual subtleties that one cannot expect the child to get from them what the adult does.

But it is to the pictures of Winslow Homer dealing with human drama, the tale of the mysterious sea, that the child will respond more eagerly. Here is another pioneer. He purposely shut him-



Fog Warning. By Winslow Homer. In Boston Museum of Fine Arts.

in the Schools

Art Critic, Chicago Daily News

self off from other artists and European influences and lived a life of solitude on the lonely coast of Maine that he might more effectively express what was his own and that which was essentially American. And there is in his pictures, I think, something of the same closeness with the elements that our pioneer New England forefathers felt when on the same rugged coast they battled with the dashing waves, cast their nets from little boats for gigantic fish, and paid their toll to death. Winslow Homer's "Fog Warning" with the old seaman looking anxiously from his dory to the sailing ship in the distance as the fog gathers epitomizes the drama of the sea to be found in many other of the sea pictures of this artist. Unfortunately there are as yet but few pictures by Homer to be had in reproductions, though there is a profusely illustrated little handbook about him by Dart-Pousette.

If the child feels a fascination for the sea picture, equally does he respond to that other indigenous theme of the American artist, the Indian. Remington, the first to paint the Indian, concentrated on the warrior side of his nature. He painted and modeled, too, the Indian on his rearing pony, fighting his last and most bitter fight against the victorious white man. And the small boy himself passing through the savage state finds particular delight in this bloody page of American history. But there is another more peaceful side of the Indian that the

later painters have emphasized. Brush and Couse gave us the bronzed Indians who fished, hunted, or made their pottery by the side of peaceful woodland streams in the idealized manner of Hiawatha. Ufer and other painters who today are working in New Mexico emphasize that more domestic side of the Indian who, like the everlasting hills that overshadow him, plants his corn and carries his proverbial jar to the well. There is something very beautiful about the simple life of this child of nature and his worship which we, despite all our civilization, cannot afford to miss. Are not these the very things that we are trying to bring to the boy and girl scouts of today?

As for those other forms of American life, particular mention might be made of the pictures of the children themselves—the wading children of Potthast's "Holiday," "The Torn Hat" of Sully, "The Whistling Boy" of Duveneck, the dancing "Alice" of Chase, and the barefoot "Tanis" of Garver.

What a rich mine American painting is and how much it has in store for the American teacher who knows both it and her child! Much is being said today about picture study, but just as important is surrounding the child with good pictures, letting them be a silent influence to bring out his own spontaneous enthusiasms or to be stored away as memories for another day.

The teacher who is out of touch with city museums need not despair of bringing the best to her children with all the fine reproductions that can be had today. To be sure there may not be so many subjects to be had by American as foreign artists, but the supply is always ready to meet the demand as soon as it makes itself loud and urgent enough.

There is no good reason why the teacher should not introduce art to her students with such organizations as the American Federation of Arts, the American Art Bureau, and the large museums ready to send out exhibitions and literature, and the publisher making everything from little miniatures to large wall pictures in color as well as black and white. With the brilliant examples of New York with its many murals in the schools, of the Public School Art Society of Chicago with its art galleries and wall spaces for pictures as part of the régime of every new school building, the teacher should find it increasingly easy to awaken civic pride in her community so that the schools may become shrines of beauty.

The pictures used in the illustration of this article have been provided through the courtesy of the American Art Bureau, 166 W. Jackson Boulevard, Chicago, and represent a few pictures by American artists available in reproductions listed in their free booklet "Pictures for Schools."



A Holiday. By E. H. Potthast. In Art Institute of Chicago.



Apache Boy. By Irving Couse.

Why School Libraries

ADELINE B. ZACHERT

Director, School Libraries, State Department of Education, Harrisburg, Pennsylvania

EDUCATION of today is primarily concerned with preparing boys and girls to take their place as worthy citizens in the community. It is therefore necessary to teach them how to think for themselves. We no longer tell them what to think by memorizing textbooks. Today we advise them to seek information from many sources—books, periodicals, and the like—to compare these, reach conclusions, and report their findings and opinions to their teachers and classmates. This modern method of instruction requires many teaching tools, of which books and other printed matter are the most used.

To be quickly available to pupils and teachers, books, periodicals, pamphlets, bulletins, and clippings, must be classified, cataloged, arranged on shelves, and provided with a system of records. Such a collection, properly organized, in charge of a competent librarian, becomes the book laboratory of the school.

To serve its purpose adequately the school library should measure up to the standards as stated in the following definition. "The highschool library is a carefully selected collection of books, periodicals, pamphlets, clippings, and illustrative material, chosen to meet the needs of the average highschool student, organized according to modern library methods by a trained librarian who can devote his entire time to the school library and who is thoroughly interested in boys and girls. This library has a spacious and attractive reading room, it is maintained by adequate annual appropriations and is used by every department in the modern highschool for information, as a means of awakening or stimulating interest in a subject, and for all that such a room may do by way of suggestion and inspiration. It is the headquarters for many reading clubs conducted by teachers and librarians working in cooperation, it is used for classes trained by the librarian in the use of the library reference books and tools, it becomes the social center of the school."

No junior highschool is properly equipped to meet the needs of boys and girls during those three vital school years, which is not provided with adequate library facilities. Foremost au-

thorities on junior highschool administration agree that the school library should be the most attractive, the most beautifully appointed, the most homelike and the least schoollike room in the building. Its needs in equipment of furniture, books, periodicals, supplementary instructional aids, and decoration should take precedence over the needs of every other activity in school administration. No other activity of the school, not even the lure of the gymnasium, auditorium, shops, fine arts, or even the attractive social activities, should be permitted to wield the influence to that which the junior highschool library should exert.

In size and location of the library room, in its furnishing and equipment, the library in the junior highschool should be as large, convenient, and attractive as that of the senior highschool. The book selection, however, and the library service should be especially suited to the needs of junior highschool pupils. There should be many books which appeal especially to early adolescent children. The librarian should be chosen for her ability to deal understandingly and sympathetically with children of this difficult but exceedingly interesting age.

Fully seventy-five percent of all the pupils in our elementary schools do not reach the highschool. They begin to leave school upon completion of the sixth, seventh, and eighth grades. They must depend for their future self-education upon the impetus received during their years in the elementary school. If, during that time they have learned how to turn to the printed page for information, recreation, and inspiration, then they have acquired the means of continuing their education throughout life. It is therefore important that pupils in the grades have ready access to the many book treasures which are their rightful heritage. There are books that belong to childhood—myth, fairy tales, folk lore, legends. These the childhood of the race evolved, and these the children of today should have and enjoy. To give the right book to the right child at the right time becomes the responsibility of the elementary school. This can best be accomplished through the school library. Progressive schools are now providing library rooms for pupils in the grades.

Under the supervision of a competent teacher-librarian, pupils are here taught how to supplement their studies by the use of books other than texts. They are given an opportunity to read and enjoy carefully selected children's books. In schools where library rooms have not yet been established, the use of classroom libraries is recommended. These are collections of thirty or forty books suited to the needs of pupils in the first six grades. The books are issued for home reading and pupils give informal reports of books they have read.

In an ungraded school where eight subjects are taught for each of eight grades by one teacher, there must, of necessity, be times when precious minutes may profitably be used by pupils in the reading of books from the school library. If the books are available, easy of access, and if pupils are encouraged to utilize spare moments by reading library books, much profit and pleasure may be derived.

There should be enough books to supply adequately the needs of all the pupils—picture books and easy books for the little ones, travel, biography, legend, hero stories, and romance for the older pupils. The collection should be large enough to furnish each pupil with a continuous means of mental development during his first eight years in school.

Lists of carefully chosen library books to suit the needs of various types of schools are issued by the department of public instruction and may be had upon request. Suggestions for the purchase of library books are offered and directions for organizing books into a workable school library are given.

Library books are a good investment. They bring large dividends. They arouse new interests, open new visions, enlarge the horizon, stimulate imagination, and foster ambition. They may become a deciding factor in the choice of a vocation, and in the ethical and moral guidance of boys and girls. They are necessary tools in the schoolroom. Rightly chosen and properly used, they help to make better citizens of boys and girls. Organized for quick and ready reference, they multiply the efficiency of every teacher. That is why we have adopted for Pennsylvania the slogan, "A library for every school in the Commonwealth."

The Demonstration Lesson

H. L. DONOVAN

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THERE IS NEED for a much higher level of classroom efficiency than is now to be found in a great majority of the schools. One way of realizing this need is repeatedly to expose the teachers—those in the service as well as those in training—to expert demonstration lessons.

Our educational theories are possibly a half century ahead of common practice. If the average classroom teacher could approximate what the best theorists know about the teaching of reading, arithmetic, language, and the social sciences, our schools could probably be advanced a generation in a single year. Certainly much time could be saved for the child, and the years now devoted to education could be reduced. This reduction in time need not be at the expense of the child's education, for the newer methods which are the result of research will assuredly produce a superior product. Teachers need to see frequently unimpeachable examples of classroom procedure. Such demonstrations should be as nearly perfect as it is possible to make them as to the method employed, the devices used, and the technic practiced.

We learn to do by seeing as well as by doing. Certainly, the initial steps of the learning are best acquired by observation. Observation is a fundamental part of training in science and in art. The young surgeon sees all the various operations performed by able surgeons. Gradually, he is permitted to participate in the operation, but not until every detail of the performance has been demonstrated by the expert surgeon. In art, the student spends much time in the art gallery studying masterpieces and in the studio watching skilled artists produce them. We find it equally necessary in the training of teachers in order that the theory and the practice may be related to demonstrate the procedure. Imitation plays a much more important rôle in our

teaching than we have usually been willing to recognize. What one of us, when facing a new or complex classroom situation, has not turned to one of his former teachers, and attempted to recall how

General Standards for Evaluating a Lesson¹

- What was the aim of the lesson?
- Was the instruction closely related to the previous experience of the children?
- Was there a motive on the part of the pupils?
- Was there initiative on the part of the pupils?
- Were provisions made for caring for individual differences?
- What was the character of the teacher's questions and the pupils' answers?
- Did the pupils recognize relative values?
- Was the opportunity provided for application of lesson?
- Was there a general summary?

¹ Dr. Frank McMurtry first suggested standard 3, 4, 7, 8. See *Elementary school standards*. World Book Co., Yonkers.

that teacher met a similar situation in order to find a way out? The untrained young teacher solves practically every schoolroom problem in terms of the way he remembers his favorite teacher's having met similar problems. The well-trained teacher who is just entering the service often resorts to the same procedure, but more frequently he recalls how the critic teacher in the normal school or teachers college dealt with kindred problems.

There are those who depreciate this method of learning to teach. They say that it crushes initiative and originality and that the teacher becomes an imitator. The facts are that most teachers are imitators and many of them imitate bad models. Few of us have either the initiative or originality to devise new and better methods of teaching. Imitation has always been considered a legitimate method of learning. If we will but imitate correct models of how to teach we may safely leave the question of originality to the individual differences of

teachers and count on sufficient variation to make the work of the classroom interesting as well as effective.

The demonstration lesson is not a new procedure in the training of teachers. We find the first state normal school had a training school for the purpose of demonstration and practice.¹ Almost without exception every normal school and teachers college from that day to this has maintained a school where student-teachers could both observe demonstration lessons and do practice teaching.

We find the demonstration lesson to be one of the earliest agencies used in the supervision of instruction. In 1888, Superintendent J. M. Greenwood, of Kansas City, speaking before the Department of Superintendence said: "The superintendent should be of an inventive turn of mind, and among his teachers he can always select a few whom he can safely trust to try experiments in school work, and these can be induced to exhibit their methods to others."

A practice which has become a custom frequently needs rejuvenation. That is the mission of this paper. The demonstration lesson in the teachers college is too often a mere formal procedure. Student-teachers who have little or no knowledge of how to analyze a recitation sometimes sit through the recitation, but with their eyes they see not and with their ears they do not hear. The exercise is nothing more than the fulfilment of an academic requirement. In like manner supervisors frequently call their teachers to witness a demonstration lesson without having previously prepared them for the demonstration. When properly used there is no more effective agency for the improvement of teachers—those in training and those in service—than the demonstration lesson. A remarkable illustration of the effectiveness of the demonstration lesson as a device for the improvement of teachers who are in the service is to be found in Dr. Pittman's experiment in supervision in Brown County, South Dakota.² To the writer it appears to have been the most important single element used in attaining the splendid results recorded in this experiment.

¹ The Carnegie Foundation for the Advancement of Teaching. *The Professional Preparation of Teachers for Am. Pub. Sch.* Bulletin No. 14, p. 29.

² Pittman, M. S. *The value of school supervision*. Baltimore, Warwick and York. pp. 19-40.

It is the function of the demonstration lesson "to exemplify the use of sound method, show what devices are effective and how to employ them, and to exhibit the results of good technic."¹ The observer should come to the demonstration with a knowledge of the method, devices, and technics that are to be employed by the demonstrator and an appreciation of the significance of these. More important than these, however, is that both the observers and the demonstrator should have in mind the same standards by which to evaluate the instruction.

Demonstration lessons to be a success must be thoroughly planned. They should be taught often by the supervisor but possibly most frequently by a teacher who is an artist in her particular field. They must always exemplify teaching as a fine art. Arrangements should be made to have the lesson plans mimeographed and furnished to the observers long enough in advance to afford them an opportunity for careful study of the plans. When the demonstration is for student-teachers in the teachers college, it will be assumed that the standards by which the lesson is to be judged have previously been developed in a class in education and that the observer comes to the demonstration with clear-cut, definite, and specific standards for evaluating the instruction. The supervisor of teachers who are in service will in conferences work out standards by which they will measure not only the demonstration lesson but lessons which they teach day by day. These standards are essential, since they must form a part of the working agreement between the teacher and the supervisor. Friction will certainly occur sooner or later if they do not have in mind the same standards for evaluating instruction.

The observer should take sufficient notes to enable him to reproduce what he has seen. Teachers ought frequently to try to write a careful descriptive account of what actually took place in a classroom during their visit. Such a report should be a pen picture so drawn that it would portray a vivid account of the activities of the classroom to one who had not been present. The description should then be followed by the application of standards by which to measure the work. Such an exercise is most valuable in clearing up one's thinking regarding teaching situations. It also reveals clearly whether the observer can see and

hear and evaluate the finer points in teaching.

The observation of every demonstration lesson should be followed by a conference. Usually it is well to let a period of twenty-four hours intervene before the conference. This gives everyone time to ponder and digest his reactions before entering into a discussion. The demonstration is not over when the children

Why They Wanted It

THE MEN who didn't know said it was because they were indolent and wished to shirk their duties. The women who didn't know claimed it was just a modern fad. But the parents who wanted it and the men and women who knew said: We want a kindergarten for the children because

They need work and play suited to their years;

The work must be work they will love, for

The love of work will foster the habit of industry;

The play must be sportsmanlike, for Play inculcates either virtues or faults;

A kindergarten is a little child's workshop and playground, and

A kindergartner is a master-workman and sportsman;

She has been taught to understand the child-world,

She studies each child's needs and prepares the children's workshop and playground accordingly.

National Kindergarten Association.

are dismissed. The fun should just begin at this point. First, two or three of the observers should state what they observed without any attempt to evaluate the lesson. The demonstrator should then be asked to accept these observations as to what actually occurred or modify them should he disagree. When the evidence is all in and everyone understands what took place, we are then ready for an evaluation of the work.

This evaluation should be fair, frank, and honest. There are those who take the position that the conference should bring out only the good points of a demonstration. After they have flattered the teacher, they are satisfied to adjourn the meeting. This is buncombe of the worst sort, and it is professional dishonest. Teachers should display more courage and sportsmanship. The good, bad, and indifferent should be pointed out in the analysis of the recitation—the good

as an example of what to imitate; the bad as the thing to avoid. The conference is a very important part of the demonstration when properly conducted. It is probably the most important and profitable type of teachers meeting which may be held. It can be the means of resulting in greater improvement on the part of teachers than any other kind of meeting. It should be informal and everyone should have a chance to participate. It offers an opportunity for engendering a democratic spirit in the teaching force. It should give the teacher and the supervisor their finest chance to point out the merits and weaknesses in each other's work. The supervisor must participate in the conference as one among equals. He should in no sense parade his superiority, but he should solicit the frankest sort of criticism when he has demonstrated.

Mention has previously been made of the necessity of having in mind standards by which the lesson is to be criticised. Those participating in the conference will have previously developed standards and accepted them as the basis for evaluating the work. There is no one thing more important in supervision than that standards for determining the worth of instruction be drawn up and thoroughly understood and agreed upon. The teacher needs these standards for her guidance in the conduct of every recitation; the supervisor, for the analysis of the teaching he observes. Without common standards neither the teacher nor the supervisor has a point of departure.

There are both general and specific standards which should be used to determine the worth of the instruction. General standards are those which may be applied with equal force to any lesson regardless of its nature. Specific standards are criteria which are applicable only to a lesson of a specific character. For example, there are certain standards which could be applied to a lesson where the aim was to teach children to solve problems involving reasoning in arithmetic that would not be applicable to a silent reading lesson or a lesson in oral reading.

A conference would not be complete if it simply measured the instruction by the use of general standards, such as those on page 245. The specific standards for each recitation are more intimately related to the lesson. They get closer to the heart of the process. The number of things to be observed in this kind of an evaluation may be extended to great length.

¹ Nutt, H. W. *The supervision of instruction*. Boston, Houghton Mifflin. p. 138.

The type of lesson presented will depend on the principles of teaching which the supervisor wishes to emphasize. The types of lessons which lend themselves for demonstration purposes are the drill lesson, the problem-solving lesson, the socialized recitation, the appreciation lesson, lessons illustrating the value of visual education, various types of oral and silent reading lessons, and lessons for the development of motor skills. It is distinctly difficult, and rarely ever desirable, to teach a lesson adhering strictly to one type all the way through. An appreciation lesson may have a bit of drill intermingled with it, and undoubtedly it adds flavor to a drill lesson if there is something about it that may be appreciated by the children. Notwithstanding this fact, a demonstration should never be a medley. It should so predominantly partake of the nature of one type that there would not be any difficulty on the part of the observers in cataloging it. If the characteristics of a good lesson of the different types can be developed with teachers it will materially add to the value to be derived from the demonstration. A good illustration of this point may be found in Parker's *Types of Elementary Teaching and Learning*, p. 323.

What is the value of the demonstration lesson? The writer believes that it makes abstractions concrete; theories take on the semblance of realities; and principles are visualized. The demonstration lesson is the expression of pedagogical precepts in a dramatic setting.

One of the measures of a supervisor's worth is his ability to improve the best

teachers in the service. There is probably no more effective way to achieve this objective than to discover what these teachers do most successfully and solicit their aid in helping others.

He who profits most from such an

Reasoning in Arithmetic

WERE the problems taken from life situations? (a) Did they deal with the situation in which it is most likely to occur in reality? Example: Family grocery bill. (b) Were the situations much harder or much easier than they really occur in life?

2. Did the teacher free the problem of difficulties due to vocabulary, structure, or lack of experience?

3. Elements in solving: (a) Did the child understand thoroughly what the question was? (b) Did he know what facts were given? (c) Did he know what facts to use in solving the problem?

4. Was the pupil encouraged to identify himself with the person the problem represented?

5. Was provision made for much practice in solving type problems in many situations before taking up miscellaneous problems?

exercise is certainly the teacher of the lesson. Such a performance will assuredly lift one to a higher plane of practice. One never quite drops back to old levels who has once performed brilliantly and artistically before his colleagues. Teachers should covet the opportunity

to teach for demonstration purposes. Every teacher should plan to teach at least one blue-ribbon lesson each week regardless of whether he has observers or not. Such a program conscientiously pursued for a time will certainly lead to artistic teaching and increasing improvement in service.

The observer who carefully and thoughtfully watches a spirited demonstration will vicariously experience the teaching. The values which accrue from such an experience are large. If the young and less skilful teacher will but intelligently throw himself into the demonstration he will learn more and more of what classroom procedure means when controlled by an efficient teacher, and in time he too should be able to "go and do likewise."

TESTS will not replace skill, they will not replace tact, they will not replace kindness, they will not replace enthusiasm, or nobility. On the other hand, they will not in any sense harm us, and they will be useful as helps, no matter how ideal our aims. Our ideals may be as lofty and subtle as you please, but if they are real ideals, they are ideals for achieving something; and if anything real is achieved, it can be measured. Not perhaps now and not perhaps in fifty years from now. But if a thing exists, it exists in some amount; and if it exists in some amount it can be measured. I am suspicious of educational achievements which are so subtle and refined and spiritual that they cannot be measured. I fear that they do not exist.—E. L. Thorndike.



TO BE INITIATED into the ideals and programs of professional organization—local, state, and national—during student years is to get a running start in the great profession of teaching. The State Teachers College at Kearney, Nebraska, is doing pioneer work with this student unit of the National Education Association, these young men and women having become members of the Association.

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Greetings to New Members

ONE OF THE JOYS of fall is the host of new members it brings into Association ranks. To you the officers extend the right hand of professional fellowship. The Association is yours. The JOURNAL is yours. The cause is yours. The future of the profession is yours. New energy, new ideals, new plans, new outlooks were never more welcome than now. It is one of the glories of our Association that it is not some outside agency imposing tasks, but ourselves working together for the best things in education and life.

We asked a new member the other day what the Association meant to her and here are some of the things she said:

An opportunity to share in the work of an organization that has made the teaching profession in America.

The pleasure of reading an attractive journal that magnifies my work and keeps me in touch with the new movements in education.

We asked another new member why she joined the Association. Her reply put it this way:

Our principal told us that there were 800,000 teachers in America and that only one in five was helping to pay for the benefits which the Association brings to us all. We teachers talked it over and decided we wanted to do our part. We are proud of our hundred percent membership.

Another new member writes:

I especially enjoyed meeting the new president in the October JOURNAL and the article on Repression Versus Expression. It cleared up some points that had been puzzling me.

Says still another:

Glenn Frank's Prayer for Teachers should be framed and hung in every schoolroom.

Again, members new and old, greetings! Help to make the Association better and bigger that through its efforts we may have finer schools and happier children.

Things Done

THE NINE WISCONSIN NORMAL SCHOOLS have recently been elevated to the status of teachers colleges by the board of regents and will offer courses leading to the bachelors degree. In 1900 lawyers read law in the offices of older lawyers, doctors learned by apprenticeship. No one now thinks of entering law or medicine by these old routes, but a large fraction of teachers still enter the schoolroom with much less training than would be expected in the other professions. To elevate normal schools to teachers colleges is one of the quickest ways to bring professional recognition to teachers.

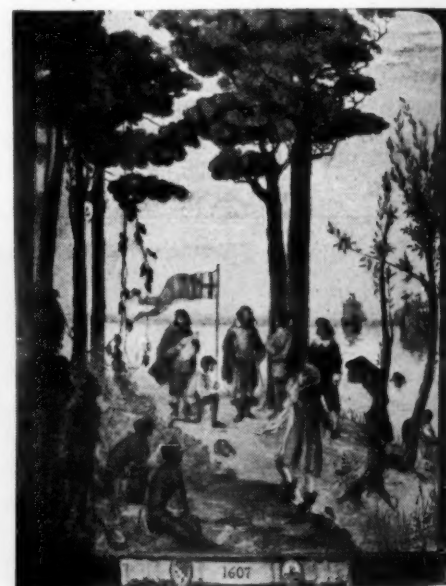
DOES RURAL SCHOOL SUPERVISION PAY? Yes. Enormous dividends are indicated by a two-year demonstration made in Indiana under the auspices of the General Education Board and reported in a recent bulletin of the state department of that state. Among the conclusions are these: \$14,021 spent for supervision the first year gave service equivalent to an expenditure of \$38,559 for additional instruction. \$14,201 spent for supervision the second year was equivalent to adding 41.1 days to the school year or gave an increased teaching efficiency equal to \$71,636. In other words, 160 days with supervision accomplishes as much as 182 days without supervision for the first year and as much as 201 days without supervision for the second year. Supervision is obviously an effective and economical way of improving rural school work.

UNIVERSITY AFLOAT is the name given to a unique institution presided over by Charles F. Thwing, president emeritus of Western Reserve University. It enrolls five hundred students from forty-five states and is now on the high seas for an eight-months cruise with a select faculty of forty instructors.

Former governor Henry J. Allen of Kansas is editor of the college journal, printed on the ship's press, which will give laboratory work in editing with many interesting assignments to cover in the ports of the world.

DEMOCRACY IN EDUCATION takes a big step forward in the publication of B. R. Buckingham's *Research for Teachers*. For each individual teacher surrounded with all the raw materials for the development of the science of education to observe, to record, to compare, and to study the objective facts involved in the learning process is to elevate teaching to its true place as a profession and to elevate the individual teacher in self-respect and community appreciation. This is what *Research for Teachers* advocates and explains.

MUSIC APPRECIATION by radio is now a regular feature of the work of the Connecticut department of education under Director of Rural Education N. Searle Light. The programs go out from Station WTIC and are potentially available to a class of 275,000 pupils in the New England states. The course will consist of twenty lessons given alternate Wednesdays at ten forty-five in the morning, eastern standard time. Radio presents many possibilities as an aid to instruction.



THIS BEAUTIFUL mural painting—*The Landing at Jamestown* by Glenna Latimer—graces the walls of the Walter Herron Taylor School at Norfolk, Virginia. It suggests an opportunity too little used in the development of school buildings—their decoration by paintings based on the history of the locality. Many a city has finer art in its hotel lobbies than in its temples of learning.

Education as a Career

TEACHERS are the largest public service group in modern society. Within a few years there will be more than a million teachers in the United States. The development of programs already underway requires that one person out of every hundred of the total population give full time to educational work. While at first thought this proportion might seem large, it is small indeed when compared with the fraction of the population that has devoted itself to fighting during other periods of history. And besides, education builds while fighting destroys.

Education is not only the most numerous profession in modern society; it is the greatest in other ways. No child can afford not to consider its possibilities as a career. No vocational counselor can afford to ignore it. No wise parent will overlook its enduring values. No genuine master of statecraft will fail to see the need for attracting into teaching the best minds and hearts of every generation.

Preachers of an earlier day were vigilant in their search for promising candidates for the ministry. They were proud to have sons follow in their footsteps. The home that had a preacher among its children considered itself most highly honored. Wise schoolmasters and parents have often magnified teaching in the same way. It is a practice worthy the widest extension. Every teacher should be eternally searching for the one in a hundred who has the talents for a teaching career. Once discovered such a boy or girl should be given every opportunity to develop the teaching gifts. Doors to teacher-training institutions should be opened to him and opportunity to earn advancement should be placed in his path. These are all things that the best teachers have done as a matter of course. But they may well become universal.

There are many different types of opportunity in the farflung educational service—classroom teaching on various levels, several types of administration, research, librarianship. The choice of the special field suited to one's powers and tastes is hardly less important than the choice of the profession, although it may well be made somewhat later. Great help may be had from printed books. What child would not be interested in *The Evolution of Dodd*? At an earlier

age than most teachers realize, young people will read such books as *Sanderson of Oundle*, *The Ideal Teacher*, *The Young Man and Teaching*, *Great Educators of Three Centuries*, *The Discovery of Intelligence*, or any of the intro-

ment of the advantages of teaching as the following:

First, teaching is and always will be a pioneer profession. The teacher lives on the frontier of childhood, seeking ever to bring the world's ideals and knowledge to the service of the world's life. There is the challenge of the oncoming generations and of the successive waves of new knowledge as science and discovery advance. Adventure adds zest to life and certainly teaching is one of the great adventures.

Second, teaching leads to a good life. The school is filled with the freshness and idealism of childhood. One's associates in the profession have high standards of living and thinking. One is surrounded by the better values of life. He is honored by the best people in the community. The college town is often pointed out as the ideal community in which to live. Teaching offers mental and moral growth. Education searches eagerly for the soundest mental and moral processes.

Third, teaching is service. As men and women rise in the scale of moral growth, they become less willing to spend their time and energies on activities that do not benefit their fellows. Even in fields where selfishness once ruled, service is rapidly gaining as an ideal. Even business says, "He profits most who serves most." The teacher says, "He most lives who serves best." There is a joy in doing for others. In teaching this joy is immediate and intimate. Every teacher in his later years regards with deep satisfaction the success of men and women whose lives he has helped to build.

Fourth, teaching pays. Thoughtful people place joy in work above dollars in the pay envelop in choosing what they shall do. But the dollars cannot be ignored since they determine important aspects of one's standard of living. The financial rewards of teaching are improving as an organized profession brings its needs to the attention of the public.

Fifth, teaching is a growing profession. It will be a generation before there will be an adequate supply of trained teachers. Young men and women who enter now will have the advantage of this growth. Pioneers in new fields soon become the leaders in those fields. A teaching career is stable. The capable,

A Few Good References on Education as a Career

AMERICAN EDUCATION WEEK, November 7-13, is a good time to bring the possibilities of teaching as a career to the attention of school children. The following books may well be on the shelves of every highschool library.

Bagley, W. C., and Keith, J. A. H. An introduction to teaching. Macmillan Company, New York, 1924.

Dearborn, Ned N. An introduction to teaching. D. Appleton and Company, New York, 1925.

Drury, Samuel S. Schoolmastering. Macmillan Company, New York, 1926.

Frasier, George Willard, and Armstrong, Winfield D. An introduction to education. Scott, Foresman and Company, Chicago, 1924.

Graves, Frank P. Great educators of three centuries. Macmillan Company, New York, 1912.

Hart, Joseph K. The discovery of intelligence. Century Company, New York, 1924.

Palmer, George Herbert. The ideal teacher. Houghton Mifflin Company, Boston, 1908.

Sanderson of Oundle. Macmillan Company, New York, 1926.

Walsh, Matthew J. Teaching as a profession. Henry Holt and Company, New York, 1926.

Wright, Henry Parks. The young man and teaching. Macmillan Company, New York, 1920.

ductions to teaching and education that have recently appeared.

The child's sense of the importance of teaching is not developed in a day. It is the product of many influences—home attitudes, the desire to be like teachers he admires, reading, and discussion. Some teachers lead children to develop outlines showing requirements and advantages of teaching. They emphasize such factors as health, love of childhood, quickness of mental processes, general culture, and special training. After thorough discussion a class might develop as a composite achievement some such state-

well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.

Sixth, teaching is building. The teacher shapes the unfolding life of childhood and radiates ideals and purposes that in the citizenship of tomorrow will become the fabric of an improved social structure. Teaching is the most fruitful of patriotic services. Building

right ideals and habits into the lives of young citizens is a ministry essential to a democracy. The teacher holds the most sacred trust within the gift of society.

To discover in the rising tide of young life a potential teacher is as rich in possibilities as the discovery of a continent. To the teacher who has faith in the individual and the race the search for teaching talent is an inspiring quest. Joseph McCabe in his remarkable book *1825-1925, A Century of Stupendous*

Progress, after a clear recital of facts and figures, concludes:

Man is only just beginning to be man. We are just getting out of infancy. Pessimism is mere ignorance. A future more splendid than any poet can imagine is as certain as tomorrow's sun.

And teachers are the real makers of history. Society cannot afford not to choose them well. Is there one in your school? Is there one in your home? There must be one in every hundred children.—J. E. M.

A Pioneer in the Profession

DAVID SANDS WRIGHT has recently told the story of his half century of service at Cedar Falls, Iowa, in a book entitled *Fifty Years at Teachers College*, from which the material on this page is taken. The story of Cedar Falls is a picture of education on the frontier and the beginnings of teacher training. Under Homer H. Seerley, who has been its president since 1886, this school is celebrating its Golden Year.

TO HAVE a part in laying the foundations of a great enterprise is an opportunity that any man would covet. To have a part in laying such foundations, and then to continue work on the superstructure for a full half century of its development is a privilege that few men are permitted to enjoy. The subject of this brief sketch has had that rare honor. He taught the first class on the opening day of the Iowa State Normal School on September 6, 1876, and now in its Jubilee Year, full of bodily and mental vigor, he is rounding out his fiftieth year of service on its campus.

David Sands Wright was born on the seventh day of December, 1847, on a farm in Penn Township, Highland County, Ohio. His father, grandfather, and great grandfather were "Quaker" preachers of repute and devoutness.

A lad of seven, David Wright was sent to a "lone log structure," the Squabble Highschool. His first teacher, one Andrew Jackson Brouse, was of a type not uncommon in those days, a man, who in addition to his occupations of farming, blacksmithing, and carpentering, eked out a living by teaching a country school in winter. In this and other country schools the boy was brought up on "McGuffey's Readers,

Ray's Arithmetics, Green's Analysis and Pelton's Geographies." Early in his teens he joined the "Squabble Hill Literary Society" and formed the debating habit.

In the spring of 1866 the directors of Sub-District Number One hired the young man to teach the spring term of three months at a "salary" of twenty-five dollars a month.

Soon, eager for more education, Mr. Wright entered the National Normal University at Lebanon, Ohio. There he obtained his Bachelor of Arts degree in 1871 and his Master of Arts degree in 1873.

In the autumn of 1872, his real life work, that of a teacher of teachers, began in the village of Salem in Henry County, Iowa. His official position was that of associate principal, in copartnership with Clarkson C. Pickett, of Whittier College and Normal Institute. In writing of this later, Mr. Wright has said: "This institution was a college in the sense that an Iowa village is a 'City,' a Kentucky civilian is a 'colonel,' or the head of a two-room school is a 'professor.'" It was really a Quaker Academy established in a community of Friends.

Mr. Wright was elected to the first faculty at Cedar Falls in July, 1876, the second "male instructor" to be chosen. No school has ever found a more zealous and faithful teacher than the State Normal School found in David Sands Wright.

In 1915 Professor Wright retired from the Department of Mathematics to take up a line of work in which he has made, perhaps, his most distinctive contribution to education in the state of Iowa. Interested for many years in the teaching of Bible in the highschools

and colleges of the country he had made a thorough study of the progress of that work in different sections of the United States. When, in 1915 the decision was reached, largely through his efforts, to offer credit courses in Bible Study in the Teachers College, Professor Wright was made Director of Religious Education.

Classroom instruction has been but one of Mr. Wright's activities during his busy life. He became identified with the State Teachers Association in 1875, taking from the beginning an active part in committee work. In 1904 he served as its president. In his fiftieth year of membership, 1925, the association honored itself and him by making him a life member.

For years, Professor Wright has spent a part of his spare time in writing, contributing to many of the educational journals of the country.

To the general public of the state, Mr. Wright has become best known through his sermons and lectures. An eloquent and forceful speaker, he has been called to every part of the state to preach or to lecture.

On July 24, 1880, Mr. Wright took the happiest step of his whole long life, when in the reception room of the Normal he was married to Miss Eliza Rawstern, a graduate of that morning. In all the years of its history, the school has graduated no finer woman. Her quiet strength of character and her wide and active interest in problems of the day have made her influence widely felt.

To love little children and to be loved by them, to win and hold the respect and friendship of one's colleagues, to inspire young men and women to sane and normal Christian living, to do all this throughout fifty years—what more could man ask?—Alison E. Aitchison.

Hiring a Teacher in 1814

Articles of Agreement made on the 7th Day of Sept. 1814, between Franz Crutchfield of the State of Virginia and County of Booth, of the one Part, and the Gentlemen, who subscribe their Names hereunto, of the said State and County of Kanawha, of the other Part, to teach a School agreeably to the several Systems and Modes of Instruction expressed, in his Publication of February the 13th, 1808, for and during the Term of one year.

Also the Gentlemen, above mentioned, are also hereby bound, on their Part, to provide a convenient, good, and comfortable House, Writing-Benches, strong, smooth, and even; and Seat-Benches neat and strong,—so that the Operations of this School, shall commence, on the first Day of November next. The aforesaid Gentlemen are also bound to haul wood to the Door of the School-House, whenever that Article is wanted. They are furthermore bound to pay, to the said Crutchfield, one Thousand Dollars per year, for his services,—five Hundred Dollars to be advanced, on the Day on which the School commences, and five Hundred Dollars, at the End of the Year,—and this Method of Payment, is to be pursued, if the School should continue for any

They also allow the said Crutchfield the Privilege of the School, at any Time, for the Instruction of his own little Sons.

And lastly, they allow the said Crutchfield to have the whole and sole Management of the School, with Regard to Vacation, Time, and Mode of teaching, and do hereby covenant to help and assist him, with Respect to any Matter of Difficulty, Grievance, &c, which may take Place, in his scholastic Circle of Action.

For the due Performance of the foregoing Articles, the said Crutchfield and the Gentlemen subscribing this Instrument bind themselves, in the penal Sum of three Thousand Dollars. In Witness whereof, the said Crutchfield and the said Gentlemen have attached their names hereunto, on the day above written.

Witness present.

James C. McFarland
Saml. Shrewsbury
John Reynolds
Reuben Slaughter
William Whittaker
Silas Reynolds
Tobias Ruffner
Daniel Ruffner
Andrew Donnolly

NOTE.—Since writing the above Articles,—it has been agreed, between the Parties, that the Operations of the School, shall commence, on the first Day of December next, from which Day, the aforesaid Crutchfield's pay is to be demandable, agreeably to the Stipulations of the foregoing Instrument.

HIRING a Teacher in 1814—State Superintendent George M. Ford, of Charleston, West Virginia, has come into possession of a most interesting historical document, which we are privileged to reproduce here in reduced facsimile. Here is a man who wrote a book and agreed to teach according to it. Here is an association of parents who employed a teacher and agreed to give him "the whole and sole management of the school." Moreover they would give him authoritative support in case of need. The agreement follows:

These Articles of Agreement made on this 7th Day of Sept. 1814, between Franz Crutchfield of the State of Virginia and County of Booth, of the one Part, and the Gentlemen, who subscribe their Names hereunto, of the said State and County of Kanawha, of the other Part, to teach a School agreeably to the several Systems and Modes of Instruction expressed, in his Publication of February the 13th, 1808, for and during the Term of one year.

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number of years.—They are also bound to make the above Sum of one Thousand Dollars,—as near as can be,—by Scholars, at thirty Dollars each, pr Year. After the first Year of Tuition, (the School being in a State of Improvement) They shall be bound to allow the said Crutchfield to take in an additional Number of Scholars, for his own Benefit;—but this additional Number is, by no Means, to exceed the Bounds of Reason,—so as to clog the Operations of the School. They also allow the said Crutchfield the Privilege of the School, at any Time, for the Instruction of his own, little Sons.

And lastly, they allow the said Crutchfield to have the whole and sole Management of the School, with Regard to Vacation, Time, and Mode of teaching, and do hereby covenant to help and assist him, with Respect to any Matter of Difficulty, Grievance, &c, which may take Place, in his scholastic Circle of Action.

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FRANZ CRUTCHFIELD.
JAMES C. MCFARLAND.
SAML. SHREWSBURY.
JAMES WILSON.
JOHN REYNOLDS.
REUBEN SLAUGHTER.
WILLIAM WHITTAKER.
SILAS REYNOLDS.
TOBIAS RUFFNER.
DANIEL RUFFNER.
ANDREW DONNOLLY.

Do You Know Your Education Bill?

CHARL ORMOND WILLIAMS

NO PLANK in the Association's platform aroused greater interest at Philadelphia than the reports on the Education Bill. Among the notable statements made at the discussion is the following by the legislative secretary of the Association as taken from the stenographer's report of the session of the Representative Assembly for June 30:

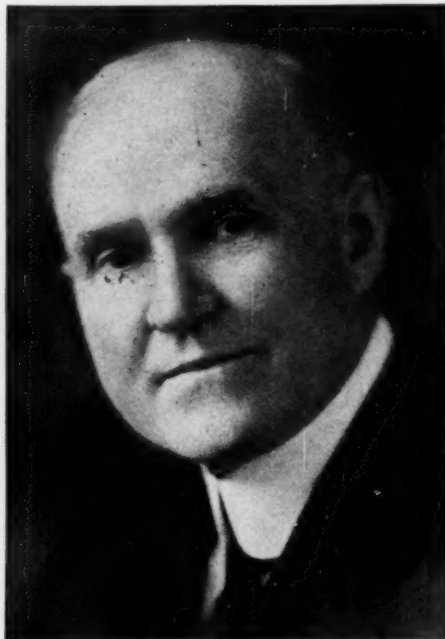
I AM VERY HAPPY indeed to have the privilege of just a few moments with the friends from the field who have done such heroic work in the past four years.

You are being admonished this morning to go home and do some talking. May I summarize and tell you just three things you need to stress in promoting this bill? In the very first place you need to tell all of your friends—your next door neighbor, your doctor, your lawyer, your banker, your merchant, your priest, your minister, and anybody else in or out of the profession—these three things: In the first place, governmental agencies are already engaged in education. This is not something new. Make them understand that educational agencies are already in the federal government, and they have been there since 1867. The effort now is a plain businesslike one of coordination to bring these things together.

The second thing, make it absolutely understood that this bill does not provide for federal aid. There are some friends of the bill who were not for federal aid, and they feared that there might be some federal control through federal aid. There was honest disagreement and we will not go into that question. This bill does *not* provide for federal aid.

The third thing is that this bill cannot and will not infringe upon the right of the states to control their own school system. I should like to ask my friends from South Carolina and Tennessee and Georgia and Mississippi and Virginia and Kentucky how you think I could be induced to work for a bill—I might even include Massachusetts in that list—how do you think I could be induced to work for a bill which would infringe in the slightest upon the right of the states to control and administer their own school

systems? I was born and bred in the South. Historically we have supported—my grandfathers and great uncles—supported the doctrine of state's rights, and I am a devout Jeffersonian democrat.



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WILLIAM M. DAVIDSON, who has been appointed chairman of the Association's Legislative Commission. Dr. Davidson has served as rural school teacher, newspaper editor, school principal, and superintendent of schools. Before coming to the superintendency in Pittsburgh he had been successively head of the school systems in Topeka, Kans., Omaha, Nebr., and Washington, D. C. He has the unique distinction of having served as president of four state education associations—Kansas, Nebraska, Pennsylvania, and the District of Columbia.

In the first place there are two reasons why the federal government cannot do that. The Constitution is the first. Article 10 guarantees that the states shall control their own school systems. And another reason that is just as palpable is that nobody in this country wants it.

Public opinion is about the most powerful agency that I know of. It is as strong as the Constitution. The fact is, we depend upon public opinion to keep the Constitution intact. There is no individual that I have ever come in contact with—I have not heard of any such person, I have not read anything he has written, I have not known of a single organization that wants the fed-

eral government to run the schools of Tennessee or Maine or California. Now, that is one thing that all of the friends and all of the enemies of this bill are united on absolutely. We do not want federal control of education. Now, you want to make that clear to your people. When you have done that and you have taken up this question as an individual matter, there is going to be a great change in public opinion. My honest conviction is—and it is backed up by letters, the result of interviews with members of the present Congress—that there are enough votes in this Congress to pass this bill.

Recently a Congressman from Ohio sent an emissary to headquarters and said, "Please get over to the National Education Association that those of us who want to vote for that bill want to feel that we are supported back home." And that is your job. Now, it is difficult to get each individual in this country of 110,000,000 people to feel that an individual counts for something in Washington, but I want to tell you that you do. I have heard a Congressman say "I would rather have the frank expression of one of my constituents, even though it be written on a scrap of wrapping paper, if it represent his own sentiments, than to have a long petition or a lot of printed form letters."

We want to go out, teachers, and lead this great movement. I shall never be satisfied to see it turned over to some other organization. I come from a part of the country where teachers have influence. I come from a small town, and teachers in small towns are about the most important people there.

I want to thank you for the cooperation you have given me. It is not an easy thing to carry on, but it is a wonderful privilege to do so. I think this is the next big forward step in American education. If I am there at the victory I shall forget all of the steps on the way and shall rejoice with you in the great victory which is ours. It will be a matter of very great pride to me to know that the teachers of the nation led the crusade at the head of twenty-nine national organizations of men and women—to see that the teachers were in the van of that great army fighting for the children of America.

Habit Formation in Character

CLARA CHASELL COOPER

IN THE TRAINING of character the formation of useful habits is exceedingly important. "If a man does what is useful and right he will soon gain proper ideas of social efficiency and of morals. If he learns to do the right thing in a thousand particular situations, he will, so far as he has the capacity, gain the power to see what act a new situation demands. If he is made to obey a thousand particular 'This is right's' and 'That is right's' he will, so far as he has the capacity, come to connect respect and obedience with the abstractly right and true. If he does what he has to do well and treats his fellow beings as he should in the thousands of situations of the ordinary course of life, he will gain the power to conquer attractive counter-impulses."¹

Although the foregoing words of Professor Thorndike were written twenty years ago, I know of no more modern statement of the task that lies before the teacher. In the actual formation of definite habits he will find both his task and his opportunity.

In view of the importance of this aspect of the teacher's work I shall leave untouched in this brief article the indirect opportunities for character training afforded by the subjects in the school curriculum. Neither shall I attempt to discuss the desirability nor the efficiency of direct moral instruction. Rather I shall confine myself to the following questions: (1) How can the teacher know what habits should be formed by children? (2) How can she know the relative importance of these habits? (3) How can she know whether progress is being made in the development of these habits?

First, how can the teacher know what habits should be formed by children?

A number of valuable inventories of

habits are available as an aid to the teacher. Of these I shall mention only four:² the Hutchins Code of Morals, the Iowa Plan Character-Rating Charts, the Rogers Tentative Inventory of Habits, and the Upton-Chassell Good Citizenship Chart.

I'VE OFTEN WONDERED," says Mr. Dooley, "what a little boy thinks about us that call ourselves grownup, because we can't grow up any more. We wake him up in the morning whin he wants to sleep. We make him wash his face whin he knows it don't need washing thin as much as it will later, and we sind him back to comb his hair in a way that he don't approve iv at all. We fire him off to school just about the time iv day whin any wan ought to be out iv dures . . . An' so it goes. If he don't do any iv these things or if he doesn't do thim th' way ye think is th' right way, some one hits him or wants to. Talk about happy childhood! How wud ye like to have twenty or thirty people issuin' orders to ye' makin' ye do things ye didn't want to do, and niver understandin' at all why it was so? 'Tis like livin' on this earth an' being ruled by the inhabitants of Mars. He has his wurruld, ye can bet on that, an' 'tis a mighty important wurruld."

The first of these inventories, which won the \$5000 prize in the Morality Codes Competition as the best code of morals for use in the character training of children, was written by President Hutchins of Berea College, at the time a Professor in Oberlin College. In his Code of Morals for Boys and Girls President Hutchins lists ten laws of right living for good Americans, and gives under each law specific illustrations of that law. The ten laws are: health, self-control, self-reliance, reliability, clean play, duty, good workmanship, teamwork, kindness, and loyalty.

The Iowa Plan Character-Rating Charts are a part of the well-known Iowa Plan for Character Education in Public Schools, also a prize-winner, for it was adjudged the best in the Interstate Character Education Methods Research. Two of the four tests are designed to help the teacher to know what character habits the child needs to form

and to suggest to the child what he ought to do and what he ought not to do, thereby aiding him in the formation of right habits; the remaining two supply in unusual form a valuable analysis of qualities.

The Rogers Tentative Inventory of Habits represents a cooperative enterprise in which many workers in kindergarten-primary education shared, and provides specific objectives attainable by five- and six-year-olds. It includes health, personal, social-moral, intellectual habits, and motor skills.

The Upton-Chassell Good Citizenship Chart was prepared for use in the Horace Mann Elementary School in New York City. It consists of 187 items which constitute an analysis of conduct desirable in the school community. It serves as a guide to both teachers and parents in pointing out what habits should be formed by children. Its significance lies in the fact that in place of trusting to more or less haphazard analysis in the teaching of such traits as orderliness, thrift, clear and purposeful thinking, cooperativeness, and the like, it defines these traits in terms of concrete habits and attitudes that it is desirable for children to acquire. It should be supplemented by lists of desirable habits and attitudes formulated by the children themselves as adapted to their particular needs.

Second, how can the teacher know the relative importance of these habits?

There are two ways, both arbitrary. The first is by means of her unaided judgment. The second is by means of the judgment of qualified experts. In the case of the four inventories previously mentioned the very fact of the inclusion of a habit in the lists is proof of the high importance of that habit in comparison with any number of other habits that might have been chosen. The value of the items in the Hutchins Code is attested by the purpose of the contest, which was to get decision as to what moral ideas intelligent public opinion believed should be inculcated. The Iowa Plan Charts, part of a plan selected in a nation-wide contest and constructed under the guidance of an expert, also include a careful selection of items. The lists in the Rogers Inventory represent

¹Thorndike, E. L. *The Principles of Teaching*, p. 180 (quoted from the author's *Elements of Psychology*, p. 294).

²This material is published as follows: Hutchins Code of Morals for Boys and Girls. Berea College, Berea, Ky.; Iowa Plan for Character Education. National Capital Press, 1210 D Street, Northwest, Washington, D. C.; Rogers Tentative Inventory of Habits. Teachers College, Columbia University, New York City; Chassell-Upton Citizenship Scales. Teachers College, Columbia University, New York City.

SUMMER SCHOOL ATTENDANCE IN 1926

Prepared by

The Research Division of the National Education Association

States and other units	Number of teaching positions in public elementary and secondary schools in 1925-26 ¹	Total number of summer schools ²	Number of summer schools reporting	Summer School Enrolment		Percent of teaching positions in states represented by enrolment in courses in education	Relative rank of Col. 7
				All courses	Courses in education		
1	2	3	4	5	6	7	8
Continental U. S.	799,969	661	482	311,480	217,220	27.2	
Alabama.....	15,580	14	7	5,736	4,302	27.6	21
Arizona.....	2,610	2	2	975	873	33.4	13
Arkansas.....	14,146	5	3	1,918	1,639	11.6	44
California.....	34,002	23	14	8,402	5,883	17.3	38
Colorado.....	8,938	8	7	7,236*	5,563*	62.2	1
Connecticut.....	8,785	4	2	168	22	.3	49
Delaware.....	1,389	1	1	291	272	19.6	34
Dist. of Columbia	2,792	7	3	1,300	140	5.0	48
Florida.....	9,090	2	2	1,231	1,231	13.5	39
Georgia.....	19,102	15	9	4,208	2,347	12.3	42
Idaho.....	4,249	8	6	1,443	1,296	30.5	17
Illinois.....	46,723	39	28	24,536*	15,145*	32.4	15
Indiana.....	18,919	29	24	12,512	10,524	55.6	3
Iowa.....	27,878	25	13	8,613	6,059	21.7	27
Kansas.....	18,277	18	15	10,245*	7,048*	38.6	10
Kentucky.....	12,455	12	10	6,254	5,486	44.0	6
Louisiana.....	11,184	8	4	2,461	2,059	18.4	36
Maine.....	6,234	8	6	1,520	1,304	20.9	31
Maryland.....	7,504	9	6	2,045	1,548	20.6	32
Massachusetts...	25,618	18	12	6,906	3,183	12.4	41
Michigan.....	30,510	17	15	12,110	8,161	26.7	22
Minnesota.....	20,018	12	10	7,160	3,789	18.9	35
Mississippi.....	14,608	8	7	1,992	1,570	10.7	45
Missouri.....	24,611	24	15	9,772	7,458	30.3	19
Montana.....	5,699	6	5	1,388	1,162	20.4	33
Nebraska.....	14,076	14	12	8,570	5,718	40.6	7
Nevada.....	774	1	1	145	139	18.0	37
New Hampshire...	3,006	3	3	520	376	12.5	40
New Jersey.....	21,693	11	8	2,210	1,375	6.3	47
New Mexico.....	2,987	5	4	1,144	1,034	34.6	11
New York.....	69,206	38	27	31,676	15,978	23.1	26
North Carolina...	23,149	17	13	10,267*	7,862*	34.0	12
North Dakota...	8,267	8	8	4,634	4,297	52.0	4
Ohio.....	40,111	31	25	15,438*	10,091*	25.2	25
Oklahoma.....	18,935	14	12	15,165	11,223	59.3	2
Oregon.....	7,480	8	6	3,797	2,381	31.8	16
Pennsylvania...	53,779	47	39	20,885	16,280	30.3	18
Rhode Island...	3,132	2	2	474	369	11.8	43
South Carolina...	11,312	7	5	3,933	2,868	25.4	24
South Dakota...	8,545	10	9	2,968	2,378	27.8	20
Tennessee.....	16,637	19	13	8,548	7,615	45.8	5
Texas.....	39,005	45	26	12,901*	8,429*	21.6	28
Utah.....	4,330	3	1	595	395	9.1	46
Vermont.....	2,838	3	1	815	603	21.2	30
Virginia.....	17,479	15	11	5,968	4,455	25.5	23
Washington.....	9,959	9	7	5,390	3,873	38.9	9
West Virginia...	11,860	13	9	4,256	3,874	32.7	14
Wisconsin.....	17,500	15	13	9,771	6,903	39.4	8
Wyoming.....	2,988	1	1	800	640	21.4	29
Hawaii.....	1,898	1	1	722	525	27.7	
Porto Rico.....	5,473	2	1	1,006	950	17.4	

READ table as follows: In Alabama there were 15,580 teaching positions in public elementary and secondary schools in 1925-1926. In this state 14 institutions conduct summer schools. It was possible to obtain a report from 7 of these institutions as to summer school enrolment in 1926. These 7 institutions reported a total summer school enrolment of 5736. Of this total 4302 were enrolled in teacher training or education courses. In Alabama the ratio of enrolment in education courses, in the 7 summer schools reporting, to teaching positions in the state is 27.6 percent. This percent gives Alabama a rank of 21 among the states of the union in this regard.

In interpreting the figures of this table it should be kept in mind that reports from some states were incomplete. All institutions listed in the *Educational Directory* were given two opportunities to report. Some failed to do so. Conse-

quently the position of some states is lower than it would have been had all institutions reported. The significance of this factor in reducing any state's rank may be roughly estimated by comparing the figures in columns 3 and 4.

² The figures as to number of teaching positions in 1926 are estimated, assuming that the percent increase was the same within each state between 1924 and 1926 as between 1922 and 1924. In states where there was a decrease between 1922 and 1924 the 1924 figure was used.

³ As listed in the *Educational Directory for 1926*. United States Bureau of Education Bulletin, 1926, No. 1.

* Indicates that in the state one or more institutions having two summer sessions reported only for the first session. If a complete report had been obtainable the enrolment in this state would be somewhat greater.

the minimum number of essential habits as determined by nine specialists. The Upton-Chassell Chart gives specific ratings as to the relative importance of items. These values were determined by the consensus of opinion of seventy-four qualified judges.

Third, how can the teacher know whether progress is being made in the development of these habits?

There is no way except by measurement. We have observed the remarkable success that has been met with in the devising and standardizing of tests in the various school subjects, such as reading, arithmetic, and spelling. No such high standard of achievement can as yet be claimed for character measurement. However, suggestive beginnings have been made which are far more objective and satisfactory than the teacher's unaided judgment.

Three of the four inventories that have been mentioned are adapted for the purpose of character measurement. Thus, in the case of the Iowa Plan Charts, two of the charts provide instruments for measuring progress in habit formation in children in the primary grades and in grades 3 and 4, respectively; the third and the fourth are self-measurement scales for pupils in the upper grades and in the highschool. The Rogers Inventory provides for recording the exact number of weeks the pupil has been in school before acquiring a particular habit. Lastly, the Chassell-Upton Citizenship Scales, derived from the Upton-Chassell Chart, may be utilized by the teacher to measure progress in general or progress in the development of specific habits; by pupils in the grammar grades or the high school as a means of self-measurement; and by administrators to evaluate teaching methods.

The next step in measuring progress in character training no doubt will be by means of performance tests of conduct. Valuable pioneer work in this field has already been done by Dr. Voelker. His tests in their present form, however, are probably impracticable for use with large numbers of children.

Summarizing: One of the major opportunities of the classroom teacher for character training lies in the formation of right habits in her pupils. She need not attack her task unaided. In the existing inventories she has a guide as to the habits which ought to be formed by children. Further, she can know the relative importance of a large number of these habits. Finally, by means of character tests she can measure progress.

President Condon Announces Notable Dallas Feature

National Highschool Orchestra will Play for Department of Superintendence

MUSIC—its educational value and its place in the development of character and citizenship—will be given emphasis on the Dallas program, February 27-March 4, 1927.

An outstanding feature will be a National Highschool Orchestra composed of 250 players—the best representatives from the highschools of the nation. We hope to have every state represented.

The first appearance of such an orchestra was in connection with the National Council of Music Supervisors, at their meeting held in Detroit, last April. Representatives from the highschools of over thirty states were brought together for four days of training, preparatory to a concert which astounded even the supervisors of music in the artistry and perfection of the performance.

When I learned of the accomplishments of this national orchestra, I asked those who had been responsible for its organization to undertake to reassemble the players for the Dallas meeting. Joseph E. Maddy, supervisor of music at Ann Arbor, Michigan, has been directing the organization and has associated with him the following committee: V. L. F. Rebmann, director of music, Board of Education, Yonkers, N. Y.; Glenn H. Woods, director of music, Board of Education, Oakland, Calif.; Lee M. Lockhart, director of instrumental music, Board of Education, Council Bluffs, Iowa; Edgar B. Gordon, University of Wisconsin, Madison, Wis; Walter Aiken, director of music, Board of Education, Cincinnati, Ohio.

I held a conference with Mr. Maddy

during the summer, and I have gone over the plans of the work for the orchestra during their stay in Dallas. The music for the program has been selected, and all plans are well advanced. One hundred of the players who took part in the Detroit program have since graduated, and, as I have requested that only those who are now in school be included, it will be necessary to fill the vacancies thus created, and to add still others to take the places of those who cannot take part in the second performance.

My principal reason for making the announcement at this time is to ask superintendents to confer with supervisors of music and to cooperate to the greatest possible extent in this nationwide undertaking. We hope to have representatives not only from all of the largest cities, but from many of the smaller city high schools as well, because we know that in many of those schools some of the finest instrumental music is produced.

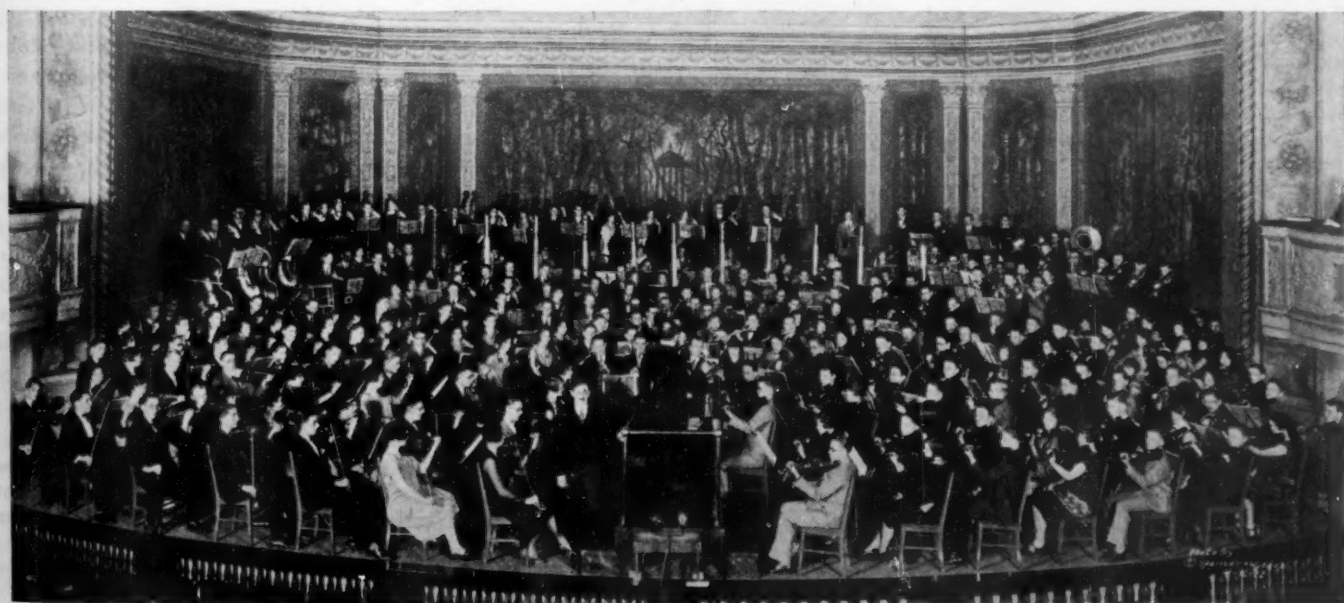
One of the most serious problems in connection with the assembling of such an orchestra is that of financing the traveling expenses to and from Dallas. It is estimated that the cost will be \$20 for traveling expenses, in addition to the transportation which will be available at one and one-half fares. A number of the boards of education last year found it possible to take care of the traveling expenses of their representatives, and I am hoping that a larger number will be able to do so for this meeting. Wherever it is possible, will superintendents present this matter for the consideration of their boards? Where this cannot be done,

will they ask Chambers of Commerce, Rotary and other clubs to assume the expense, in order that their city may not be without representation in this great organization.

All members of the orchestra will be entertained in the homes of highschool students during their four days stay in Dallas. Parents and school officials need have no anxiety on this account. These national highschool representatives will be considered the special guests of the parents of the Dallas students.

Applications for membership in the orchestra may be sent direct to Mr. Maddy at Ann Arbor, or to any member of the Committee named above. As applications are received, the ability of applicants will be carefully investigated and those who are most proficient on each instrument will be chosen, until the limit set for that particular instrument has been reached. For instance, the limit for harps has been set at ten. The ten finest highschool harpists who apply will be chosen.

The music for the program has been selected and will be distributed to high schools that are to be represented, so that the players may be fully prepared for their individual parts before reaching Dallas. One of the most interesting features of the week will be the opportunity afforded superintendents to attend some of the rehearsals, and to witness the results of the process of welding these representatives of the schools of the nation into a unity of performance under the power of music.—Randall J. Condon, President, Department of Superintendence.



Classroom Teachers at Philadelphia

THE AUDITORIUM of the historic old Central High School was the setting for the meetings of the Department of Classroom Teachers on Tuesday afternoon, June 29, and again on Thursday afternoon, July 1. The general theme for the department's conference was America's Challenge to Her Teachers. The president, Julia Sullivan of Boston, presided over the sessions.

The talks and discussions at the Tuesday session were grouped around the subject, How the Classroom Teacher is Meeting the Needs of the Child. Joseph Rosier, president of the State Teachers College, Fairmont, West Virginia, discussed how this was accomplished through teacher preparation. The following is quoted from his address:

To the credit of the great body of classroom teachers throughout the country it may be said that they have responded in good spirit to the demands for higher standards. Thousands of teachers who fall short of the modern requirements are found enrolled each vacation at the summer sessions of the universities and teachers colleges. These thousands are striving not only to meet the mechanical standards which have been set up but they are earnestly seeking to qualify themselves for greater service to the children of the nation.

Through character training, according to Milton Fairchild, president, Character Education Institution, Washington, D. C., the inherited capacities of each and every child will be stimulated and guided to development into adult character worthy of citizenship in our nation and of participation in our human civilization. He said:

The development of scientific educational research is impossible without cooperation from the classroom teachers, because the classroom teachers have personal contact with the children, and from personal observation can know, in an adequate way, what the results are from the use of any particular method of teaching.

From the point of view of Guy M. Wilson, professor of education, school of education, Boston University, better instruction plays the leading part in helping the child. Speaking of how the teacher is preparing the child for a worthy use of leisure time, Annie G. Scollard of the Grover Cleveland School, Boston, Massachusetts, said in part:

The demand made upon the school to prepare pupils for a worthwhile and enjoyable use of leisure is applicable to all children, regardless of heritage or environment. For

the maintenance of a good social order it is just as essential for people to know how to spend their recreational as well as their vocational hours.

The thrilling interest in the storytellers in the library classes, the visits with the art



ANNA THOMPSON, teacher in Northeast Senior High School, Kansas City, Missouri, was elected president of the Department of Classroom Teachers at Philadelphia. Miss Thompson has been a member of the executive committee of the Department for three years and is a past president of the Kansas City Teachers Club.

guides at the museum of fine arts, the wonders of the collections as exhibited to classes at the children's museum, all contribute to the formation of habits which make our children (and later as adults) not only happier and brighter beings, but useful, worthy citizens in any community.

Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, Ambler, Pennsylvania, spoke on the needs of the child of today and how they can be met through close cooperation between the classroom teacher and the home.

In discussing the relation of the classroom teacher to the curriculum, James F. Hosic of Teachers College, Columbia University, spoke of the remarkable progress classroom teachers had made in recent years in the matter of evaluating and guiding the activities of children. He said that the better teachers do not follow the textbook, but adapt it to their plans of work, regarding their pupils not

as mere recipients but as active agents in planning and carrying on.

The Thursday afternoon meeting was devoted to the business of the Department. Reports on classroom problems were made by members of the Department's executive committee as follows: Reduction of clerical work by Eula F. Hunter, vicepresident, Fort Worth, Texas; teacher rating and the single salary schedule, Anna M. Thompson, member of the executive committee for the Middle Section; retardation costs, Jean L. Soules, member of the executive committee for the Western Section. The first yearbook of the Department containing these committee reports, regional conference reports, and other valuable material was distributed. The election of officers also took place.

On Thursday evening the classroom teachers gathered in the beautiful crystal ballroom of the Benjamin Franklin Hotel for the department's annual dinner, which was attended by more than five hundred. Miss Sullivan, the retiring president, was the toastmistress and introduced the new officers.

The officers for 1926-27 are: President, Anna Thompson, Haddon Hall, Linwood and Tracy, Kansas City, Missouri; vicepresident, Mary B. Sullivan, State Normal Training School, Castleton, Vermont; secretary, Clara Lynn, Seattle, Washington; members of the executive committee, Edith B. Joyner, Norfolk, Va.; Eula F. Hunter, Fort Worth, Texas; Jean L. Soules, Spokane, Washington.

The Classroom Teacher as a Discoverer of the Special Needs of Childhood was the subject of an address given by Julia Sullivan before the general session of the convention, Thursday morning, July 1. She declared that the classroom teacher is not indifferent to results and high attainments, but through her discovery of the needs of the child and through the human quality of her guidance she sees the perspective of the partially developed boy or girl and makes allowance for his limitations. In conclusion Miss Sullivan said:

The recognition of the fact that what is standard mastery in one child is only partial mastery in another, and even ideal mastery in a third, has had a marked influence in the provision for a differentiation of courses which is now a feature of almost all city school systems.

Elementary Principals at Philadelphia

THE DEPARTMENT of Elementary School Principals celebrated, at Philadelphia during the week June 28 to July 2, the fifth anniversary of its organization. The afternoon programs, prepared by President Ide G. Sargeant, were presented to the elementary principals in the auditorium of the William Penn High School. At the opening session, Monday afternoon, June 28, the president gave an inspirational address sketching the Department's development, under the subject Our Past, Present, and Future, as seen by the Old Guard. Principal Abby Porter Leland of the John Hancock School, New York City, speaking on the value of an experimental school, said that these schools were serving more and more as a laboratory for curriculum interpretation, curriculum revision, and curriculum making, developing even in the most reactionary teacher an experimental attitude, and instead of a task, teaching was becoming an adventure.

After Courtland V. Davis, principal of the J. E. B. Stuart School, Norfolk, Virginia (now principal of the Franklin School, Plainfield, New Jersey), told how student activities train for citizenship, Margaret Maguire, principal, McCall School, Philadelphia, spoke on the principal's contribution to the development of the new curriculum.

Francis G. Blair, state superintendent of public instruction, Springfield, Illinois, defined the part the principal plays in the improvement of teachers in service, thus:

In preparing a course of study the principal has the best means of improving teachers in service. Here every teacher should have the greatest freedom in discussing the materials to be used. But there will come a time when discussion must cease and something must be agreed upon. When that agreement is reached, then it becomes the plain duty of every teacher to follow the general provisions of the course in order that there may be a unified, cooperative effort. The two biggest words in school administration today are independence and cooperation. We want our teachers to have independence, initiative, self-assertiveness. Any rule of the principal which strangles that kind of a spirit will not tend to improve the teachers in service. On the other hand, the teacher must understand that when the principal asks that every teacher shall conform himself to certain rules and regulations which have been agreed upon, that such conformance does not imply a surrender of individuality or of independence.

At the business session held Tuesday afternoon, the following committees reported: Resolutions, enrolment, salaries.

On Thursday afternoon the report of the committee on training for the elementary school principalship was presented as follows: W. T. Longshore, principal, Greenwood School, Kansas

A Fitting Tribute

By A. E. WINSHIP

THE AMERICAN SCHOOL could not function adequately or decently so long as the elementary school principal was an incident, often an accident.

When the principal was a noble spirit, devoutly in love with the job, admired by the community, affectionately appreciated by the teachers, revered by the pupils and alumni, the American school was idolized.

But when the principal domineered instead of dominating, was suspicious of the teachers, jealous of other principals, supercilious to the superintendent, scheming against all these with the board of education, the American school was a target for sarcastic criticism.

There have been few demonstrations of sublime wisdom within the American school system equal to that of the formation of a Department of Elementary School Principals by the principals themselves, not primarily for their own glory, but largely for noble service.

City, Missouri, gave the plan of the committee; a summary of investigations was given by J. Cayce Morrison, Ohio State University, Columbus, Ohio, and James F. Hosis of Teachers College, Columbia University, discussed courses now being offered to train principals. This was followed by the report of the committee on educational progress by the chairman, F. H. Duffy, principal, Roosevelt School, Steubenville, Ohio.

Discussing research and the principalship, John K. Norton, director, Research Division, National Education Association, Washington, D. C., predicted that:

In the future the principal will be not only a user of the results of research but will more and more produce research findings as a by-product of successful school supervision. The place the principalship, in fact, the place the whole teaching profession occupies in public esteem will largely depend upon the degree to which this prediction is fulfilled. There are many practical problems which the principal encounters which may be solved through the application of research methods.

In some cases the results of investigation will indicate their solution. In other cases the direction of solution will be indicated, and experimentation undertaken along the line indicated will reveal the answer.

W. F. Webster, superintendent of schools, Minneapolis, Minnesota, concluded the program with an address on the single salary schedule for principals. Mr. Webster said:

Whether there will be a single salary schedule for principals in my day is a problem. Much education of the public will be needed before it will accept any schedule which places all principals from elementary to highschool on a parity. And much education of elementary principals themselves will be necessary to place them on a level with highschool men today. Yet the greatest problem of all will be to determine the elements that enter into the composition of a successful principal and to establish definite standards for their measurement. This education you must give; and these studies this organization of elementary principals must make.

In addition to these afternoon gatherings, five official breakfast meetings and the annual dinner meeting were held. At the Monday breakfast, George I. Brinkerhoff led a discussion on types of yearly programs for local principals clubs. All-year school plans were also discussed. The officers and executive committee of the Department met at breakfast to transact the yearly business on Tuesday morning. The presentation of the report of the committee on standards and training was made by Principal W. T. Longshore of Kansas City at the Wednesday morning breakfast. On Thursday morning the committee on educational progress, with Chairman F. H. Duffy in charge, made its report. A breakfast conference of the new and former officers was held on Friday morning to discuss plans for this year's work.

Every section of the country was well represented at the annual dinner held at the Penn Athletic Club, Tuesday evening. The retiring president, Mr. Sargeant, presided and introduced the new officers.

The result of the election of officers for 1926-27 is for *president*, E. Ruth Pyrtle; *first vicepresident*, Herbert C. Hansen; *second vicepresident*, Julia M. White; *third vicepresident*, Eva G. Pinkston; *secretary*, Warren A. Roe; *treasurer*, Courtland V. Davis; *new member of the executive committee*, Ide G. Sargeant.

1
Special Service Bulletin

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Arthur L. Marsh, Executive Secretary

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N. E. A. Convention in Washington in 1927



Seattle and W. E. A. Win Four-Year Campaign

N. E. A. will come with over 10,000 conventioners
W. E. A. will welcome with over 10,000 members

Every year, when June meets July, a vast host of N. E. A. conventioners make educational pilgrimage to some designated mecca. In a week of programs—general, departmental and special—the whole field of education is canvassed—its achievements noted, its problems analyzed, its far-gathered devotees associated and entertained. In the information that it furnishes, in the ideas that it plants, in the activities and projects it promulgates, and in the spirit that it rouses, this national assembly of the nation's educators is tremendous and significant. It is the opportunity of a decade or a life-time for many, many teachers to ascend the educational heights.

To secure the N. E. A. convention for Seattle in 1927 has been the goal of united effort of Seattle and W. E. A. forces for four years. By word and sign and token, the charms of the "Evergreen State" have been persuasively presented at the annual meetings. And what Washington has lured more strongly than all Washingtonians have said or done. And acceptance of the invitation is assured. "On to Seattle" is to be the convention cry in every state and territory for 1927.

*At the July meeting of the N. E. A. board of directors Seattle received the "preference vote". Final action will be taken at the fall meeting of the board.

3
The professional teacher is underpaid

mofole, in liberal and practical curricula, in classroom and office effectiveness—in all these aspects Washington is proud of its achievements and will gladly welcome its appraising visitors.

Getting Ready for Company

The good housekeeper is always ready for company, but the best housekeeper will make special effort to have the house in perfect order, for visitors. Our state educational forces will be similarly minded. We shall want every detail in our educational situation that will catch the eye or ear of our 10,000 visitors to reflect credit to our state. While we pursue our regular tasks this year we shall want to be getting ready in various ways for our company to come in June.

Especially we shall want the professional aspect of our preparation to be perfect, for after all it will be by

our professional spirit rather than by our material showing that we shall be judged by our guests. What a proper pride we shall take in telling the world that Washington teachers are *one-hundred percent professional*—that just as in our citizenship we are intelligent and loyal citizens of both community, state and nation, even so we are professionally enrolled and participating in our local, state and national branches of the profession. "The entire profession organized and at work on its problems" is the slogan of the N. E. A. whose hosts are to visit Washington next year. What credit it will reflect if every visitor can see that slogan exemplified in Washington! It is our "day in the sun", our great occasion to brighten the corner where we are, our opportunity in a score of years to show the stuff of which our 12,000 teachers in Washington are made.

Washington First in Education

How

That Washington stands first among the 48 states of the nation is shown by the recent ranking of the states by Dr. Phillips of the U. S. Bureau of Education. That means first in the total of ten rankings. It is true that Washington did not stand higher than fifth in any one particular and so has much room for further progress, but to its high "average" Washington may "point with pride"—as she presses on.

Why

Washington people are highly intelligent and progressive. Washington enjoys general prosperity and more prosperous prospects. Washington schools are politically independent. Washington's parent-teacher organization is large and active. Washington's teachers are strongly and effectively organized. (For its program see page four.)

The Strength of Membership

In its professional as well as educational rating, the State of Washington holds a gratifying place "among the first ten states." In its percentage of teachers enrolled in the state association, Washington ranks ninth. Of its 12,000 teachers, 10,391, or 87 per cent, were on the current roll of the W. E. A. last year. This total was higher by 245 than the previous highest record. Of the 81 city, county and higher-school units,

The unprofessional teacher is overpaid

2
Let us boost Washington with better schools

A Fair Exchange

The State of Washington will gain much from the visit of over 10,000 conventioners from the whole nation in our state metropolis next June. On the other hand, the State of Washington will give much to its visitors. Like all well-ordered life, we shall all gain in proportion to what we give. Washington needs this national convention. She can, and will, "pay" well for the benefits.

Washington To Get—

EDUCATIONALLY The great educators of America, whose names are familiar to every teacher, will appear on various programs, and thereafter their writings will carry a new interest and appeal to Washington teachers. The ideals, aims, and objectives of our educational systems; the results of every kind of educational project and activity; the best thought on our universal problems of education—problems of rural schools, of city classrooms, of supervision and administration—these will enrich our teaching and rekindle our enthusiasm. The opportunity to rub elbows and "talk shop" with the literary "Hoosier", the soft-spoken Georgian, the enthusiastic Californian, the lei-bedecked Hawaiian, et al., will be both a social joy and an educational experience. The states to which we cannot go will come to us—with all their precious gifts of garnered wisdom and infectious goodwill. As to an educational exposition, the sister states will come with their best and most engaging educational ideas.

COMMERCIALLY The commercial benefits of a national convention of teachers, benefits which annually make keen rivalry among several great cities, are obvious. From the 1927 meeting in Seattle over 10,000 teachers will

return to their far-flung posts to teach the State of Washington to their classes with a new understanding, appreciation and enthusiasm. Our great inland sea and marvellous climate of the Puget Sound country, ideal for health, for recreation, and for industry; the "white giant" in our mountain streams, one-sixth of the potential hydro-electric power of the nation; the expanding commerce from our ports to the greatest of all oceans; the great natural resources of our fertile fields for grain and fruit, and of our giant forests and rich mines and teeming waters, and—best of all resources—our intelligent, progressive and energetic people who demand good homes, good schools, good roads and all that goes to make the best of twentieth-century civilization. All these and more will be carried back by the best of all "advertisers" to the best of all "prospects" for the further upbuilding of this cornerstone state of our great republic.

Washington to Give—

In return for what Washington will get from hospitality to the nation's teachers, it has much to give and will give its most and best. It will give of its hospitality, it will offer its varied and limitless opportunity, it will demonstrate its character and its achievements.

Educationally the state now ranked first among the forty-eight in an expert and impartial rating—and "always among the first ten" in any comparison—has much to exhibit to the teachers of the nation. In splendid provision of school plants and equipment and grounds, in generous standards and equalizing methods of school support, in cordiality and cooperation of our public, in percentage of educables in school, in high standards of teacher preparation and professional

Let us boost Washington schools with better teaching

4
Many will serve; all should support

37 were completely enrolled, while the Honor Roll of one hundred per cent enrolment included 393 of the 573 districts with three or more teachers.

In support of the national branch of the profession the record for Washington is "Good," though not yet "Excellent." In enrolment in the N. E. A., Washington is fourteenth in rank among the states. A great advance in that "sector" of the professional front is due.

What Washington's Organized Teachers Are Doing

Banded to improve teaching service and to secure for the schools adequate public support and cooperation, the organized teachers of Washington maintain headquarters, employ a permanent staff and carry on seven major activities.

Journal—The W. E. A. publishes a monthly 36-page magazine dealing with educational matters of interest and concern to all teachers.

Convention—The W. E. A. holds an annual convention in two state centers, engaging as speakers outstanding educators of the nation.

Legislation—The W. E. A. promotes needed school legislation and opposes injurious legislative measures.

Research—The W. E. A. gathers and distributes important information on such subjects as school support, school taxes, teachers' salaries, school legislation, school management, educational standards, school needs, etc.

Field Service—The W. E. A. supplies speakers for professional and public gatherings to discuss the schools and their problems.

N. E. A. Service—The W. E. A. as a state affiliate promotes in its area the program of the National Education Association.

Professional Welfare—The W. E. A. recruits, associates, serves and dignifies the teaching body.

The National Education Association

The National Education Association, serving as an agency of federation in advancement of educational welfare for the educational forces of the nation, is a fountain of professionalism, a mine of information, a prodigious producer of publicity, and a powerful promoter of national and international unity. In its larger area, the N. E. A. is as invaluable as the W. E. A. in its smaller field is indispensable.

Co-inclusive Membership Plan

Washington provides for its teachers the "budget plan" of membership, with provision for enrolment in local, state and national units of the profession in one process and by payment of a single fee. A mere five-dollar fee (where local dues are one dollar) covers the three-fold membership, of which two dollars each is apportioned to the state and national units for dues and Journal.

ALL—NOW

THIS FACSIMILE of a booklet broadcast by the Washington Education Association suggests the welcome that will be extended to visitors July 1-8, 1927.

Educating for Initiative

JOHN W. HARBESON

Dean of Junior College, Pasadena, California

INITIATIVE is the keystone in the triumphal arch of success. It is one of the most stressed qualities in rating scales. Without it leadership would be impossible, and human progress would sink into the narrow groove cut by the experience of past ages, from which it could never hope to find an outlet.

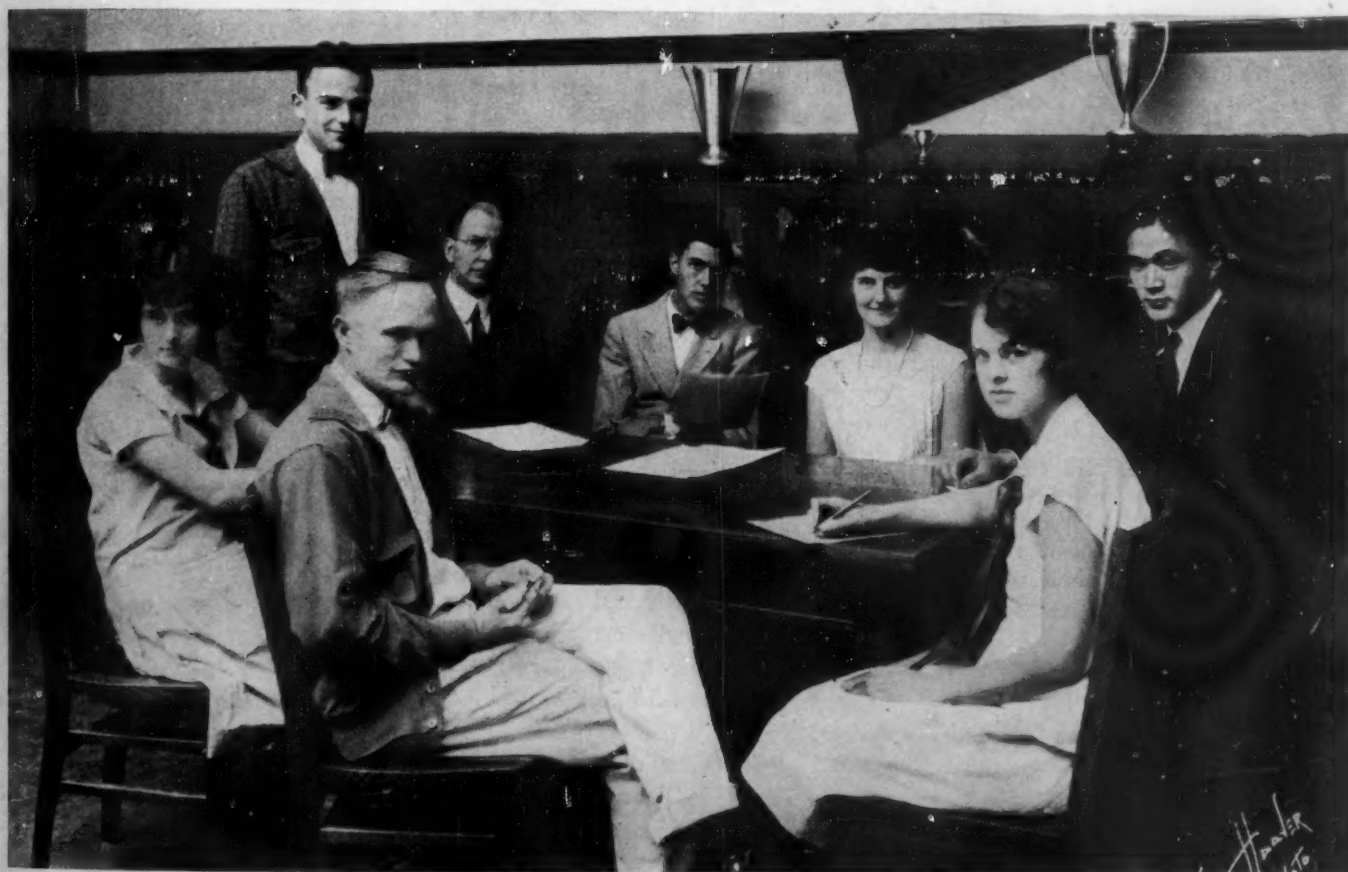
What initiative is—Initiative may be defined as the capacity to start and carry forward lines of thought and action. The committee on executive training of the National Association of Corporation Schools in 1918 describes initiative as "alertness, imagination, originality, and independence of thinking." Says Clarence R. Edwards in *The Silent Partner*, "Initiative is the human characteristic in which the will to do and the courage to dare have their origin and being. It is the mainspring of accomplishment and

the keynote of progress. It is the prime requisite of true leadership in industry as in war."

Initiative may be individual or social. It is manifested by the individual in starting and carrying forward some undertaking as a personal leader. It is manifested in the social body by the general uprising of a mob for a lynching party, the perpetration of violence in a great strike, or the beneficent uprising of an entire community to aid in the relief of a stricken neighbor. Leadership, to be sure, must appear and direct social initiative, but initiative in the social group is more than the sum of the initiative of all its members.

The following quotation from Elbert Hubbard will sufficiently establish the importance of initiative as a human trait: "The world bestows its big prizes both

in money and honors for one thing, and that is initiative. What is initiative? I'll tell you. It is doing the right thing without being told. But next to doing the thing without being told is to do it when you are told once. . . . Next there are those who never do a thing until they are told twice; such get no honors and small pay. Next, there are those who do the right thing only when necessity kicks them from behind, and these get indifference instead of honors and a pittance for pay. This kind spends most of its time polishing a bench with a hard luck story. Then, still lower down in the scale than this, we have the fellow who will not do the right thing even when somebody goes along to show him how and stays to see that he does it. . . . To which class do you belong?"



EXECUTIVES IN THE MAKING—The student body cabinet of the Pasadena Junior College with faculty advisor working out student policies which were once made by faculty administrative boards, sitting behind closed doors, and passed out to students "ex cathedra." These young executives are doing better work than was formerly done by deans and presidents.

How initiative is discovered—Initiative can be revealed only in conduct. The following characteristics are given by W. Hardin Hughes,¹ director of research in the Pasadena city schools, in his rating scale as displaying the element of initiative in the highest rank:

1. Evinces a high degree of intellectual curiosity.
2. Is extremely original and resourceful.
3. Assumes responsibility for doing much more than the ordinary.
4. Is energetic and determined in carrying out plans and purposes.
5. Finds ways and means in getting around difficulties.

Says Frank A. Manny: "An important test of initiative is the degree of responsibility called for . . . He cannot be said to be trained for initiative until he is able to take responsibility alone or with others, first, for the materials involved, second, for the methods called for, third, for the results that ensue. To taste the joys of successful work it must have been possible for him to have failed in all three."²

It is important to remember that initiative is a trait existing in relative quantities in individuals. A child may have more or less initiative. The amount of this initiative may increase or decrease. A given group may, therefore, be rated as to the possession of the trait. It is necessary for the teacher to have a clear-cut idea of what initiative is, look for it in her pupils, and appreciate its importance.

How initiative is developed—There is no use rating for initiative, however, unless we know how to develop it where it is lacking. In taking up this problem a few truisms may be forgiven at the outset. Constructive attitudes and habits must be developed. E. L. Thorndike writes: "No child becomes independent merely by being told to think for himself, or original merely by being told not to be a copy-cat."³ Moreover, we should not attempt to develop initiative as a general tendency. To quote Doctor

¹W. Hardin Hughes. *Educational Research Bulletin*, Pasadena (California) City Schools, January 11, 1923.

²Frank A. Manny. Initiative in education. *Education* 35; 489-491.

³E. L. Thorndike. Education for initiative and originality. *Teachers College Bulletin*, October 25, 1919.

Thorndike again: "To cultivate general diffuse initiative would be to become a busybody." Initiative must be developed along with a wholesome respect for authority—for example, we should not attempt to exercise initiative where we should properly be followers. Let Thorndike state the case again: "Independence consists in choosing whom to

which by nature of *homo sapiens* call the active virtues into play, and make their exercise satisfying to the individual. Produce these tendencies to act and reward their action."

In carrying this principle into practice Professor Thorndike makes the following general suggestions: (1) Prolong the school life of the child; (2) Let the pupil work with things as well as with words; (3) Use humane and significant projects; and (4) Encourage specialization.

In addition to the above suggestions the writer gives the following methods for the development of initiative:

1. Encourage general class discussions in which pupils have perfect freedom for the discussion of ideas and opinions. Let pupils do more of the talking.
2. Give credit for work accomplished in addition to or different from the required amount. Let the pupils feel that any constructive work on the subject will be rewarded.
3. The writer once had the joy of awakening a failing student to good work in a civics class through giving credit before the entire class for a graph on the county government which was entirely outside the class assignment, and as recognition for which the pupil was given credit for certain required work which the teacher frankly admitted was of less importance.
4. Encourage the pupil to bring to class results of special study which the rest have not done.
5. Make assignments sufficiently general to give play to individual initiative. For example, while exact page assignments must be given for the weaker students in library reading, extra credit should be given to students who have shown sufficient initiative to work out their own references.
6. Teach the pupil to organize his time and discover effective methods of study.
7. Have pupils discover qualities of expert leaders in the various vocations.
8. Make due provision for individual differences. Do not select tasks for the pupil at which he is certain to fail outright.
9. Provide by routine for all matters which do not actually demand thought.
10. Find and train genius to capacity.
11. Develop in the pupil a proper respect for authority.

In addition to the foregoing the administration can aid materially in developing initiative through student self-government, providing for a due consideration of all student proposals in the policy of the school, and through student athletics, debates, social functions, and other activities.

Stop and Think

SOMETIMES a warning sign may be of real assistance. The following list points out ways in which a teacher may actually prevent the development of right attitudes and ideals.

Practices which invariably produce negative results include:

- Giving assignments which are too difficult.
 - Punishing a whole class for the wrong conduct of a few members.
 - Forcing a child to make an apology.
 - Being over-sentimental in an effort to win the children.
 - Making a child do a piece of work without helping him see the need of it.
 - Humiliating a child in any way.
 - Discouraging children.
 - Failing to give children an opportunity to do things.
 - Telling a child that he must not do a certain thing and then allowing him to do it.
 - Failing to show appreciation of good work and right conduct.
- Hazel Aldrich Finegan in *Course of Study Bulletin*, Los Angeles City Schools.

follow rather than in following one's own devices. . . . In a nation of a hundred million people 95 percent of the power must be given to one percent of the people. . . . Glorious apparel, self-esteem, prodigality, physical powers, the glad hand, and the silver tongue, before which man's original nature bows, are not symptoms of fitness to lead in the twentieth century."

There should be, however, and is, a sufficient amount of specialization in our school system to enable every normal individual to become a leader or initiator in some important field of human endeavor.

As a general principle in the development of initiative, Thorndike lays down the following: "Provide those situations



Our Curriculum Commission at Work

NOT SINCE the early nineties when Charles W. Eliot presided over the Committee of Ten has there been a meeting more significant than the sessions of the Curriculum Commission held at Association headquarters on September 24 and 25. From every part of the nation gathered men and women of wide outlook and broad scholarship to discuss the curriculum problems of the junior highschool. There were noted superintendents of schools, heads of colleges of education, and specialists in various school subjects.

Every child and every teacher has a direct interest in the work of these men and women who are making the pattern for tomorrow's junior highschool. How does the junior highschool differ from the elementary school and the senior highschool? In what ways do pupils of these ages differ from those in the lower grades? What subjects should be taught during these years? What reasons underlie the rapid development of the junior highschool plan? These are but a few of the host of questions that were discussed persistently, concisely, and even wittily by the men and women who compose the Curriculum Commission of the Association's Department of Superintendence.

What the Junior Highschool is. Here are sentences from some of the answers when this question was up for consideration:

Charles H. Judd—The junior highschool is the beginning of a new type of education in which more individual responsibility will

Why the Junior Highschool?

WILLIAM McANDREW

THE SEVENTH and eighth grades of a traditional system are too thin in content.

2. To make these grades richer in content costs more for equipment, library, apparatus, etc., than is justifiable in so many elementary schools as the ordinary community has.

3. There are enough common characteristics of children ordinarily in seventh, eighth, and ninth years to warrant grouping them in one organization.

4. The individual differences of abilities in children of these grades warrant grouping them in accordance with their abilities; but unless you have these children in larger numbers than is the case in separate elementary schools your segregated groups would be too small to warrant your providing separate teachers to the different groups.

5. But the proper aims for the entire public school service; namely, a supply of citizens disposed to better the civic, social, political life of the community is essentially the function of the junior high school, as of all schools. Its exercises and methods differ from other parts of the public school system chiefly as affected by the ages of its pupils and the equipment of its buildings.

6. It looks to different futures for different children, testing their aptitudes and advising them as to various kinds of service, industrial, professional, etc.

be assumed by the pupils. This means that there will be, if necessary, a certain amount of repair work or completion work. It is frequently true that the fundamentals have not been sufficiently mastered. Provision ought to be made for finishing the work that has not been completed in the elementary school. Beyond this point, there seems to be a new horizon. We see ourselves immediately in the presence of the problem of collecting a type of material which has not been present in our school curriculum up to this time. It is not a problem of thrashing over familiar material, but of putting into shape a very large body of new material.

Susan M. Dorsey—The junior highschool is of all the efforts of school life, the place where our children should get their finest initiation into practical citizenship.

Frank E. Spaulding—There ought to be a number of studies from the standpoint of what is most desirable, not for the junior highschools, but for children of that age.

Charles E. Finch—The curriculum in the junior highschool is neither the elementary school curriculum continued, nor the senior highschool curriculum brought down, but of the multiple type designed to meet the needs of different individuals. The methods are those that put a premium on student activities which appeal to the adolescent.

Thomas W. Gosling—The junior highschool is a place where children are uppermost, standards secondary, and an effort is made to carry the children on to a period of selfcontrol. It is a transition stage between a control imposed by others to a period when they will control themselves.

Frank W. Ballou—It costs more to teach elementary science in the junior highschools, but the elementary science which we teach in the junior highschool is worth more.

William McAndrew—When you cut off the seventh and eighth grades, you gave the fifth and sixth grade children the experience of becoming leaders.



Willis A. Sutton—The junior highschool is the effort to answer the quest for discovery in the adolescent boy and girl.

The 1927 Yearbook of the Department of Superintendence, *The Junior High School Curriculum*, will assemble the best thinking of this group together with that of seventy-five superintendents and junior highschool specialists who have been invited to serve on committees with them.

Committee chairmen are actively working now and are seeking help from all parts of the nation. *What have you to offer?* Send your contributions at once either to subject chairmen or to Washington headquarters.

This gathering of the Commission was the occasion for dedicating the beautiful new conference room in the headquarters of the National Education Association. The decorators had scarcely left when early arrivals for the Commission

meeting began to come in. On one wall is the rug presented to Mary McSkimmon by the children of the Near East Relief, on another pictures of educational pioneers. The photograph on page 261 was taken while the Commission was in session. Those in attendance were:

Edwin C. Broome, superintendent of schools, Philadelphia, Pa., Chairman of Curriculum Commission

John L. Alger, president, Rhode Island College of Education, Providence, R. I.

Frank W. Ballou, superintendent of schools, Washington, D. C.

John W. Beattie, director of public school music, Northwestern University, School of Music, Evanston, Ill., Chairman for Music

Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, Calif., Chairman for Home Economics

Charles E. Finch, director, Junior High Schools, Rochester Public Schools, Rochester, N. Y., Chairman for Social Studies

J. A. Foberg, director of science, Pennsylvania State Department of Public Instruc-

tion, Harrisburg, Pa., Chairman for Science

Thomas W. Gosling, superintendent of schools, Madison, Wis., Chairman for English

Charles H. Judd, director, School of Education, University of Chicago, Chicago, Ill.

E. E. Lewis, superintendent of schools, Flint, Mich., Chairman for Commercial Education

William McAndrew, superintendent of Schools, Chicago, Ill., Chairman for Art

Frank G. Pickell, superintendent of schools, Montclair, N. J., Chairman for Mathematics

William B. Snow, assistant superintendent of schools, Boston, Mass., Chairman for Foreign Languages

Frank E. Spaulding, dean, School of Education, Yale University, New Haven, Conn.

Paul C. Stetson, superintendent of schools, Dayton, Ohio, Chairman for Industrial Arts

Willis A. Sutton, superintendent of schools, Atlanta, Ga., Chairman for Health and Physical Education

H. B. Wilson, superintendent of schools, Berkeley, Calif.



PEACE AND PLENTY—The original of this beautiful painting by George Innis is in the Metropolitan Museum of Art in New York City. The article by Marguerite B. Williams on page 242 gives interesting information about the works of Mr. Innis.

Reading with a Purpose

HELEN BURLING

THE PUBLIC LIBRARY has become increasingly conscious that many of its patrons not only want books but that they want to know what books to want. An automobile mechanic sees a chance for advancement if he knows something about electricity; a new citizen has the desire to gain a knowledge of American history; a classical student wants the pleasure of knowing modern poetry. And none of them knows where to begin.

The library is attacking this problem from several points and through various experiments. The reading course is one of these experimental methods of attack. More than a dozen libraries now have "readers' advisers" whose full time is devoted to giving advice on reading, in personal conference. These conferences usually result in the preparation of a reading course to meet the individual's need. But since there are thousands of men and women and older boys and girls who are looking for such guidance and only a small number of libraries which as yet have the staff to offer it, the American Library Association has, for more than a year, been publishing a series of reading courses whose aim is to give the individual much the same kind of thing that he would get from a personal conference with a readers' adviser.

This series, known as the Reading with a Purpose series, is published in the form of small booklets. Each course is prepared by an authority. Each contains a brief introduction to the subject and a short list of readable books which are named in the order in which they should be read and discussed in such a way as to arouse the reader's interest. The introductions, which are about 5000 words in length, are designed to show the interest and pleasure which a knowledge of the subject will give and to provide sufficient background to make the recommended books thoroughly intelligible to the man or woman who has not had any training in the field.

A new course is published each month, sixteen having appeared to date. During the first year of their publication more than 130,000 copies were sold. In one library 375 individuals registered for them in three months. In a community served by a branch library 75 men and women were following the courses at

one time. These figures do not record the degree of educational value received per reading course but they do indicate that many men and women are looking for the kind of "adult education" that is gained through serious, consecutive reading.

The courses named below have already been published. Others are in preparation.

1. *Biology* by Vernon Kellogg. 40p. "Life is still a mystery," says Dr. Kellogg, "but it is such a fascinating mystery that we all want to know as much about it as possible." This course serves as a first step in the achievement of that end.

2. *English Literature* by W. N. C. Carlton. 74p. The course includes "the finest satirical allegory in the language, a sparkling comedy . . . , a volume of imperishable poetry, a series of thought-provoking essays . . . , the intimate letters of a brilliant novelist and essayist, and six great novels that rank among the triumphs of the art of fiction."

3. *Ten Pivotal Figures of History* by Ambrose W. Vernon. 36p. The first on the list is Socrates, the tenth Woodrow Wilson, while in between are eight others—soldiers, religious leaders, scientists—around whom for a time history turned as on a pivot. Each is discussed; each is represented by a biography.

4. *Some Great American Books* by Dallas Lore Sharp. 30p. The reader may be left in some doubt as to "who comes after which" in American literary history but in none whatever concerning the good fun that is in store for him if he makes the acquaintance of the books recommended.

6. *Frontiers of Knowledge* by Jesse Lee Bennett. 49p. Ten books are recommended, each of which introduces the reader to one field of fundamental knowledge—science, history, politics, art, literature, etc.

7. *Ears to Hear: A Guide for Music Lovers* by Daniel Gregory Mason. 35p. Written as it is for the listener, not the performer, and for the person who knows little about music, this course gives the reader certain fundamentals, a bit of music history, something of the biography of musicians and of simple criticism.

8. *Sociology and Social Problems* by Howard W. Odum. 32p. Dr. Odum attacks his subject from the point of view that the one social problem is that of people living well and happily together, and includes in his recommendations for reading seven books which will give a "balanced ration" to the newcomer in the field.

10. *Conflicts in American Public Opinion* by William Allen and Walter E. Myer. 29p. Six books are recommended representing different points of view on current political and social problems. At the end of the course is a summary of nine outstanding

present-day problems with references to the chapters in which they are treated.

11. *Psychology and Its Use* by Everett Dean Martin. 47p. The reader is in no doubt when he has finished the introduction as to what psychology is, and even less in doubt as to what psychology is not. The course contains one book on social psychology, one on behaviorism, one on psychoanalysis, one on "psychology and the day's work" as well as three of a more general nature.

12. *Philosophy* by Alexander Meiklejohn. 51p. Dr. Meiklejohn carries out in this course his theory that the amateur in philosophy should begin by looking for a problem rather than for a system. He discusses one problem, the relation of science and religion, from the point of view of philosophy and then directs his readers to four books which will stimulate them to seek other problems of their own.

13. *Our Children* by M. V. O'Shea. 34p. The course is intended to show parents, teachers, and others engaged in the practical care and training of children where to turn for reliable, non-technical interpretations of modern theory and practice in child training.

14. *Religion in Everyday Life* by Wilfred T. Grenfell. 30p. The introduction is filled with a wealth of anecdote from the author's own experience in applying religion to everyday life; the books recommended are "mainly contemporaneous, written by men alive today, influenced by the same perplexities that we are, swayed by the same currents of thought and feeling."

15. *The Life of Christ* by Rufus M. Jones. 28p. Recommends six biographies of Jesus, written by as many different kinds of people, but all alike, in the author's opinion, in that the "facts are thoroughly sound and reliable, the vision clear and penetrating, the judgment wise and discriminating," and that they possess the "skill and power to tell a story, to arouse interest, to quicken imagination, and to stir the deeper levels of the soul."

19. *The Poetry of Our Own Times* by Marguerite Wilkinson. 32p. Mrs. Wilkinson says that to enjoy poetry "It is only necessary to stop thinking of practical matters and keep the mind quiet; to listen to the music of the words; to look with the eyes of the imagination at what is shown." Her course tells not only how but where to look.

20. *The United States in Recent Times* by Frederic L. Paxson. 33p. The recent history of the United States is presented chiefly through biographies of the leaders of the period, John Hay, Roosevelt, Jane Addams, Walter H. Page and others. The biographies are linked together by the introduction and by one history of the times covered.

22. *American Education* by William F. Russell. 21p. Dr. Russell wrote his course for the general reader who is interested in the trend of American education and included in it something of the development of education as well as its present tendencies.

Builders of Our Profession

Life Enlistments

HERE IS A LIST of people who have faith in the future of teaching. They have the peculiar satisfaction that comes from being life members in the largest professional organization in the world. No movement in the Association's development means more to the future of education than the growth of this list. Other names will be added from month to month. A thousand is the goal for 1926-27—two for each member of Congress from your state.

Life members whose names have been received since the list appeared in the October JOURNAL and before going to press with this issue are here listed, according to states.

ALABAMA—Mrs. Stella M. English, Daisy Parton, William Tiller.
ARIZONA—Fassett A. Cotton, Harold W. Smith.
ARKANSAS—Ralph W. Phillips, W. E. Phipps.
CALIFORNIA—A. D. Allen, George T. Berry, Ethelind M. Bonney, Bertha H. Breckenfeld, Madeline Christy, Marvin L. Darsie, Fannie W. McLean, Dean Richmond, Charles Elden Teach, Grace E. M. Vinnicum.
CONNECTICUT—John Lund.
DISTRICT OF COLUMBIA—H. A. Allan, Theodore D. Martin, S. D. Shankland.
FLORIDA—Charles M. Fisher, J. Claudius Peel.
GEORGIA—T. O. Galloway, Everett Knox, Sarah M. Ritter, S. G. Stukes.
IDAHO—La Pearl Moore, Jessie H. Tuck.
ILLINOIS—Nora F. Doran, Anna C. Kumpf, August Maue.
INDIANA—Cornelius Abbott, H. W. A. Hemmer, L. C. Ward.
IOWA—Mary A. Lord.
MAINE—Dwight L. Moody, Elmer O. Small.
MASSACHUSETTS—Stanley R. Oldham.
MICHIGAN—Lydia Ripatte, D. A. Van Buskirk.
MINNESOTA—Winfred Gerald Bolcom, John N. Greer, William H. Shephard.
NEW HAMPSHIRE—William C. T. Adams.
NEW JERSEY—Alice R. Cronk.
NEW YORK—John Crabapple.
NORTH CAROLINA—R. M. Gray, G. B. Phillips, Horace Sink, N. W. Walker.
NORTH DAKOTA—F. Ray Rogers, Madge Runey.
OHIO—Paul V. Brown, Edith McCoy, Isabelle E. Templeton.
OKLAHOMA—Grady H. Booker, J. J. Godbey.
OREGON—W. C. Alderson, Robert Goetz, Mrs. Katherine J. Harris, J. T. Longfellow, Dora D. Oberton.
PENNSYLVANIA—Frank H. Kramer, Charles R. Stone.
SOUTH CAROLINA—F. M. Ellerbe, Elizabeth D. Hutto, Otis M. Mitchell.
SOUTH DAKOTA—James A. Fitzgerald, E. C. Peterson.
TENNESSEE—John E. Dail.
TEXAS—Oscar H. Cooper, W. M. W. Splawn, Ruby R. Terrill, Jesse F. Ward.
VERMONT—Theodore Halbert Wilson.
VIRGINIA—S. A. MacDonald.
WASHINGTON—C. L. Booth, Olga C. Ecklund, E. Stanley Gregory, Lawrence O. Swenson, Gilbert C. Woods.
WISCONSIN—Blanche J. Chamberlin.

Completed Enrolments

THE FOLLOWING schools have completed their reports for one hundred percent membership in the National Education Association for 1926-27 since the list was published in the October JOURNAL. Many of the schools also have a complete enrolment in state and local associations. For the convenience of readers the list is now arranged by states. Under the name of each state cities are arranged alphabetically, set in italics. Under the name of each city, schools are arranged alphabetically, the word "school" being omitted to save space.

FIVE OR MORE YEARS

CALIFORNIA—Berkeley, Hillside, Washington.
COLORADO—Longmont, Columbine.
INDIANA—South Bend, Coquillard.
MINNESOTA—Mankato, Franklin Grade.
OHIO—Huntsville, McArthur-Huntsville; Wooster, Bowman Street.

Are You a Builder

YES! Every teacher is a builder. But how differently they work. Some concern themselves primarily with petty accuracies. Others think first of buildings and equipment. Still others think first of children. Yet others see the children in their setting of community influences and opportunities. The best teachers see beyond the community out into the state and the nation and make some effort to understand and share in the larger movements that are playing upon human life. These are the teachers who most help the race to make progress. They join national organizations. They aid worthy world movements. They build up childhood and because they love children they share in movements to improve the conditions that surround the child. Our National Education Association is much blessed with men and women who are builders. They become life members. They lead in movements to make schools, counties, whole cities perfect in their enlistment. They work on the problems of the profession. They are strong in the great loyalties—society, the child, the profession. Just in proportion as these larger loyalties are realized can teaching rise to its largest service and joy. Every teacher is a builder and by building up the child and the cause he builds up himself.

PENNSYLVANIA—Altoona, Altoona Public Schools, Adams, Allegheny, Curtin, Emerson, Fairview, Franklin, Garfield, Irving, Jefferson, Junior High, Madison, Miller, Penn, Senior High, Stevens, Washington, Webster, Wright; Philadelphia, Leidy Bennett.

WYOMING—Clearmont, Clearmont.

FOUR YEARS

ARIZONA—Jerome, Jerome Public Schools, Administration Building, Elementary, High, Primary, Walnut Gulch.
MASSACHUSETTS—Athol, Centerville.
NEW MEXICO—Roswell, Washington Avenue.
PENNSYLVANIA—Pittsburgh, Friendship; West Chester, Model.

THREE YEARS

CALIFORNIA—Berkeley, Franklin.
CONNECTICUT—Stratford, Garden.
ILLINOIS—Bismarck, Bismarck Township High.
INDIANA—Lawrenceburg, Homestead; South Bend, Elder.
IOWA—Independence, Independence Public Schools, Emerson, Hawthorne, High, Lincoln Junior High, Washington.
MASSACHUSETTS—Amesbury, Prospect; Gloucester, Sawyer.
MICHIGAN—Detroit, Wilkins.

MINNESOTA—Minneapolis, John A. Johnson.
NEVADA—Panaca, Lincoln County High.
NEW JERSEY—Rutherford, Lincoln.
NEW MEXICO—Roswell, Central.
OHIO—Rushsylvania, Rush Creek Township Rural; Tiffin, College Hill, Monroe Street; Warren, Elm Street, Roosevelt.
PENNSYLVANIA—Hanover, High Street; Lebanon, Washington; Mapletown, High; Nanticoke, Nanticoke Public Schools, Centennial, Garfield, Hanover, High, Kosciuszko, Lincoln, McKinley, Pulaski, State Street, Washington, West Main Street.
SOUTH DAKOTA—Frederick, Frederick Public.
WISCONSIN—Arkansas, State Graded.
WYOMING—Riverton, Riverton Public Schools, Delfelder Consolidated, Dobler Rural, Grade, High.

TWO YEARS

ARIZONA—Gilbert, Gilbert Public Schools.
CALIFORNIA—Berkeley, University; Los Angeles, Carpenter Street; Stockton, Monroe Primary.
COLORADO—Wray, Wray Grade.
ILLINOIS—Little York, Little York High and Grade.
INDIANA—Indianapolis, Public School Number 81; Michigan City, Jefferson; South Bend, Franklin.
KANSAS—Bird City, Bird City Public Schools, High, Junior High.
MAINE—Waterville, South Grammar.
MASSACHUSETTS—Winchester, Highland.
MINNESOTA—Minneapolis, Agassiz.
NEW JERSEY—Camden, McKinley.
NEW YORK—Athens, Athens High; Bellport, Brookhaven.
OHIO—Middletown, High; Warren, Tod Avenue.
OKLAHOMA—Lamont, Lamont Public Schools; Vian, Vian Public Schools.
PENNSYLVANIA—Berks County, Berks County Public Schools, Academy, Amity Township High, Bally Junior High, Baumstown Grade, Bechtelsville Junior High, Bernville Grade, Bethel High, Birdsboro High, Blandon Grade, Boyertown High, Boyertown-Lincoln, Boyertown-Washington, Cedar Top, Conrad Weiser, Far View, Fleetwood, Gibraltar Grade, Gouglersville, Hamburg Grade, Hamburg High, Kutztown Grade, Kutztown High, Kutztown Training, Leesport West Grade, Lincoln, Longswamp High, Lyons, McKinley, Merkel, Mohnton Grade, Mohnton High, Monocacy Grade, Morgantown Grade, Morysville, Mount Aetna, Mount Penn Grade, Mount Penn High, Neversink, New Berlinville, Oley, High, Ontelaunee, Penn High, Pennside Junior High, Pennwyn, Perry High, Pine Forge, Reading West Grade, Reading West High, Red Lion, Rehrersburg, Rosensonia High, Saint Lawrence Grade, Seyfert Grade, Shillington Grade, Shillington High, Stony Creek Grade, Stouchsburg, Strasstown, Tipton Junior High, Valentine, Walnuttown Grade, Washington, Wernersville, West Lawn Junior High, West Wyomissing, Womelsdorf High, Wyomissing Grade, Wyomissing Heights, Wyomissing High, Yocom Grade; Bethlehem, Crest Avenue; Chester, Howell.
SOUTH DAKOTA—Astoria, Astoria Public; Wilmet, Wilmet High.
WISCONSIN—Arkansas, Union Free High.
WYOMING—Cumberland, Number Two.

CURRENT YEAR

COLORADO—Longmont, Bryant.
DISTRICT OF COLUMBIA—Washington, Weightman.
ILLINOIS—Waukegan, Washington.
KANSAS—Winfield, Winfield Public Schools, Bryant, Irving, Lowell, Stevenson, Webster, Winfield Junior-Senior High.
MASSACHUSETTS—Stoneham, Lincoln; Waltham, Seth Bemis.
NEW JERSEY—Mount Royal, Mount Royal.
NEW MEXICO—Roswell, East Side.
OHIO—Bellefontaine, Iron City; Woodstock, Woodstock Village.
OKLAHOMA—Ramona, Ramona Consolidated.
PENNSYLVANIA—Tyronne, Washington.
SOUTH CAROLINA—Bethune, Bethune Public Schools, Grammar High, Timrod Grammar.
VERMONT—Plainsfield, Junior High.
WEST VIRGINIA—Wellsburg, Riverview.
WYOMING—Oakley, Oakley.

Seattle Invites You



The Seattle skyline suggests the energy and enterprise of the great northwest.

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East of Seattle lies an irrigated area that mountain water has reclaimed from sagebrush.



Mount Rainier National Park will attract many teachers who attend the 1927 Convention.



© Curtis

The Washington coast has its own great stone face—"The Man of the Rocks."



Mount Rainier's snowcapped peak will warm the hearts of many teachers—old friends and new.

Seattle Invites You

THE SIXTY-FIFTH annual meeting of the National Education Association will be held in Seattle, Washington, July 3-8, 1927. Local arrangements are under the direction of Thomas R. Cole, superintendent of the Seattle schools. No meeting of the Association has been held in the northwest since the Portland convention in 1917.

Railroad Rates

Summer excursion rates, which are much lower than the usual rates, will be used for the convention. These are available as early as May 15, with the return limit of October 31 and allow for generous stop-over privileges. Detailed information may be secured from local ticket agents. These rates will afford an opportunity for teachers to attend summer school in the western universities and normal colleges.

Vacation Opportunities

No teacher should miss this wonderful convention opportunity to visit Seattle and the Pacific Northwest. Seattle, beautifully situated on Puget Sound, is a splendid example of Amer-

ican initiative, a city far-flung, panoramic, distinctly metropolitan, and yet only fifty years old. In one generation, Seattle has grown from an isolated outpost in the midst of a primeval forest to a great world city, the metropolis, and the shipping transportation and banking center of the Pacific Northwest.

Nature has combined to make the Puget Sound country a notable summer playground of the nation. It has come to be known as the "Charmed Land." Make your plans to enjoy a land whose air is a life-giving blend of the tonic of the mountains and the sea filtered through evergreen forests; a land of towering snow-capped peaks, evergreen valleys, beautiful stretches of inland sea, scenic motor roads with balmy summer days and cool, refreshing nights.

Delightful excursions can be made from Seattle. First, there is Mount Rainier National Park, America's Switzerland—snow-capped peaks, glaciers, forests, waterfalls, canyons, acres of Alpine flowers—a wonderland indeed. Then, there are boat trips on the blue waters of Puget Sound to interesting cities in-

cluding Tacoma, Bellingham, Vancouver, Victoria and to other picturesque spots. Perhaps some will want to take the scenic inland passage trip to Alaska, associated with the most famous gold rush in history and often called the Treasure House.

There is a lure about this Northwest country where America vanishes into the Pacific. It will be a new and wonderful world to you and you will store up health and strength and peace of mind and soul.

Seattle Hotels

The following list of hotels with their rates has been furnished by the secretary of the Washington State Hotel Association. Rates per day for rooms accommodating two persons are quoted. The hotels will be glad to quote on other requirements. Requests for reservations should be made directly through the hotels or through A. J. Barash, 414 University Street, Seattle, Washington. In case the hotel is unable to make the reservation requested, the person will be notified and a reservation made at another hotel subject to the approval of the applicant.

Name of Hotel and Number of Rooms	Location	Rates per Day for Room with bath, accom- modating two persons	Name of Hotel and Number of Rooms	Location	Rates per Day for Room with bath, accom- modating two persons
Alvord	9th and Pike	\$3.50-\$4.00	Moore (165)	2nd and Virginia	6.00
Ambassador	8th and Union	4.00- 5.00	New Arctic (120)	3rd and Jefferson	2.50- 3.00
Arlington (200)	1st and Spring	3.00- 4.00	New Richmond (325)	4th and Main	5.00- 6.00
Assembly (143)	9th and Madison	3.50- 4.00	New Washington (250)	2nd and Stewart	8.00
Atwood (125)	1st and Pine	3.00- 4.00	Olympic (600)	4th and Seneca	7.00- 8.00
Bush (255)	7th and Jackson	3.00- 3.50	Oxford (114)	1st and Stewart	3.00
Butler (200)	2nd and James	5.00- 6.00	Penbrook (200)	4th and Marion	4.00- 5.00
Barker (100)	6th and Pike	3.50	Rainier Grand (200)	1st and Madison	4.00- 4.50
Continental (100)	4th and Seneca	4.00- 5.00	Rehan (114)	8th and Union	3.00- 4.00
Caledonian (100)	7th and Union	3.00- 4.00	St. Charles	3rd and Cherry	3.50
Cambridge Apts. (154)	9th and Union	3.50- 5.00	St. Regis (150)	2nd and Stewart	6.00
Diller	1st and University	3.50	Savoy (250)	2nd and Seneca	6.00
Ethelton (105)	3rd and Union	3.50- 4.50	Seattle (175)	2nd and James	5.00
Frye (325)	3rd and Yesler	5.00	Seward	3rd and James	4.00
Gateway	1st and Pine	2.50- 3.00	Sorrento (150)	Terry and Madison	4.00- 5.00
Georgian Annex (108)	4th and Pine	3.50- 4.00	Spring Apt.-Hotel (244)	5th and Spring	3.50- 5.00
Georgian (107)	4th and Pike	4.00	Stevens (115)	1st and Marion	3.50- 4.00
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THE TEST OF PRINTING

The Conclusions of Prominent Educators



William J. Bogan, Assistant Superintendent of Schools of the Department of Education, Chicago, writes: "Through its strong appeal to boys, the printing course has acquired great importance in the Junior High School. The practical value of printing is great, for aside from its trade features, it appeals alike to the artist, the advertiser, the editor, the reporter, the business man, the author."

Emma V. Tindal, Principal of the Oliver Wendell Holmes Junior High School, Philadelphia, Pa., writes: "To my mind, printing is an educational agency of undoubted value. When included in a school curriculum, it may be employed to motivate instruction in various studies, such as punctuation, composition, grammar, spelling, mathematics, science, and art. And it will also afford an opportunity for acquired and worth-while manual skill."

COMPOSITION

PARAGRAPHING

CAPITALIZATION

PUNCTUATION

SPELLING



Susan Dorsey, Superintendent of Schools, Los Angeles, California, writes: "It is a matter of importance that through the school printshop a large number of young people have become familiar with the different styles of type, with the setting up of forms, and with the vocabulary of printing, and the related arts of making cuts, prints and the like."

James M. Glass, Director of Junior High Schools, Commonwealth of Pennsylvania, writes: "Printing is incorporated into Junior High School program of studies in a majority of instances as part of a general shop organization. The aim is not vocational education, but general industrial arts training. Where the try-out purposes of a general shop need not be restricted to the industrial activities of a given community it seems advisable to add printing as one of the projects of a general shop plan."

FOR INFORMATION REGARDING PRINTING INSTALLATIONS, WRITE

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From Philadelphia Addresses

(Concluded from October JOURNAL, page 231)

THE TRAINING OF THE VOLUNTEER IN EDUCATION—The scout movement is making a remarkable contribution to education. It is worldwide in its reach. It is voluntarily chosen by youth. It is led by bodies of earnest, intelligent men and women. It was conceived by a rare mind, and it has been interpreted by a devoted band who are not wanting in knowledge of educational principles.—Sarah Louise Arnold, president, Girl Scouts of America, Lincoln, Mass.

THE CHALLENGING EPOCHS IN THE LIFE OF A CHILD—The discovery of the child psychologically and educationally has been going on fitfully through a century and is to be the delightful task of these immediate years into which we are coming. Our interests are focused thereon, the technic is becoming sufficient, and we are now quite well launched upon this adventure into a science of childhood.—Edwin D. Starbuck, Professor of Philosophy, State University of Iowa, Iowa City, Iowa.

THE CLASSROOM TEACHER AS A DISCOVERER OF THE SPECIAL NEEDS OF CHILDHOOD—The school, in the sense of its education of the individual from the kindergarten through the university, and throughout all its range in the field of specialization, is a solidarity. The improvement and advancement of any special branch of education affects either directly or indirectly every other branch. The idea is essentially the scriptural one that we are "members one of another," the best results of the whole depending upon the soundness and service of each constituent part. The classroom teacher must be progressive and studious to realize this high conception.—Julia E. Sullivan, president, Department of Classroom Teachers, Boston, Mass.

THE CLASSROOM TEACHER AND THE CURRICULUM—The classroom teacher has much to do with the curriculum. If he has a clear perception of the true nature of educative experience, he finds ways and means of enabling it; he realizes that in fact children educate themselves; his task is to supply the proper conditions.—James F. Hosc, Teachers College, Columbia University, New York City.

THE SCHOOLS OF TOMORROW—The school of today is a vast improvement on the school of yesterday. There is not the slightest doubt that we have made more progress in the past decade, than in any similar period of our history.—John J. Tigert, U. S. Commissioner of Education, Washington, D. C.

I HEAR THE CHILDREN SINGING—When will educators hear the children singing, yea, hear the rhythm, melody, and harmony of their inmost beings instead of thinking first, last, and all the time of "subject-method" and drill in technic? When a child wants the result of technic he will practice indefinitely for it, but when he cares nothing for it he will never get it through forced drilling. There is no talent lurking in the soul of one who has to be driven to a task. Hear the children! Let them lead the teacher instead of being driven by the teacher.—A. E. Winship, editor, *Journal of Education*, Boston, Mass.

THE CHILD'S BIRTHRIGHT IN ART—This great National Education Association should use every means it can

(Continued on page A-244)



Oxfords are being worn this fall

INDEED, fashion is favoring your feet. For no other type of shoe is so snugly supporting and so thoroughly comfortable as a well-fitting oxford. Assured in style and in comfort, the smart woman can now truly enjoy wearing the new, modish Cantilever Fall Oxfords.

Exquisite little style touches have been embodied in these new and decidedly good looking Cantilever models, with a result that is temptingly feminine and decidedly smart. Their "feather-like" feel will help you to appreciate why Cantilever Oxfords have long been the favorites of women who value all day comfort.

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(Continued from page A-242)

command to bring to all the children of the United States the best the world has to offer for their instruction, their enrichment, their enjoyment and their inspiration, that they may help in the forward movement of the human spirit

towards its shining goal. Every one of us should know by heart Emerson's poem "Culture" as our ever present guide.—Henry Turner Bailey, director, the Cleveland School of Art, and of the John Huntington Polytechnic Institute, Cleveland, Ohio.

NOTES and ANNOUNCEMENTS

IS IT TRUE?—Almost at the same time two letters have come in from state superintendents saying that the greatest problem is to widen the outlook of their teachers. Says one:

To my mind our greatest handicap today in our educational program is the lack of interest of a large percent of our teachers in the vital problems of the school.

Says another:

It seems to me the only way we are ever to get the question of education squarely before the whole people of the United States is for the teachers themselves to take greater interest in its outside relation—to study the question more from the standpoint of education's place in our civilization rather than from the limited view of methods and materials for the classroom.

EVERY TEACHER enjoys the better conditions that are being brought about through professional organization but only one in five is helping to pay the bill as a member of the National Education Association, which now enrolls 160,000 of the nation's 800,000 teachers.

LAST YEAR about 4500 schools took pride in having a place on the hundred percent honor roll of the National Education Association. They knew that the place on this list of progressive schools reflected the professional vision and spirit of their teachers.

Many schools have already won places on the honor roll for the new year. The list of schools which has had a continuous record of complete enrolment for several years grows rapidly. This fact coupled with the splendid increase in life enlistments indicates a thriving professional spirit with pride in past achievements as well as in present ideals.

THE BEST TEACHERS are always leaders in an emergency. They are experienced in dealing with the entire community and have the confidence of the public. Members of the Association will be glad to know that immediately following the Florida disaster, President Francis G.

Blair of our Association wired the American Red Cross thus:

On behalf of the 160,000 members of the National Education Association I extend to your great organization our fullest and complete cooperation in caring with you for the storm-stricken residents in Florida.

Secretary J. W. Crabtree of the Association, in recalling the action of the Association at the time of the San Francisco earthquake, said that every teacher in the land will respond to the call of service wherever and whenever needed.

SECRETARY CRABTREE made the following statement in a letter sent to principals throughout the country:

The superintendent and principal most active in the interests of the profession stand highest in home and state circles as well as in national circles. More and more teachers are measured by these same standards. The Association is carrying a heavy load in its research work, in its attention to tenure and retirement allowances, and in its efforts to secure better salaries for better teachers. The selfish teacher is willing for others to carry the load. The unselfish teacher, when she understands, insists on doing her part. These are points your teachers will appreciate knowing.

ALEXANDRA GALESKI, principal of the Weightman School, is the first principal in the District of Columbia to report a complete enrolment of her teachers. This school is a junior republic and is teaching daily the principals of good citizenship.

MEMBERSHIP AS CREDENTIALS—For years credits for courses taken in normal schools, colleges, or universities have been required for certification of teachers. The custom of issuing certificates on the basis of county examinations is being thrown into the discard. School executives recognize that professional courses usually yield better preparation for teachers.

Gradually additional credentials are being required; of these none is more important than that concerned with

membership in professional organizations. Superintendent Yawberg of Cuyahoga County, Ohio, writes that the contract for the teachers of Cuyahoga County includes, in addition to a statement that the teachers possess the necessary credits for certification, the question: "Are you willing to join the local, state, and national professional associations?"

In Boston, teachers and principals receive points toward higher rating for membership in education associations.

Of course, membership in professional organizations does not prove that the teacher possesses professional vision and spirit, neither does the possession of credits prove that the teacher has assimilated the courses which he has taken. Credits and membership are merely symbols but as such they are suggestive and of value in estimating the professional ability and spirit of teachers.—T. D. Martin.

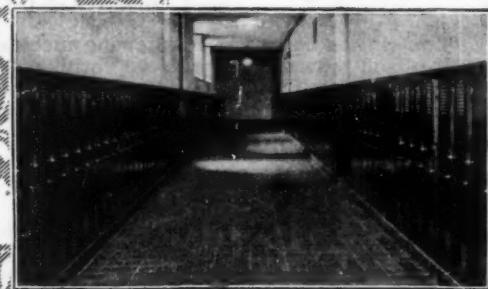
THE BOARD OF DIRECTORS of the Virginia Education Association recently adopted the practice of awarding to each retiring president a life membership in the National Education Association. This year the membership will go to Fred M. Alexander of Newport News.

FINEGAN TO HEAD SURVEY OF PITTSBURGH SCHOOLS—Under a plan developed by the Pittsburgh Board of Education and Superintendent William M. Davidson, Thomas E. Finegan has been employed to conduct a survey of the work of the Pittsburgh schools. Associated with him will be John W. Withers of the School of Education of New York University, and Superintendent H. S. Weet, of the schools of Rochester, New York. The aim is to obtain the best judgment possible on the practices and policies which are being carried out in the administration of Pittsburgh schools. The members of the school staff will gather material needed by the survey commission. The Pittsburgh Board of Education is to be congratulated on having selected for this important task a man of Doctor Finegan's notable experience and ability.

AIR MAIL SERVICE has a remarkable safety record. It has been flying between New York and San Francisco both ways for five years. For a year and a half it has been flying nights and days. In two years of day flying, often under the most extreme weather conditions, there has not been a single fatality.

(Continued on page A-246)

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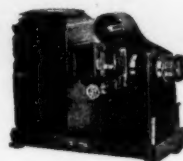


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(Continued from page A-244)

THREE REMARKABLE SERIES of articles are now complete in the hands of THE JOURNAL for publication during the year. They deal with the fundamental problems of the curriculum, character, and the building of beauty into the daily lives of children. These notable articles are merely the nucleus of a thousand columns of material which goes to every member.

INTERNATIONAL GOLDEN RULE SUNDAY will be observed this year December 5. Golden Rule Sunday made its appearance at the end of the World War and evokes a spirit of universal brotherhood and mutual service. It is an expression of international goodwill and world citizenship. Information for the observance of Golden Rule Sunday may be obtained from Near East Relief, 151 Fifth Avenue, New York City.

OUR SISTER ORGANIZATION—the American Library Association—held its fiftieth anniversary conference at Atlantic City and Philadelphia in October. It was a notable occasion with delegates from many foreign countries. The re-

port of the secretary, Carl H. Milan, indicates:

Membership approaching ten thousand.

Five hundred percent gain in publication sales in five years.

A million dollars added to permanent endowment during the year.

A permanent staff of more than ninety people.

Sixty-one committees at work on the problems of the profession.

Inside the profession an inquiring, critical attitude not only toward things as they are but also toward each new proposal—which must inevitably make for sound progress.

Outside the profession evidence of a growing desire to extend and improve library service.

Hats off! That is a fine record. The task of free libraries is to maintain the intelligence which schools exist to create.

ARTHUR BOWIE CHRISMAN was awarded the John Newbery Medal for "the most distinguished contribution to American children's literature during 1925" at the fiftieth conference of the American Library Association in Atlantic City on October 4. The book is *Shen of the Sea*, a series of Chinese stories for children, published by E. P. Dutton & Co. Selection is made by the Children's Librarian Section and is based on first-

hand knowledge of children's preferences. Attention is thus called each year to one new book which should be placed in the library of every elementary school.

THE CITY OF LONDON VACATION COURSE will be held July 28 to August 11, 1927. It will include special lectures of interest to American teachers. Mr. H. W. Ewing, secretary of the City of London Vacation Course, Montague House, Russell Square, W. C. 1, will reply to any inquiries respecting the course.

THE CHRISTIAN SCIENCE MONITOR summarizes the prohibition plan in Quebec, Canada, where the state is the only legalized liquor dealer, as follows:

It [the Quebec Plan] has steadily increased the volume of legitimate sales of liquor since it was enacted.

It has given the Province of Quebec, with a population scarcely one third that of New York, 1280 drinking-places operating twelve hours a day.

It has put the government into the saloon business and made the bartender as much of a public functionary as the postmaster or an army officer.

It has developed the "tavern," which presents all the characteristics of the old-time saloon except the bar and brass rail.

(Continued on page A-247)

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The Book of Life

(Continued from page A-246)

It defeats local option by permitting legal exportation of liquor from wet districts into neighboring dry territory.

It encourages bootlegging by supplying the bootlegger with his stocks and his market.

It furnishes "hard liquor" in unlimited quantities to anyone who will buy it and carry it away.

It has brought the liquor power back into politics by making the state the only customer for brewers and distillers.

N. D. SHOWALTER, for the past sixteen years president of Cheney State Normal School in the State of Washington, resigned on September 1. During his presidency his administrative skill and professional devotion have rebuilt and developed the institution to its present standing as one of the best normal schools in the nation. Dr. Showalter has also contributed largely to state, national, and international professional service and leadership. The Alumni Association of the school has compiled a booklet paying high tribute to the educational services of President Showalter.

RICHARD T. HARGREAVES, principal of the Central High School in Minneapolis for the past seven years, has been elected to the presidency of the Cheney Normal School in the state of Wash-

ington to succeed N. D. Showalter. Mr. Hargreaves is well known in Washington, having served for nine years as principal of the North Central High School in Spokane.

THE GEORGIA EDUCATION ASSOCIATION announces the ownership and publication of the *Georgia Education Journal* with Kyle T. Alfried, secretary of the state association, as editor. No phase of the professional advance has been more marked during recent years than the development of associational journalism.

THE COMMITTEE on World Friendship Among Children proposes a plan whereby children in America may get acquainted with the beautiful custom of Japan's Doll Festival and learn something of Japan's love for children and home. It is to have American children send doll messengers to children in Japan, establishing a closer union between the two nations. Write to the Doll Travel Bureau of the Committee on World Friendship Among Children, 289 Fourth Avenue, New York City.

THE FIFTH PAN-AMERICAN CHILD CONGRESS will be held in Havana, Cuba,

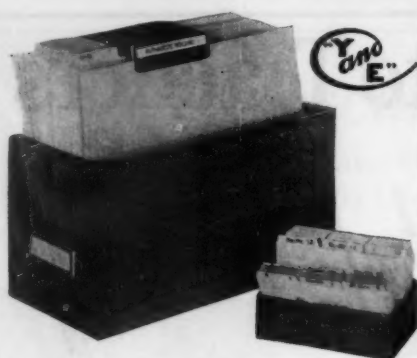
February 13 to 20, 1927, divided into the following six sections: Medicine, hygiene, sociology, education, psychology, and legislation. An International Exposition on Child Hygiene will be held in conjunction with the congress, which will include all those branches of science, industry, commerce, and the arts which are related to childhood.

THE LATEST ISSUE of the Research Bulletin, entitled "Efficient Teaching and Retirement Legislation," contains up-to-date information concerning this live topic and is a reprint of the Report of the Retirement Committee of the N. E. A. presented at the Philadelphia meeting. Copies are available at 25c. each.

MATERIAL APPEARING in a Research study of the Association "Ability of the States to Support Education" has been widely quoted in educational and lay periodicals. This Bulletin may be obtained in paper cover at 50c. per copy and in cloth binding at \$1 per copy.

ONE OF THE RECENT ISSUES of the Research Bulletin "Keeping Pace with the Advancing Curriculum" has been reprinted for the third time and is now

(Continued on page A-248)



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(Continued from page A-247)

available for distribution at 50c. per copy.

THE SUPPLY of the following issues of the Research Bulletin of the National Education Association has been exhausted. The Association will pay the regular price for a limited number of copies of these issues returned to us in good condition. Send copies to Research Division, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.:

Facts on State Educational Needs. Vol. I, No. 1, January, 1923. 64p. Price per copy, 25c.

Five Questions for American Education Week. Vol. I, No. 4, September, 1923. 56p. Price per copy, 25c.

Facts on the Public School Curriculum. Vol. I, No. 5, November, 1923. 48p. Price per copy, 25c.

Current Facts on City School Costs. Vol. II, Nos. 1 and 2, January and March, 1924. 64p. Price per copy, 25c.

Facts on the Public School for American Education Week. Vol. II, No. 4, September, 1924. 40p. Price per copy, 25c.

Taking Stock of the Schools. Vol. III, No. 3, May, 1925. 32p. Price per copy, 25c.

SCHOOLS OF TODAY train tomorrow's men of affairs. Teachers must, therefore, look ahead. It is revealing and helpful to look back a generation to get the perspective of progress. In a recent book *Our Times*, Mark Sullivan gives a most human sketch of the United States during the period 1900-1925. Illustrations add to the interest of the narrative.

ONE HUNDRED FIFTY YEARS AGO brave men issued our Declaration of Independence. They were heavily influenced in reaching that decision by a pamphlet by Thomas Paine—*Common Sense*—which appeared in January, 1776. During this anniversary year every student in high school and college—in fact every American—should read this lucid essay which has been called the "most important production that ever issued from the press." "The cannon of Washington were not more formidable than the pen of the author of *Common Sense*."

IMPRESSIONS OF THE NATIONAL EDUCATION ASSOCIATION CONVENTION—I asked a young lady attending the national convention for the first time what her impression was when she visited the representative assembly. She answered

that she marvelled at the spirit of the whole thing—the fairness of the business proceedings, the good fellowship among the delegates, the zeal of those bidding for future conventions and, above all, that some of the greatest educators in America, those who in other fields would get material rewards ten times as great, were assembled here giving their strength and ability for a good that would redound to the welfare of every teacher in America, not just those who are members of the National Education Association.—Mary B. McAndrew.

A NEW ANNUAL GROUP of prizes for creative work done by secondary school students in the fields of literature, art, and civics has been announced by the publishers of *The Scholastic*, a national magazine for the highschool classroom. A total of \$1500 will be awarded. William M. Davidson, superintendent of schools, Pittsburgh, is chairman of the Committee on *The Scholastic* Awards. A pamphlet containing complete information, including rules and regulations, may be had on application to *The Scholastic*, Wabash Building, Pittsburgh, Pa.

WILL ADOPT TWENTYFOUR-HOUR CLOCK—Beginning next May Germany will follow the lead of a number of other European countries in officially counting the hours from one o'clock in the morning to twentyfour o'clock at night. It is claimed that the system eliminates confusion in the printing of time tables.

ART FINE AND INDUSTRIAL is the title of a bulletin which contains the course of study in that field for the first six grades of the Baltimore schools. It has been prepared by a committee under the guidance of Leon L. Winslow, director of art education. It contains an unusually careful statement of the aims of art education, giving the first thus: *To enable one to apply the principles of art in all life situations.*

KANSAS CITY is establishing an institution of higher learning to be known as Lincoln and Lee University. The coming of the junior college and the city university ushers in the new era of expansion in higher schools that has been forecast by the rapid growth of secondary school enrolment. These institutions will profoundly affect the lower schools by lifting the level of the intellectual life around them.

(Continued on page A-249)

(Continued from page A-248)

FREE FILMS—The Bureau of Commercial Economics will furnish educational motion pictures free, except for transportation charges. The films cover scenery, industry, and the social and intellectual life of all nations. Apply to Randolph M. Boggs, dean, Bureau of Commercial Economics, 1108 Sixteenth Street N. W., Washington, D. C., for information.

THE EDUCATIONAL VALUE of radio in public schools is to be tested in Chicago. Announcement has been made that WMAQ, the *Chicago Daily News*, is furnishing instruction for half-hour periods three times each week to school children. Fanny R. Smith, principal of the Goudy School, is one of the prime movers in arranging a program beginning October 4, which will include talks by some of the most prominent men in the city.

THE BOARD OF DIRECTORS of the California Teachers Association is considering changing the word "Teachers" to "Education." It has pointed out that the Association includes many persons interested in education who are not actual teachers.

WHEN THE PUBLIC SAYS "YES"—How many ways are there to avoid the use of the standard affirmative "yes" in current American colloquial speech?

The question was put to a roomful of more than a hundred young people by Louise Pound, of the University of Nebraska. The result is reported in a recent number of *American Speech* and is full of surprises.

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yep	chess
yap	chass
yop, yahp	chahss
yup	chuss
yurp	chassm (yes
yis	ma'am)
yuss	shassm (same)
yays	'es (baby talk)
yass	hya
yahss	yar (expressing
yazz	disbelief)
yahzz	yair (same)
ye-us	eye-yah
yeh	chow (the first
ye-ah	element of the
yessir (yes sir)	diphthong like
yea bo	the a of hat)
yah	yeth
yo	yum
yaw	

THE BUREAU of Educational Research of Ohio State University is interested in a study of the relative advantages of grade and departmental teaching. Any

(Continued on page A-250)

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Third and final report, showing the development of a standardized scale for measuring recitation units. Compiled by Dr. Guy M. Wilson, of Boston University, for the Department of Classroom Teachers of the National Education Association.

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(Continued from page A-249)

information concerning school systems which are about to change either from grade to departmental teaching or from departmental to grade teaching will assist materially in setting up the problem effectively. Communications should be addressed to B. R. Buckingham, director, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

HENRY G. DOYLE, of George Washington University, sends in the following:

"Je promets ma fidélité à mon drapeau et à la république qu'il représente, une nation forte et unie, qui donne de la liberté et de la justice à tous."

"Prometo fidelidad a mi bandera y a la república que representa, una nación poderosa e indivisible, con libertad y justicia para todos."

"Para afianzar la solidaridad americana y preparar la humana, debe ser bilingüe nuestro idioma, es decir, debemos hablar el español y el inglés."—From address to Spanish-American educators by Dr. J. B. Zubiaur, eminent educator of the Argentine Republic. (English is a required subject in most of the secondary schools of Spanish-America.)

WILLIAM L. ETINGER, former superintendent of New York City schools, was recently made superintendent emeritus at an annual salary of \$12,000.

LANTERN SLIDES on birds may be obtained from the Director of Extension Work, Department of Agriculture, Washington, D. C., the only cost being transportation charges.

SAY IT with THE JOURNAL. Send your JOURNAL to someone who is not a member of the Association—that friend who teaches in the country, or the cousin at normal school who is going to be a teacher. Your minister would enjoy having it, for he knows the intrinsic worth of education and appreciates as few men do the great work of the teacher.

FRANCES S. FAIRLEY, administrative principal of Park View School, Washington, D. C., reports that children seem to enjoy using their schoolbooks more when they can keep the attractive covers unwrapped and have their beauty accentuated by having them coated with spar varnish.

THE TIME has come when everyone needs as a part of his general schooling some understanding of the history and principles of education. There is no training—vocational or cultural—so closely related to the whole of life. It is gratifying to see books appearing which can be used as the basis of college courses for young people who do not expect to teach but who have an interest in this important field.

FORMER GOVERNOR Frank O. Lowden of Illinois, who spoke before the Department of Superintendence at Washington in February, is scheduled to address the Iowa State Teachers Association in November.

THE GEORGIA EDUCATION ASSOCIATION has recently announced the ownership and publication of the *Georgia Education Journal* (formerly *Home, School and Community*). This publication will be edited by the association's secretary, Kyle T. Alfriend.

RADIO broadcasting has entered a new phase. Programs are higher in quality than heretofore. Radio manufacturers have built their campaign for sales around improved programs. The motion-picture industry is encouraging better films. It is good business as well as good education to appeal to the higher tastes rather than the lower. Perhaps the slogans of the future for radio, films, and newspapers will be not "Give the public what it wants" but "Help the public to want enduring things."

GRATITUDE to God and service to mankind are the dominant notes in the daily prayer of Benjamin Franklin:

O powerful Goodness! bountiful Father! merciful Guide! Increase in me that wisdom which discovers my truest interest. Strengthen my resolutions to perform what that wisdom dictates. Accept my kind offices to thy other children as the only return in my power for thy continual favors to me.

H. G. WELLS, writing of the American school in rural districts, said:

When it comes to the rural schools of America there can be little doubt that they are cheaper and meaner by far even than the equivalent British schools. There are more automobiles per head of population in America than in any other country in the world, but the dear little old cheap one-roomed red schoolhouse, and its immature and undertrained cheap teachers, have still hardly moved forward from the stage of the one-horse shay. The American buys his boots and his candy in a palace from a millionaire, and he gets his education in a shanty from a needy young woman. He certainly gets the best boots and candy in the world. And, poor as his general education is, it is better than he deserves.—*American Educational Digest*.

THE CLEVELAND Teachers' Federation, 301 Leader News Building, Cleveland, Ohio, has issued an interesting study in book form under the title, *Social Guidance in Cleveland High Schools*.

THE BOARD of education at Plainfield, N. J., recently honored Henry M. Maxson, who has been in the service of the

(Continued on page A-251)

(Continued from page A-250)

Plainfield schools for a third of a century, by designating an attractive new building as the Maxson School.

No TEACHER should be in any of the first three grades who can be irritated by a child.—A. E. Winship.

THE JAMES A. GARFIELD High School, of Los Angeles, employs the budget plan to meet the professional demands upon the members of its faculty. It calls for an expenditure of either ten or fourteen dollars for each teacher. Each plan includes the payment of dues in national, state, and local associations, one half of the total dues to be paid in November and the balance in December and May.

SCHOOL NEWSPAPERS and magazines wishing to obtain the free reprint service inaugurated this fall by the *American Boy* should write to George F. Pierrot, managing editor, 550 West Lafayette Boulevard, Detroit, Mich.

THE METRIC STANDARDS BILL (H. R. 10), sponsored by Fred A. Britten, representative from Illinois, provides for the gradual adoption of metric units of weights and measures in merchandising throughout the United States after a transition period of ten years. Under the proposed law, manufacturers will continue to use any measures they desire in production, but commercial transactions are to be on the decimal basis, already employed to advantage in United States coinage. The Britten Bill establishes familiar terms for the main metric units, for the meter may be called the "world yard," the liter "world quart" and 500 grams "world pound." Metric advocates declare that adoption of the world standard units will benefit internal and world trade, education, agriculture, and household economy.

THE WORLD ESSAY CONTEST of 1925, conducted by the American School Citizenship League, has awarded half of the prizes to students in foreign countries. Two of these prizes go to England and one to Czechoslovakia. Nearly every state in the United States, as well as many foreign countries, is represented in these yearly contests. Two sets of prizes, known as the Seabury Prizes, of seventy-five, fifty, and twenty-five dollars each, are offered to the students of normal schools and teachers' colleges on the one hand, and to seniors of secondary schools on the other. The subject for the normal schools and teachers' colleges was:

(Continued on page A-252)

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(Continued from page A-251)

Methods of Promoting World Friendship through Education; and for the secondary schools: The Organization of the World for the Prevention of War. First prize winner in the first set is Elsie Marguerite Munker, State Normal School, Towson, Md.; in the secondary school section, the first prize winner is Ida Greaves, Malvern Girls' School, Worcestershire, England.

S. W. SHAFER, Porterville, California, noticing an item in THE JOURNAL of a West Virginia teacher who retired at seventy-eight, the oldest teacher in the state, writes: "I am seventy-eight and have not thought of retiring, yet. My recipe for keeping young and avoiding the peevish, childish condition ascribed to old age is association and interest with youth. No place like an elementary school for that contact."

THE U. S. COMMISSIONER of Education has formed a Committee on Materials of Instruction. The following have accepted appointment on this committee: Mary McSkimmon, W. B. Owen, Randall J. Condon, S. D. Shankland, J. C. Wright, A. B. Meredith, Matthew Woll, A. W. Whitney, Charles H. Judd, C. R. Mann, George A. Works, Mrs. Susan M. Dorsey, and John J. Tigert.

IN AN EFFORT to give greater emphasis to the art of printing in connection with rapidly expanding school courses in printing, the American Type Founders Company has brought into its service Lois Sue Gordon, artist and teacher of art.

THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION has reissued its valuable pamphlet on the organization and management of elementary school libraries. To teach a child to read avails little if it is not so done as to leave right reading appetites and habits. The effort to put reading in this larger setting makes the school library the center of the school.

PRESIDENT AUGUSTUS O. THOMAS of the World Federation of Education Associations announces that owing to a confusion of dates the second biennial conference of the World Federation to be held in Toronto, Canada, will be August 7 to 12, 1917, instead of August 4 to 10, as given in the October JOURNAL. Dr. Thomas has returned from Europe where he visited educational systems in European capitals.

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We shall be glad to send the Cleanliness Crusade, if you are interested in these subjects, for twenty-five cents in stamps. The material necessary for the conduct of the Crusade, afterwards, will be sent free upon request. It is not appropriate for children beyond nine or ten years. For the higher grades of the school, Dr. Bonser of Columbia has prepared an educational chart that we shall be glad to send, upon receipt of application for it from the Superintendent. There is no charge for this chart.

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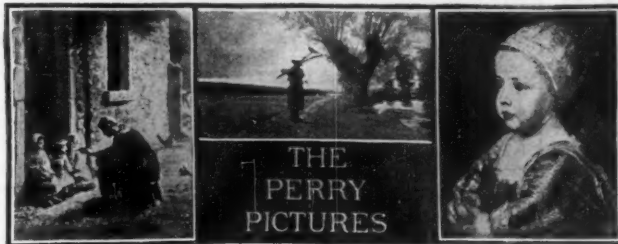
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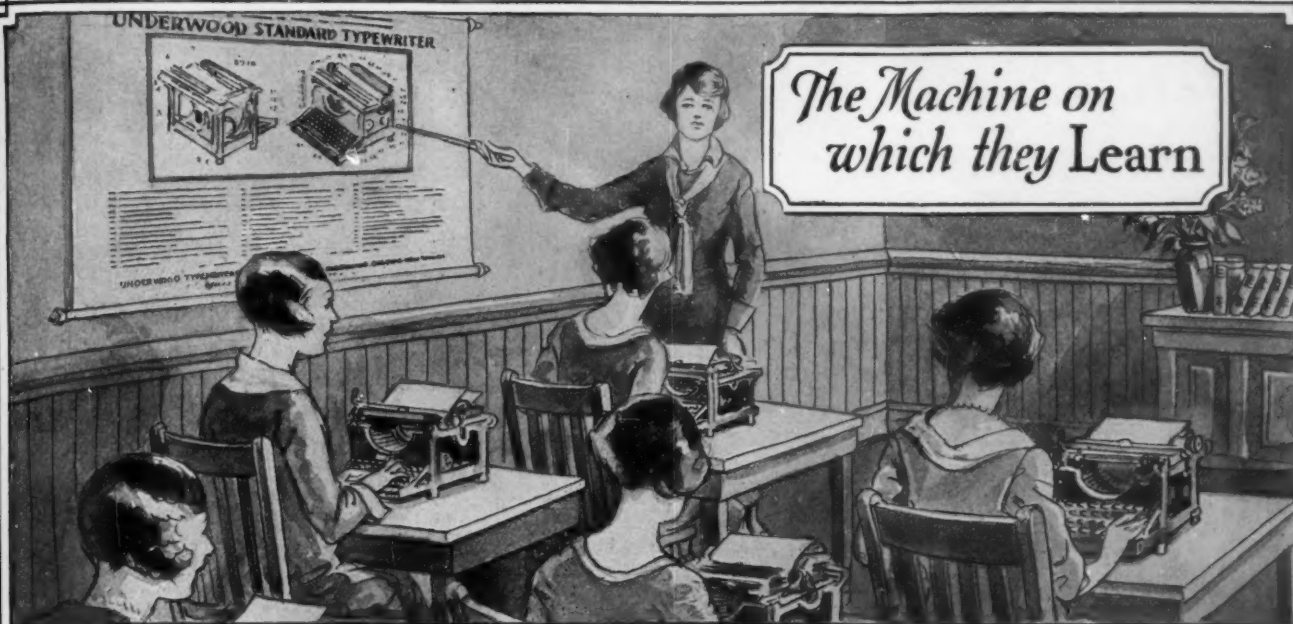
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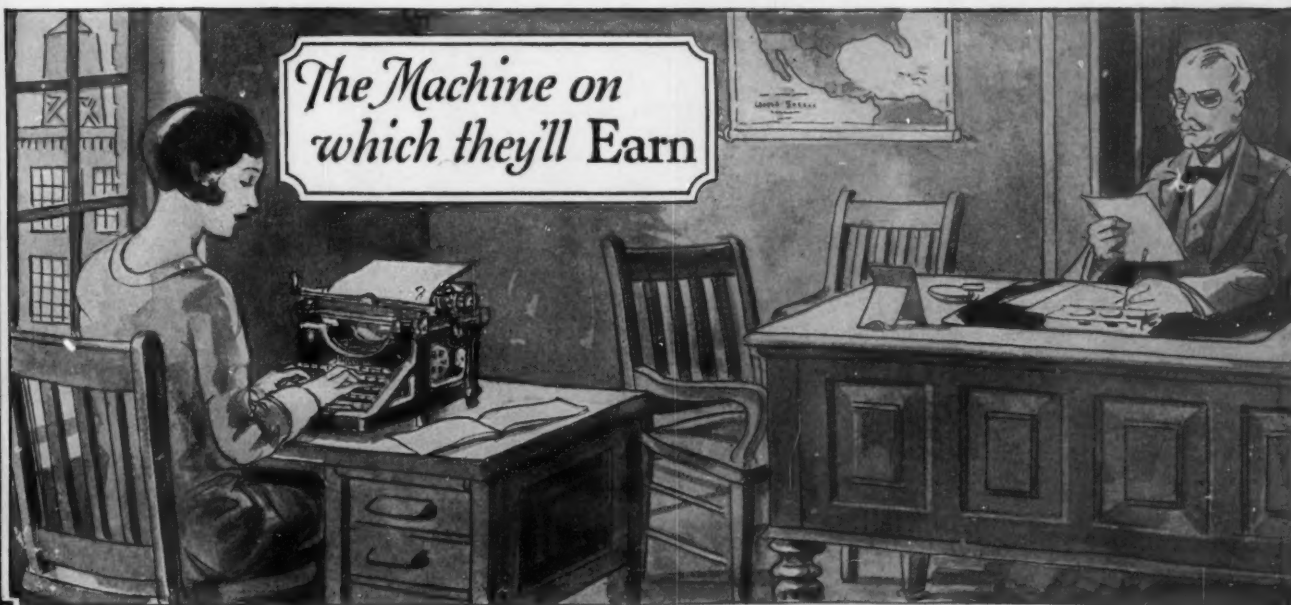


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