

# The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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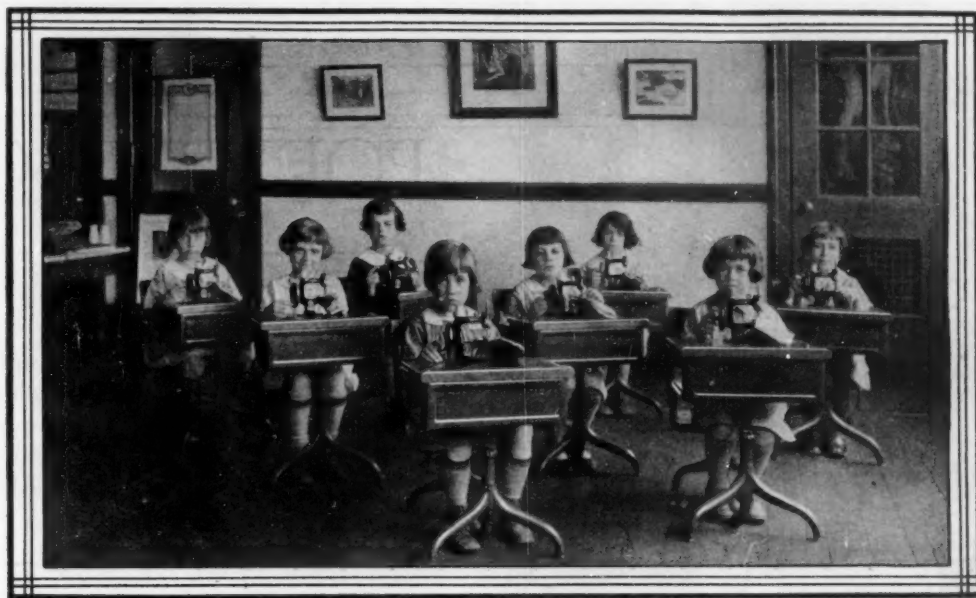
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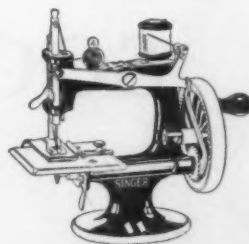
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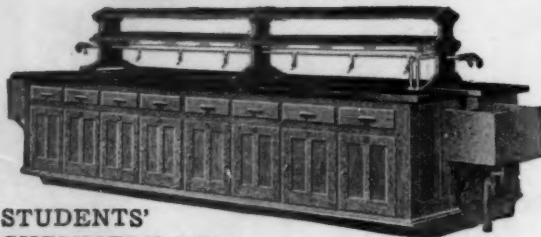
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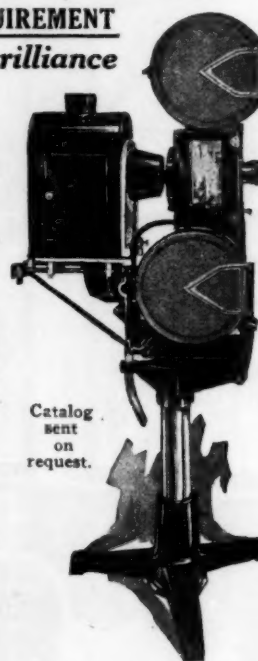
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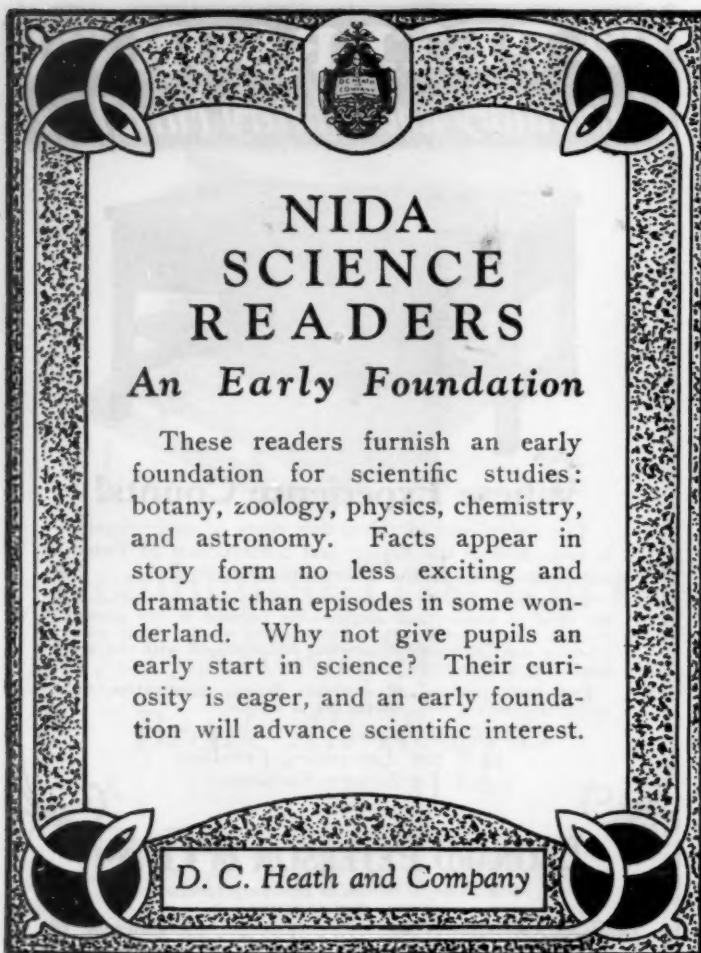
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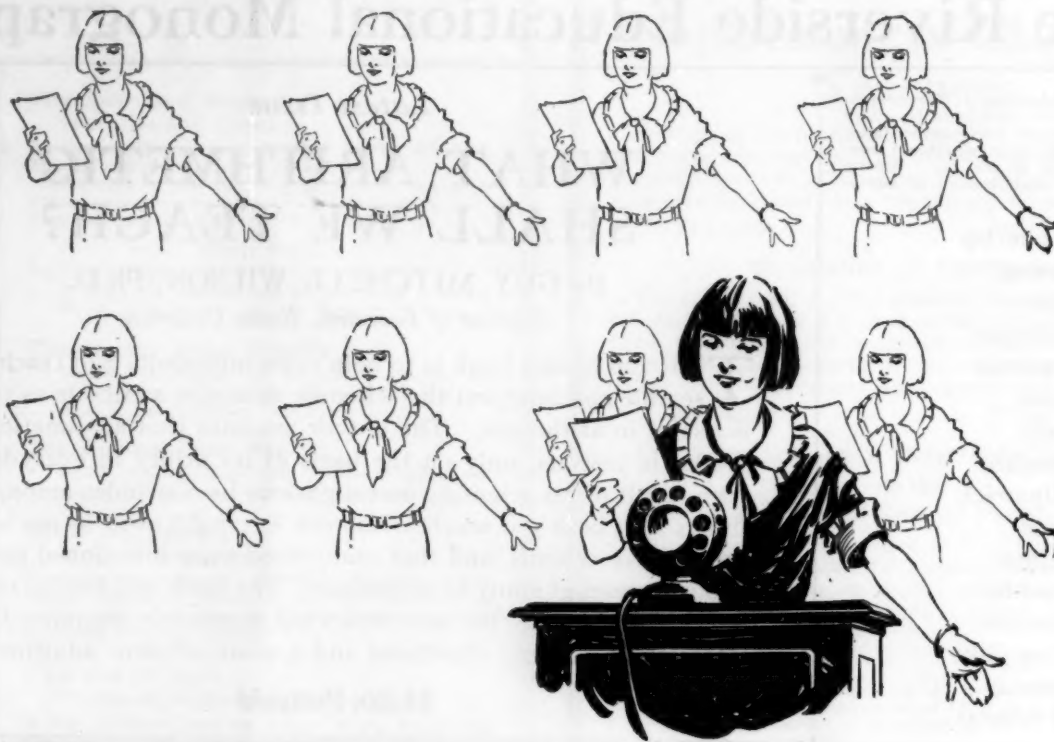
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# The New Era of Library Service

**A**RTHUR E. BOSTWICK, pioneer and veteran interpreter of the American free library, urged recently that *service* rather than *book collections* receive primary emphasis. That idea, which has been spreading rapidly, marks a new epoch in the library movement. The school and the library are the two legs upon which the body politic stands. If either leg is weak the body politic must wobble as it walks. Both institutions are maintained by public funds to develop more competent citizenship. One exists to start education; the other to continue it. The free school came first. The free library follows as inevitably in a democratic country as freedom of thought itself. The parallelism between the free school and the free library may be emphasized by a comparison between the statements that were made at the 1876 meeting of the National Education Association during the centennial year when the American Library Association started and the statements of library leaders today. The library movement now is where the movement for universal elementary schooling then was.

Said President W. F. Phelps on that occasion:

With a school population of thirteen million we have an actual enrolment of but eight million. We have a ghastly procession of thousands of untrained youths marching on each year to swell the ranks of illiterates that are at once the danger and disgrace of the Republic.

Says the American Library Association today:

Forty-four percent of the population of the United States and Canada are without access to local public library service of any kind.

Said President Phelps in 1876:

Many schools are not centers of moral and intellectual light and many teachers are blind leaders of the blind.

Say library workers now:

Many libraries are not centers of a rich intellectual life and many librarians are mere keepers of books.

Said President Phelps then:

Our schools for elementary instruction must be perfected and their blessings ex-

tended to every hamlet where a reasonable being can be found to be trained for the responsibilities of sovereign citizenship.

Says the American Library Association today:

Our libraries must be improved and developed in every community to encourage

## Greetings From President Blair

**A** NOTABLE FEATURE of the first general session of the Fiftieth Anniversary Conference of the American Library Association at Atlantic City on October 4 consisted of words of greeting from presidents of other organizations, including the National Education Association. No greeting was received more cordially than the following fitting words from President Francis G. Blair:

Whatever seeming turmoil there may be in the emotional and intellectual life of today, and whatever other remedies may be wisely applied, I am convinced that most of these difficulties, both in the present and in the past, arise out of the fact that so many people have never learned how to select and read a book. Wherever we can fix a habit of selecting and reading worthwhile books, the emotional and intellectual life of the home, the community, and the nation will be strengthened.

The work of organizing libraries and training librarians is in this large sense a very fundamental work in the building of better character and better citizenship.

As president of the National Education Association, whose interests and purposes lie along these very lines, I extend to you the greetings of the teachers of the children of this republic, and assure you of our hearty support in your endeavors to help in the great work of character and nation building.

the maximum use of intelligence by all the people in work and leisure all the time.

In the *Proceedings* of that meeting of the National Education Association in 1876 we find a discussion of "What is a School?"—not unlike the efforts of today to redefine the function of the

library in the larger terms of the new age. We find then an awakened sense of the importance of teacher training just as we find now a new devotion to the preparation of librarians.

By 1876 the ideal of a free public school was fairly established. It has taken half a century more to make elementary schooling universal. If the parallel holds, we shall see the American free library during the years ahead as much a part of every community as the public school is today. A nation which has struggled a century for mass schooling and universal literacy will spend a second century in the struggle for mass culture and universal education. Having spent her billions to lay foundations, America cannot afford not to train her people in the use of the public library and to inspire them to develop libraries in their own homes.

In this struggle for universal education—as distinct from literacy—the school library is the first point of attack. It lies at the very root of the new pedagogy of individual differences. It is the heart of any program of socialized effort and individual responsibility. The new curriculum now being forged in a thousand towns and cities cries for tools of learning which shall be as good in their fields as implements of modern industry are in theirs. If the new urge toward education as a lifelong project is to become general the child must develop in the school library, attitudes, habits, and knowledge of intellectual resources which will lead him to use public libraries and to build up his own. As the world advances the will to learn and the technic of learning are needed more and more by the masses. In proportion as the individual has or lacks the philosophic-scientific attitude toward knowledge and life, he wins in the struggle to make the most of himself.

The recent fiftieth anniversary meeting of the American Library Association was vibrant with life and vision. There is a new dawn breaking in the library movement. Fifty years of pioneering have laid most important foundations. Earlier librarians feared to let the gen-



eral public handle the books. They might be stolen. Now librarians encourage the public to handle the books. Open shelves are the rule.

Once books could be used only in the library building. Now they may be taken home to meet reader needs. Pioneer librarians excluded the children. They might make a noise or soil the books. Now even the smallest children are invited to wash their hands and come in. Children's departments are an important feature of all well managed public libraries. Wise school administrators build the school around the library as its center. Thus are children

encouraged to develop reading habits that will carry over beyond school days into the work and leisure of life.

Libraries of an earlier day gave little service to rural people. The development of county libraries in charge of trained librarians is now providing an efficient unit of direct library service. Book trucks going from one rural home to another are setting an example which city libraries must eventually follow.

The founding fathers of libraries worked without professional tools and as individual leaders. Today the American Library Association is one of the vital forces in the educational life of the na-

tion. An awakening library profession is working on its problems. Library training is entering a new era with the establishment of graduate schools at Columbia and Chicago Universities and of undergraduate courses in state teachers colleges.

The public library is an institution maintained to promote the general welfare and charged with responsibility to see that every citizen of the community knows about the recorded knowledge which would help him in his life and work. It is gratifying to see this institution which is peculiarly American in its origin and development coming into its own.—J. E. M.

## Association Urges Suzzallo's Return

THE NATIONAL EDUCATION ASSOCIATION stands solidly back of the Washington State Teachers Association and other organizations seeking the return of President Suzzallo to the presidency of the University of Washington. The National Association's attitude is clearly defined in a letter from President Blair to Secretary Marsh of the State Association. The letter follows:

The National Education Association with 150,000 members from every state and territory in the Union, representing every phase of educational work from the kindergarten to the university, has for its main objective the improvement in equipment, organization and instruction of schools and school systems throughout the nation. It approves and aids every forward educational movement. It opposes every reactionary or political movement which would impair or obstruct the cause of general education. It is in line with this general policy that the National Education Association has become gravely concerned over the removal of Dr. Henry Suzzallo from the presidency of the University of Washington.

While acknowledging and respecting the right of the legally constituted authorities in district and state to remove for just cause the heads of systems of schools or institutions of learning, it cannot look upon any such removal as just unless it is clearly shown to be for the best interests of such system or institution, and not for the satisfaction of personal or political ambitions or animosities of the removing officers.

After a somewhat careful survey of the acts leading up to and culminating in the removal of President Suzzallo (including correspondence with Governor Hartley) the conclusion cannot be avoided that this removal was inspired by partisan politics for personal political ends, rather than for the good of the university.

Having reached such a conclusion, the National Education Association cannot sit by and see one of its honored members, an out-

standing leader of education throughout the country, President Henry Suzzallo, made the victim of political intrigue and the growth of a great state university obstructed. Therefore, after consulting with the members of the Executive Committee, the officers, and many members of the Association, I officially protest against the summary and unwarranted action of Governor Hartley's personally selected trustees and hereby offer our services to your Association and to all other organizations within the state of Washington which are working to save that state and the nation from an educational calamity and to return Dr. Suzzallo to the presidency of the university. Let me know in what way we can act most effectively.

This action is in line with that taken two years ago when a similar situation developed in the University of Kansas. The National Education Association and other organizations at that time protested the dismissal of President Lindley for political reasons and the people of Kansas became so thoroughly aroused that President Lindley was reinstated. In an excellent editorial the *Kansas City Star* points out:

The real trouble in Washington, as it was in Kansas when Governor Davis' board of regents demanded resignation of Chancellor Lindley, has been politics. . . . It will be a fortunate condition if, out of the trouble that has developed in Washington, there comes a system, similar to that adopted following the trouble in Kansas, by which the possibility of political interference with the affairs of the state institutions will be reduced to a minimum. In Kansas members of the board of regents still are appointed by the governor, but appointments are subject to confirmation by the state senate and the terms of regents are so arranged that it is difficult for any governor to control the board.

Many other newspapers and magazines have been quick to sense the real

issue in Washington state. *Collier's*, the *National Weekly*, comments:

Education is opportunity. That is the reason American colleges are bulging with students.

All told, nearly three quarters of a million young men and young women are in college.

The colleges and universities have done well by us.

Without them no modern business and no profession, least of all agriculture, could be successfully carried on.

If the universities and colleges are to do the best for the students, as well as for the public, teachers must be men and women of vigor, courage, and independence. Cowards are not good educators.

For this reason, the recent arbitrary dismissal of President Henry Suzzallo by the regents of the University of Washington is an outrage.

While working for the government during the war, Suzzallo incurred the hostility of a Washington lumberman, who is now governor of the state. A politician fed his grudge and the students of the University of Washington suddenly find themselves without a leader.

Ways must be found to safeguard state schools against the menace of unscrupulous politicians.

The dismissal of President Suzzallo is unfair to public education and to the men and women whose future is put in jeopardy.

Cases like these in Kansas and Washington involve the integrity of the entire teaching profession. The schools are for the children and belong to all the people. To let partisan or selfish personal considerations enter into school management is to weaken the status of all teachers. Tenure in return for faithful service is the only foundation upon which the teaching profession can be built. In their battle for that principle the people of Washington will have the support of educational workers everywhere.

# The Art Museum and the School

BELLE BOAS

*Horace Mann School, New York City*

THE SCHOOL which has access to a good art museum is peculiarly fortunate, for it has a means of direct contact with the records of human artistry and is not dependent upon second-hand information. Libraries, indeed, preserve the same records. But since they are in literary form, they prove a far more difficult problem for the untrained mind of childhood to decipher. Experience with the written word is once removed from life itself and cannot prove an adequate substitute for experience through sight and touch, though it must often be utilized as a supplement to it. Museums vitalize the knowledge gained from books by kindling one's emotional interest. It is by way of our emotions that we get our most intense experiences; our imaginations are stirred and liberated and the past lives again in the present.

Valuable and necessary as history is, the art teacher should take his pupils to the museum not merely to recreate the past. He should also attempt to stir in them a desire to study and enjoy the beauty created by various peoples in the long path of man's growth, to learn the endless ways through which artists and craftsmen have approached the same problems, and to note the successive variations of the same form in the procession of time.

Taste, knowledge, and appreciation grow by contemplation of the best. For most of us today, unfortunately, the best

is to be found only in the great museum collections. Much, perhaps all, of the pupils' enjoyment will depend upon how



LIVING INTEREST in French art was created in the ninth-grade child who made this drawing of a Louis XV chair during a visit to an American museum.

the museum is approached. Will they look forward eagerly to visiting it, or feel it simply as an added stupid task? Satiety, boredom, dislike will not be the fruits if the pupils are taught to use what the museum offers in an intelligent manner. One knows only too well the

footsore, irritable pilgrim who "does" the museum, returning from it muddled in mind and weary in body. Our great museums are so complex, have so many resources; that they sometimes fail by their very advantages to bring about the best results and cause only confusion of mind unless the student is prepared adequately to utilize them. No longer does the reader in a great city library think of browsing aimlessly when he is in search of definite information, delightful as the prospect might be in a home library. So, in a museum, one studies one period, one problem, and comes away with a few clear impressions, rather than with the bewilderment that is caused by wildly rushing about in an effort to absorb everything.

In view of these observations an illustration of how school children may visit museums profitably may not come amiss. A fifth grade, for instance, visited the Egyptian rooms at the Metropolitan recently to study something of Egyptian design. On their first visit they simply made drawings of the lotus in as many different forms as they could find. On a second they studied animals in sculpture and painting and were told especially to notice the simplicity and power of line. The subject might just as well have been color, or hieroglyphics, or costume decoration, or anything else that the class happened to be interested in. But concentration on a particular type of work is essential if any definite im-



MUSEUMS give reality to the knowledge children get from books. The fourth-grade children who sketched the Greek plates and vase illustrated could see and touch the art objects of an ancient civilization preserved for them in a museum.



pression is to be gained. A forty-five minute period seems a long enough visit for most classes, always provided that the time is used in sketching and writing down observations.

A series of questions given beforehand to be answered on paper has always proved stimulating in the writer's experience, particularly with large groups. It will also turn out to be more educative, in that each individual must find out things for himself if he answers the questions honestly. For example, a ninth grade, when studying home decoration, was sent to report on the American wing of the Metropolitan. They were asked to notice particularly the kinds of wood used, the types of workmanship, and the style of furniture on each floor, and, so far as they were able, to account for the difference discovered. Why, for instance, were more textiles used in the late eighteenth century than in the seventeenth? What change in the kind of textiles was noticed? What room was most enjoyed?

A second visit was made to the English rooms. Here the pupils compared the early American furniture with the English and tried to see the difference in the designs of the oak, walnut, and mahogany periods. This led, naturally enough, to the cabinet makers who had produced the furniture, and reports were made upon them in class by volunteers. Now there is obviously nothing in all this that could not have been gained through reading except the living interest created by observation of the objects themselves. A museum has the same relation to a history of art or a book on art appreciation as a human being has to a textbook in psychology.

Some educators have felt that the lower elementary grades should not visit museums. This seems hardly to be borne out by the writer's experience. She has seen a second grade, studying the Indians, given a new lease of enthusiasm by its visit to the American Indian Museum. The children looked intently at the basketry and pottery for symbols of which they had read and were full of admiration for the large painted skins and grotesque masks. They made crude drawings which were later hung on the walls of their classrooms for reference. From this visit much work resulted: masks, drums, Indian villages, and costumes. No amount of reading would have so stimulated this group. In fact their reading took on reality after they had seen its subjectmatter, so to speak, in the flesh.

Again, in the teaching of color, how few schools can afford to own a sufficient number and variety of illustrations? The colored papers and dyed cloths familiar to all serve admirably the purpose of teaching theory. So do colored magazine illustrations and reproductions of great paintings. But to know

### The Art of Seeing

THE PAINTER will produce pictures of little merit if he takes the works of others as his standard; but if he will apply himself to learn from the objects of nature he will produce good results. This we see was the case with the painters who came after the time of the Romans, for they continually imitated each other, and from age to age their art steadily declined.

After these came Giotto, the Florentine, and he—reared in mountain solitudes, inhabited only by goats and such like beasts—turning straight from nature to his art, began to draw on the rocks the movements of the goats which he was tending, and so began to draw the figures of all the animals which were to be found in the country in such a way that after much study he not only surpassed the masters of his own time but all those of many preceding centuries. After him art again declined, because all were imitating paintings already done; and so for centuries it continued to decline until such time as Tommaso the Florentine, nicknamed Masaccio, showed by the perfection of his work how those who took as their standard anything other than nature, the supreme guide of all the masters, were wearying themselves in vain. Similarly I would say as to these mathematical subjects, that those who study only the authorities and not the works of nature are in art the grandsons and not the sons of nature, which is the supreme guide of the good authorities.

Mark the supreme folly of those who censure such as learn from nature, leaving uncensured the authorities who were the disciples of this same nature!—Leonardo da Vinci.

the supreme accomplishments of man in color, the stained glass of the thirteenth century, Chinese and Persian pottery and textiles, Venetian and Dutch painting, where can these be found except in the public collections? How better show beauty of tone than in Chinese painting, or the brilliance of pure color than in choice examples of peasant embroideries? Color cannot be talked about; it is not a literary experience; it must be seen. The material for seeing it in a museum is abundant and varied.

Even after a very limited acquaintance with color one's sensitiveness to its quality increases, so that a young girl who comes into class thinking pale blue the most beautiful of all hues, learns to see a deeper beauty in the subtle values of red in a Peruvian pot and will exult in the brilliant contrasts of a Russian textile, contrasts which would have been a moral shock to her earlier in the course. Shop windows, costumes, stage sets, take on a new interest.

Color in the present day is used so much more freely and daringly than in the Age of Brown, happily just past, that we must train children to use it freely and intelligently. All little children seem born with the gift of using color in a vital and indeed dramatic manner. It is a distinct loss if this talent is not expanded and trained and still kept unafraid. To teach color theory is one thing, but to relate it to life is another and more difficult thing. The modern museum in its treatment of walls and cases, in its arrangement of collections, thinks of color constantly, so that we are rapidly leaving the banalities of tans and greys far behind us.

The museum finally is not only a great study hall, an evocation of the past, but is essentially a collection of beautiful objects. It is to be enjoyed and admired and loved. This may turn out to be its greatest usefulness. The boy of twelve who came weekly from his slum to look at the Ryders in the Metropolitan and the little girl whose chief pleasure was the beautiful Persian rooms, gained something in their lives akin to a love of music and fine literature, pleasure in the contemplation of the beautiful.

THE PEOPLE of this country are beginning to realize that there is real pleasure and spiritual profit in the enjoyment of impressive architecture and sculpture in our streets, in colorful and rhythmic paintings that decorate public buildings or are housed in the municipal museums, in harmonious and restful home furnishings and clothes, in good music and well-staged drama.

The museum of art is especially fitted to furnish the means and opportunity for cultivating these artistic instincts. The museum of today is neither a storage warehouse nor merely a collection of objects. It is a service plant to furnish pleasure to the public and such special aid and information as may be desired by artists, manufacturers, and others.—Florence N. Levy.

# Improving Spelling Through Research

**H**OW MANY WORDS AND WHAT WORDS SHOULD CHILDREN BE TAUGHT TO SPELL? "Learn the dictionary" was the objective formerly set for the child. Now research has shown us that the average person has little need for the entire 450,000 words and phrases in the English language. In fact one investigation shows that only 3500 different words account for over 90 percent of the running words in the correspondence of adults. The spelling lists in old texts contained many words of infrequent use and unusual difficulty. Today educators and laymen are largely in agreement that educational practise and daily living must not be divorced. There is no longer any basis for teaching a particular word merely because it is difficult. Economy of time and effort in teaching demand a vitalized spelling list, consisting of words commonly used in the writing of children and adults.

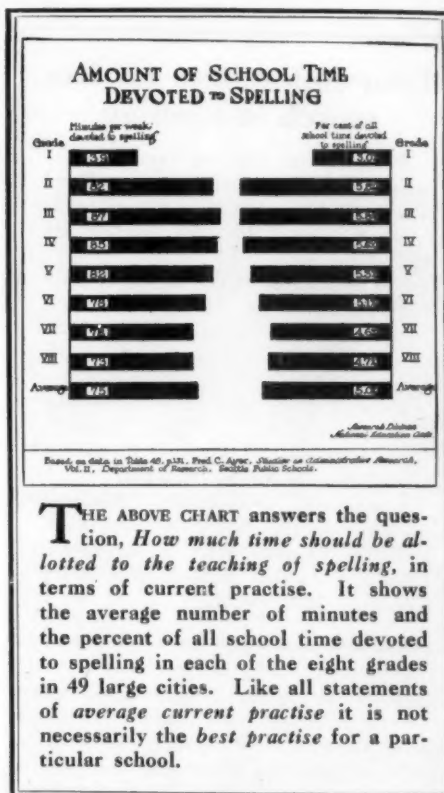
*What words are most frequently used in writing done in school?* To determine what words, grade by grade, children use in their written work, and what words therefore they need to know how to spell in their own writing, several studies have been made. The number of children's themes analyzed in each study ranged from 180 to 75,000. The different words used in each theme have been listed, together with the number of times each occurred. Among the lists of words compiled from children's themes there is not complete agreement, because the studies to date have been too limited. These studies are reported in the year-books included in the bibliography on the next page.

*What words do children most frequently misspell?* The teachers of Ogden have answered this by a study which shows that of the 68 words most frequently misspelled by third grade pupils in Ogden, the first ten are: *About, half,*

written work, including notebooks, of a highschool of 120 pupils. He found that sixteen percent of the errors made were confined to twenty-eight words which were misspelled ten or more times.

Over a period of seven years, the words misspelled by 2414 candidates for the College Board Entrance Examination in English were compiled. These ten words made up more than six percent of all errors: *too, its, believe, together, their, principal, committee, therefore, separate, pleasant.*

*What words are most frequently used by adults in business and social correspondence?* A minimum list of such words are available as the result of extensive and reliable research. Every word has been tallied as to frequency of occurrence in thousands of personal letters from every state in the union, in letters of twenty-six different types of business, in communications to newspapers and magazines, in committee reports, in minutes and resolutions, in parents' excuses to teachers, in extensive samplings of the letters of eight noted English writers and eight noted American writers, in the correspondence of a single individual over a period of eight years, and in letters of application and recommendation. Months of time were spent and over 5,100,000 words tallied; 38,162 different forms were found exclusive of proper nouns. In selecting from these the 10,000 words which occurred most frequently, account was taken not only of the total number of times a word was used but also the number of different types of writing in which it was found. Of all words, "the" is



**T**HE ABOVE CHART answers the question, *How much time should be allotted to the teaching of spelling, in terms of current practise.* It shows the average number of minutes and the percent of all school time devoted to spelling in each of the eight grades in 49 large cities. Like all statements of average current practise it is not necessarily the best practise for a particular school.

*than, buy, very, when, could, charge, may be, doesn't.*

To discover what should be the content of a highschool spelling course, one investigator listed the misspelled words found during a school year in all the

## TEACHING SPELLING in 1900



## TEACHING SPELLING in 1926





the word most frequently used; and the second most frequent is "and." This study, directed by Ernest Horn, University of Iowa, brings together the findings of all investigations made up to the year 1923 and eight extensive new studies. The first 3009 words of this 10,000 word list are published in the *Fourth Yearbook* of the Department of Superintendence of the National Education Association.

*Is frequency of use the only basis for selecting words for children to spell?* In determining the importance of a word for spelling purposes, difficulty in spelling is a second factor to be considered. Ten thousand words selected on the basis of difficulty would be very different from those selected on basis of frequency of use. To illustrate, Horn points out that the word *action* is found about ten times as often as the word *accommodate*. But *action* is misspelled by only one eighth grade student in a hundred, while *accommodate* is misspelled by sixty-one eighth grade students in a hundred. Taking both use and difficulty into account, *accommodate* is more than five times as likely to be misspelled as is *action*. Data have been obtained as to the spelling difficulty of each of the 10,000 words most commonly used in writing.

*What words may a child most profitably be taught to spell in each grade?* According to Horn and Ashbaugh these six factors should be taken into consideration in grading spelling lists:

1. Frequency with which the word is used in writing done in life outside the school.
2. Frequency with which the word is found in reading done outside the school.
3. Occurrence of the word in the spoken vocabulary of the child.
4. Occurrence of the word in the compositions written by the children in each grade.
5. Usefulness of the word in reading done in each grade.
6. Difficulty which children find in spelling the word correctly in each grade.

*What are the major aims in teaching spelling?* According to the judgment of the Spelling Committee of the 1926 *Yearbook* of the Department of Superintendence, the teaching of spelling should aim:

1. To make automatic the accepted sequence of letters in words most commonly needed for expression of thought in writing.
2. To develop the meaning and use of words to be spelled.
3. To develop what is termed a "spelling consciousness," that is, the ability to recog-

nize almost instantly the correct and incorrect spelling of words.

4. To develop a "spelling conscience." This "spelling conscience" may be referred to as an ardent desire to spell correctly.

5. To develop a technic for the study of spelling. This technic involves the application of an effective method of learning how to attack and master the sequence of letters in the given word, the method of diagnosing sources of errors in the spelling of specific words, the knowledge of how to use the dic-

### Four References on Research in Spelling

† *Research in Constructing the Elementary School Curriculum*. Third Yearbook, Department of Superintendence, National Education Association, 1925, Chapter IV.

*The Nation at Work on the Public School Curriculum*. Fourth Yearbook, Department of Superintendence, National Education Association, 1926, Chapter VI.

*Keeping Pace with the Advancing Curriculum*. Vol. III, Nos. 4 and 5, Research Bulletin, National Education Association, 1926. pp. 138-141.

*Eighteenth Yearbook*, National Society for the Study of Education, Part II, Chapter III. Bloomington, Illinois. Public School Publishing Company, 1922.

tionary in finding the pronunciation, meaning, and correct spelling of unfamiliar words, and the knowledge of what to do when in doubt concerning the spelling of a word.

*What are some of the accepted principles of method in teaching spelling?* In the opinion of Horn, there are five factors on which scientific evidence is clear. He expresses these in the following rules:

1. *Test all words before teaching*. This makes it possible for each pupil to work on words which he has missed. The only practicable way of obtaining reliable information relative to the difficulty of a word for a particular child is the use of a preliminary test.
2. Let each child work only on the words difficult for him and provide him with a definite method of learning them.
3. Provide for rigorous reviews.
4. Show the pupil his progress, daily, weekly, monthly, and yearly.
5. Keep up interest.

*The old way and the new*. Very different from the above suggestions are the spelling rules set forth in *The American Spelling Book* written by Noah Webster in 1803, which for a while was the principal elementary textbook in the United States. One wonders how com-

pletely our great grandfathers were "motivated" to study spelling after first memorizing this definition which appeared on page one of the Webster Speller:

Language, in its more limited sense, is the expression of ideas by articulate sounds. In a more general sense, the word denotes all sounds by which animals express their feelings, in such a manner as to be understood by their own species.

Having learned this definition, these were among the words grandfather studied:

|                  |                  |
|------------------|------------------|
| ca lum ni ate    | con cu pis cence |
| e phem er an thy | op pro bri ous   |
| com pen di ous   | sa lu bri ous    |
| ux o ri ous      | ter ra que ous   |

*How shall a pupil study spelling?* Further research is needed to prove completely which method is the best. At the present time pupils are frequently given these six directions:

1. Look at the word carefully as you pronounce it.
2. If the word has more than one syllable, pronounce each syllable very distinctly, looking at each while you do so.
3. Think what the word means.
4. Look away from the page. Try to picture to yourself the looks of the word. Spell it as you recall it. If the picture is not perfectly clear, look again. Spell it again.
5. Write the word on a piece of paper. Compare it with the word in the book. If it is incorrect begin again at (1).
6. Make a graph for each day's work to show how you are progressing in spelling.

*What are certain of the questionable or unjustifiable practices of spelling teaching?* Among those listed by Breed in his *Hints for Supervisors of Spelling* are these:

1. Teaching from a list of words or a group of sentences placed on the board before the recitation starts, rather than from words written in the pupils' presence.
2. Neglecting to focus the attention of the pupils on points of special difficulty in words.
3. Neglecting to syllabify long and difficult words.
4. Substituting other modes of practice for the most important kind, namely, practice in writing the words.

*Suggested problems for research by classroom teachers*. Additional and intensive investigations are needed as to:

1. Causes of misspelling and the relative frequency of each.
2. Relative efficiency of different methods of teaching spelling.
3. Vocabularies of letters of children of different ages.
4. Vocabularies of speaking.—Margaret M. Alltucker.

# Teaching Respect for Property

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"IT'S MINE'S MAMMA!" cried the little girl, eagerly, as she seized a pretty article belonging to her mother. The mother smiled but said nothing. "It's mine's, Mamma," repeated the child. Still the mother smiled and said nothing. "Is it yours, Mamma?" the child now said. "Yes, it's mine," said the mother. "Scuse me for say it's mine's, Mamma," said the child with an answering smile, and released her grasp. Thus, but in a thousand varied forms, does the "instinct" of possession get adjusted to the social structure of property.

A boy of fourteen had lost several fountain pens at school, two of which had borne his name engraved upon the barrel of the pen. While "grouching" in a most pardonable fashion over the latest loss he exclaimed: "I could get a pen easy enough, if I didn't belong to the family I belong to!"

To these two factual cases one can add many other types of early contact with the social institution of property. For example, a child picks up a purse on the street or in the schoolhouse. It has a little money in it, just enough, let us suppose, to mean much to a child and not very much to an adult. The possible sequences branch out in a fan of divergent forms; the child may pocket the purse and keep both the cash and the fact to himself; he may bring it home and tell the family circle about it; then the family reacts to it in some one of many ways, and action flows from the family's group morale.

To these cases where the child is the principal actor must be added the host of cases where he is primarily onlooker; father, mother, older brothers and sisters, acquaintances, are the central figures in incident after incident in which the ethics of property are involved. The child looks on, listens, usually in silence; his moral world is being built, or rather is growing as a living thing within him; these experiences, or, more truly, his responses to the experiences, are the essential steps in his moral development.

From these simple experiences we look out into an endless vista of widening life, in the home first, then in the school, then in general social contacts, and then into the very battle-ground of property morals, the economic world—work and

wages, self-support and family support, business, the accumulation of one's "estate"—wealth or poverty, and one's success or failure as commonly estimated by the dollar yardstick of "what he is worth."

From first to last education has its part to play. Parent, teacher, friend, business associate, all are potential edu-



cators, moral or immoral. Anything like "mere talk" is as useless here as elsewhere in education for conduct and character; the situation brings the opportunity, and no less the crisis; when it arrives, then "a word fitly spoken is like apples of gold in baskets of silver." The educator is on eternal duty, watching, planning, studying, with much silence and refraining, but acting promptly when the season arrives.

As a concise description of the educator's task in this field there is perhaps nothing better than Herbart's too-little-known definition:

"To bring it to pass that the educand shall discover himself as choosing the good and rejecting the evil, this or nothing is moral education."

Like every educative task, this has two cardinal aspects: (1) The aim and the procedure; (2) what we are trying to achieve, and how we are going to achieve it. We must ask ourselves what is *right* with respect to property; in other words,

we must face up to the ethics of the economic life. This is so formidable a question that we teachers shrink from it; it is the bone of bitter contention in the world of action. Out of it flow personal, social, political, and international conflicts. The opinions and practise of people in general range all the way from the sublime altruism of Jesus to the most heartless cynicism and selfishness. To teach the little child unqualifiedly the property ethics of the Sermon on the Mount and send him out into the existing social order is an infinitely bold or else an infinitely foolish policy. By which I mean to express the profoundest respect for the Sermon on the Mount as supreme moral truth, but at the same time to recommend that advice, also from Jesus, to be wise as serpents as well as harmless as doves.

On all phases of moral education it is immense good fortune that the deep early impressions are made in the most ethical of all social units—the family. Nowhere else in the whole world of human life is there so much unselfishness, so truly social a moral order; nowhere else do human beings act so generally for the good of all, so largely find their own fullest joy in the welfare and happiness of the group.

Our second case is a broad hint of both the process and the potential results of family life. The process is mainly the silent but pervasive influence of the social environment. The boy just naturally knew that he could not bring home a fountain pen that had been lost by one of his fellow-pupils; in the irritation of the moment he used words that almost seemed to blame his "family," but as a matter of fact he was himself soundly moralized on the point at issue.

The plain inference from all this is the supreme function of a moral environment in moral education. This is the *sine qua non*. Without it the very beginnings are impossible. Thus the giant central task of moral education is the moralization of the social order as a whole. For at best the home can make only the beginning: many a child is demoralized when he is plunged into the rougher currents in which adults have to live. Parents must be awakened to their original jurisdiction, not merely



for the moral development of their own children, but also for the very basis of moral life in their country and the great world. They must be aided to see that every phase of the family order, every decision and action of their own on a moral question, the whole trend and spirit of their lives, go to mold and fix the characters of their children, and so of the community in which the children are living now and shall live as adults.

What of the school, with which we are peculiarly concerned? First, the school is the second home of the child, and its first duty is to carry forward the fine elementary moral culture of the home, in mutual respect for each other's clearly defined property rights, and in the protection and proper utilization of the common property of the school community—the school buildings, grounds, equipment. This is all fairly simple, and is largely achieved.

The second duty of the school is not so simple nor so easy, and not yet so clearly conceived: it is the development of *ethical intelligence* with respect to property. This goes on even in early years, but it becomes prominent in the more mature periods; it heads up in the study of economics and politics in upper elementary school, high school, and college. Here the task is to shed light upon the basic habits which the child has formed in his earliest years. This is the place where the school has original jurisdiction; and one of the most encouraging signs in the educational world today is that the school is awaking to its responsi-

bility, as indicated by the advance of social studies in the curriculum.

For property is not a simple matter, even in a simple social order, and it is a complex and ominous one in the world of today. It is the business of the school, as soon as the educand has maturity and experience enough, to lead him into the study of these questions. He should know something of the social *origin* of property as an institution, and something of the way in which individuals acquire right to their property; in particular he should see clearly that in morals possession is not "nine points," even though it may be in law. He should see the hard and inexorable fact that after all society and not any individual possesses and exercises *eminent domain* over all property, as is manifested in the power of taxation, or even, in time of emergency, confiscation. He should be led to look closely at the so-called sacredness of property and perceive the deep truth in the phrase and also its sharp limitations. He should see that property is one of the instrumentalities by which mankind is enriching and enlarging its life; and that the instrument merits our support only so far as it ministers to human life as a whole.

It is doubtful if the school in its higher levels has any greater opportunity than this to serve its day and generation and to contribute to service to the progress of the race. For the world of action is engaged in a crucial struggle to solve these problems of the bearing of property on the life and happiness of man.

WE, TEACHERS, stand as long ago in Judea the disciples of Jesus stood, with a little child in our midst. The presence of that child turns us in eager humility toward our work. How can we help to develop in him the best that is in himself?

We are in honor bound to see ahead for children, to forestall some of the difficulties of their route, and to give them the best chances for helpful happiness. We know in our own experience that insofar as we have acquired the momentum of loyalty, of courage, of perseverance, of sympathy, of truthfulness, our feet move more swiftly. We are less entangled in vacillation, laziness, sophistry, and fear. We want to give good gifts unto our children, and therefore we want to help them to gain virtue, which is power, and wisdom, which maketh all things new. They must learn to see the invisible ideal, and, following it, to endure hardship gladly.

No one can teach ethics who is not anchored to faith, and everyone who has strong faith has cause to be full of zeal and of rejoicing. Therefore her classes can abound in animation and in confidence. A good laugh is often far more effective in moral training than a bad scolding.

We teachers are sowing seed. It is seed so precious that even if much is blown in the wind, or falls on what seem to our dim eyes but rocky places, yet if but one seed germinates, we can glorify God.—Ella Lyman Cabot in *Ethics for Teachers*.



# How To Make Good Spellers

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HOW TO MAKE poor spellers into good spellers has been one of the knottiest problems educators have had to wrestle. School officers and teachers have racked their brains to uncover a method simple enough for universal application by which pupils might be persuaded to familiarize themselves once for all with words.

J. R. Barton, city superintendent of the Oklahoma City schools, believes he has found the way. In cooperation with the *Oklahoma City Times*, a plan was perfected to combine an old idea and a new method. The spelling bee, the principal form of Friday afternoon entertainment in the log schoolhouse, was summoned from its dusty corner to be joined with the widespread interest created in the columns of a city newspaper, and the two marched to surprising success.

For many weeks the columns of the *Oklahoma City Times* carried news stories and word lists. Practical hints for studying spelling were published periodically, parents were interested, and the school children finally became engrossed in perfecting themselves. What was the result? A survey at the conclusion of the contest revealed that the average spelling ability of each of the 10,889 city school children participating in the 1926 bees was 89.2 percent. This is 12.5 percent greater as a spelling average than the national norm, according to the scale of words used in the contests.

National norms of the spelling ability of children taking tests on words from Buckingham's Extension of the Ayres Spelling Scale, the most widely known spelling scale used in the United States, show the following percents spelled correctly by grades as the average achievement of pupils of the United States:

Second grade, 79 percent correct  
Third grade, 79 percent correct  
Fourth grade, 79 percent correct  
Fifth grade, 79 percent correct  
Sixth grade, 73 percent correct.

"Out in Oklahoma," where a newspaper attempted to do something for the children of Oklahoma City beside furnish them entertainment in the "fun-

nies," the spelling average of the winning grades in the city-wide *Times* Spelling Bee are:

Second grade, 99.7 percent correct  
Third grade, 99.7 percent correct  
Fourth grade, 98.6 percent correct  
Fifth grade, 99.8 percent correct  
Sixth grade, 99.9 percent correct.

IT IS THE SCHOOL, as the creative expression of the aim of the community, which will some day give a new nucleus to the aimless sprawl of our present agglomerations of streets and houses, the school in the small town, the university in the great one. In the coming cities of America and the reconstructed world, schools and universities may presently tower over the towns as the cathedrals do over the older cities of Europe, and as the pyramids and colossal statue of the god Pharaoh towered over the towns of ancient Egypt. The university and its associated schools should be the loveliest and greatest mass of architecture in every great town. The common school should be the center and pride of every village. And such a school should not be thought of as merely preparing children for a way of living already defined and settled; it should be thought of as giving a direction to the whole life of the people.—H. G. Wells.

How was it done? Normal spelling averages were raised to this high standard by school officials and the Spelling Bee Editor planning the contest along pedagogical lines.

By conducting the contest by rules decided upon by school officials and newspaper representatives it was found "that the intense interest and vigorous application during the month of study for the Spelling Bee affected the results more than would doubling the present length of recitation period with its attendant increased cost."

This is the statement of Superintendent Barton who places a tremendous financial value on the results of such a contest:

Spelling receives 15 minutes daily out of a total of 345 minutes daily net recitation time, or one twenty-third of the total time allotment. The United States spends nearly

two billion dollars annually for education. The service that increases by 12.5 percent the returns from that part of the two billion used for spelling instruction can be seen to be of enormous financial value. Then there is the acquisition of proper habits of study, concentration and thoroughness which will transfer itself to all school activities. If the children only knew it, they are not working for the cash prizes in such a contest, but for character traits—accuracy, neatness, good writing, fairness in competition, etc.

Every child needs to succeed at something every day. The habit of success is one of the most valuable lessons he can learn. This byproduct of the spelling campaign is likely to be underestimated. The stimulus and encouragement that comes to the pupils from the consciousness of succeeding in a record-breaking way results in unmixed benefit.

And each child did benefit by the fourth annual *Times* Spelling Bee in Oklahoma City for each studied and studied for the contest and then each had a part in the "final" contest. Individuals who were already good spellers were not coached to be made better spellers. The child who needed it most received the benefits of this contest. Each realized his score would win or lose for his grade. The incentive to study spelling conscientiously was tripled.

The procedure for the 1926 *Times* spelling campaign to include all city grade students, where heretofore, it had been wrong pedagogically by hunting out the best individual speller in the city, is briefly as follows:

Rules for the contest were announced in the school bulletins and in the *Times*. The Ayres list was divided into groups of words for all grades and these lists were published so that students could have personal copies for study. There were approximately 225 words on each grade list.

All grades were given four weeks' time to learn the words for their grade. Then at the end of this time, uniform word lists for each grade composed of fifty words selected from the list studied by each grade were sent to all schools on the same day. Uniform instructions and rules were sent at this time.

The contest was arranged so that principals exchanged schools to super-



vise the Spelling Bee final tests. Teachers exchanged rooms to give out the test words. The test began at three o'clock. All students in a grade were required to take the test. Uniform test paper was furnished, and uniform score sheets for teachers and principals were sent to all schools and teachers exchanged papers for grading.

The arithmetic mean method of grading papers was employed. This is done by finding the number of words spelled correctly by each student in a grade, determining the total number of words spelled correctly by all students in a grade and dividing this number by the total number taking the test. A school score is found by dividing the total number of words spelled correctly by all students in the school by the total number of students who took the test.

All test papers and teachers' and principals' score sheets were collected by representatives of the *Times*, brought to the newspaper office, and papers and scores were rechecked. Here scores were compared by schools and by grades to determine high score prize winners.

Whittier school, winner of the \$100 sweepstake prize, with an enrolment of 284 pupils, had a spelling average of

98.6 percent for each student. They spelled 14,104 words correctly out of a possible 14,200. Second place was won by two schools with an average of 97.1 percent each for all grades. The \$50 prize was divided between Lee school, enrolment, 650, and Hawthorne, enrolment, 243. Lincoln school won third prize of \$25 with an average of 96.7 percent for its 504 pupils.

Of the thirty-five Oklahoma City elementary schools with an enrolment of 10,889 students in the contest, only three had spelling averages below 80 percent for the entire school.

After these winners were announced, the scoring was so close that all felt they had really "won" in the contest. Every elementary school child in the city participated. Entire schools rather than individual children competed against each other for the prizes offered for the highest school scores in the Spelling Bee. Then each second grade competed against all second grades for the highest second grade spelling score, and likewise with the third, fourth, fifth, and sixth grades.

Teachers used the contest conducted by the newspaper merely as an opportunity to "cash in" on the motivation

offered for teaching daily spelling lessons.

When the winners met at a big Spelling Bee party it seemed that the entire school population had turned out to see the awarding of the grand prizes, special banners, ribbons, and small cash prizes. It was a rousing celebration, the result of a "Better Spelling" campaign in Oklahoma City but it sounded more like an enthusiastic mob at a football game.

Next year, the contest will be begun earlier in the year in Oklahoma City so that all junior and senior high school students may compete against each other in a contest similar to the one conducted for lower grade pupils. Best grades of spellers will be determined in the seventh, eighth, ninth, tenth, eleventh, and twelfth grades.

It is estimated that spelling as a regular curricular subject ends for 97 percent of all public-school pupils when they enter junior and senior high schools with elective courses of study. They will not "elect" spelling because it is not "fun." But 10,889 Oklahoma City boys and girls proclaim spelling one of the most interesting subjects they study, due to the interest aroused by newspaper "Bees."



Underwood & Underwood

**P**RESIDENT COOLIDGE is here shown receiving the champion spellers of the country at the White House. Frank Neuhauser of Louisville, Kentucky, winner of the National Spelling Bee in 1925, and Pauline Bell of Clarkson, Kentucky, thirteen-year-old winner in 1926, are shown at the left of President Coolidge.

# Music As An Avocation

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WE ARE TOLD by those who are supposed to know that the daily program for mankind should be eight hours of work, eight hours of play, and eight hours of sleep. Most of us make radical changes in this program, prescribing more work and less play. Individuals may alter the proportions materially without harmful results, but it is pretty well established that all work and no play eventually brings disaster. Whatever the nature of the work, all agree that some sort of diversion is a necessity.

Today, to a greater degree than ever before, men and women are in need of suitable avocations and the capacity to enjoy them. The high tension and terrific strain of modern business and professional life make infinitely greater the need of attractive and wholesome diversions.

The problem of employment of leisure time is particularly serious for the millions of industrial workers. In this age of automatic machinery and extreme subdivision of labor, men and women are simply cogs in a great machine. For them there is no pride of achievement, no ambition to excel, no hope of advancement. During working hours they do not live; they only *exist*, selling their time in order that they may *live* during leisure hours. With pockets full of money these boys and girls and men and women, with home restraints weakened and with increasing hours of leisure, need above everything else the capacity properly to employ their leisure time.

How human beings conduct themselves in the absence of restraint depends upon their appetites, their preferences for good or for evil, for the beautiful or for the unlovely, for the higher or for the lower levels of life. Each individual reacts to his own desires. His decisions are controlled by his feelings. He will choose the things he wants. *It should be the main business of education to lead him to want the right things.* Whether he is to be a law-abiding citizen or a menace to society depends upon the sum total of his appetites rather than upon his reasoning power. The controlling elements in his character are

emotional and spiritual rather than intellectual.

A significant and fundamental change is going on in the philosophy of education. Instead of stressing intellectual training only, as has been the practice, there exists a decided and growing tendency to look after the exercise,



THE MUSIC LESSON. From a painting by J. A. Muenier, in the Paris Salon, 1911.

growth, and health of the body and the spirit also. More and more the aim is to develop purposeful activity through the higher motives.

It is scarcely necessary to say that the habits of thought and action, the ideals and preferences, which determine character, are formed little by little during childhood and adolescence. Comparing the opportunity for character building offered by the twelve or sixteen years of school life, with the results attained, one marvels at the meagerness of the product. We must find ways and means to get at the heart of the boy sooner and more effectively. The motive power that impels the boy, and the man, comes from within, where the real boy lives, where dwell his loves, his ambitions, his ideals. The boy does not begin to live until his emotional nature is awakened. The tendency of the schoolroom has been to stifle and repress the emotions. It is of the greatest importance that the emo-

tional nature shall be quickened and directed. The boy does with all his might only what he loves to do, what some strong motive makes him do. However real progress is apparent. The project method and the socialized recitation, for example, are giving impetus and motivation to education because the heart has been enlisted. The greatest need is for teachers and subjects that generate motive power and that appeal to the higher motives.

All agree that the highest things cannot be taught. They must be caught, as it were, by contagion. Spirit grows by contact with spirit; so the greatest boon in the life of any boy is to come in touch with a great living personality—a great teacher. The next greatest privilege is to be under the spell of great works, works of art, literature, and music, the embodiment of great souls.

Music supplies a fundamental need of humanity, because it appeals directly to the heart, tends to soften and mellow the sensibilities, makes a direct appeal to the higher emotions, and in all ages and among all peoples has been the medium of approach to the infinite. Music, like literature and art, awakens, stimulates, and develops an appreciation of beauty. Somehow music opens the windows of the soul, mellows and softens the whole being, speaks directly to the heart, and is a medium of expression where words are inadequate. "Music begins where speech ends."

Of all avocations, music is the most comprehensive. It is a source of pleasure and recreation, of culture and inspiration—so simple and direct and yet so complex and elusive that it attracts and charms the lowest as well as the highest in the scale of humanity. As a form of entertainment it never pales, never grows stale, never loses its charm. Unlike almost any other means of diversion it can be indulged in without restraint and without limitation and yet not result in dissipation or harmful reaction. It stimulates, motivates, and vitalizes the whole being—body, mind, and spirit. As Charles Schwab says, "Music fills a need in life that nothing else can satisfy. It is restful and inspiring to me after the cares of a business day, and I



believe that men respond to its appeal in the factory as well as in the home, because it helps them to forget their cares." Someone has said "I love music because of the things it makes me forget, and because of the things it makes me remember." Another places music among the necessities of life—"food, clothing, shelter, music."

The idea that music is a fundamental need of humanity is very old. As one of the three essentials in Greek education, music was considered indispensable. "Music is to the soul what air is to the body," said Plato. Men in all periods of history and in all walks of life have glorified music—Moses, David, Confucius, Plato, Aristotle, Luther, Shakespeare, Napoleon, Gladstone, Carnegie, Eliot, Lloyd-George, Schwab, Harding, Bok, and hosts of others.

The universal use and adaptability of music makes it peculiarly fitting as an avocation. It is a vital element in the life of childhood and old age, of king and peasant, of master and slave, of Jew and Gentile. It is the emotional language of religion and atheism, of poverty and affluence, of joy and sorrow, of peace and war. It is equally at home amid splendor and magnificence and amidst the lowliest surroundings. It holds thousands spellbound where the great masterpieces are interpreted by master conductors, master players, and master singers; it is quite as welcome in the little red schoolhouse, pouring into the wondering soul of a child the immortal melodies of the masters and the songs of nature, home, and country.

In many nations music is the art of the people. Every child is a singing child both because of heredity and environment. Music is as much a part of everyday life in Italy, for example, as eating, working, or sleeping. Music is in every home and in every life. The arias and choruses of the opera are whistled and sung by young and old, rich and poor. Every town has its opera and concert. Under such conditions music is a national avocation because every man, woman, and child has the capacity to enjoy it.

Not so in our country. First from necessity, later from habit, music and art were left out of the daily life. Only during the past twenty years has music begun to take its rightful place. With the advent of music in the public schools and of the self-playing instruments in the home and school, a new musical era has dawned.

The attitude of educators toward music is now all that could be asked. Its educational value is no longer questioned. The attitude of the colleges toward music has radically changed, especially during the past five years. As recently as 1918 scarcely half the colleges included music in their courses of study. In 1922 more than eight of every ten colleges and universities out of 354 reporting, allow credit for entrance or for resident work in music. At Harvard University three quarters of the entire number of courses required for the A. B. degree may be strictly music courses. This appears to me to be extreme, but it is eloquent proof of the

educational value placed on music by a conservative eastern university.

It has been my privilege during more than thirty years to encourage thousands of elementary, secondary, and university students to make music an avocation.

Recently I looked through the twenty-fifth yearbook of Cornell University, to refresh my memory concerning thousands of graduates who had been in my music classes during my thirty-three years of service. The large number who have made music an avocation is both amazing and gratifying. The following illustrates the wide diversity of musical activities chosen by these amateur musicians:

Four mining engineers have for several years relieved their lonesomeness in a South African mining town by means of their male quartet with which they entertain themselves and their friends.

A former glee club leader now employed by the Standard Oil Company and stationed at Shanghai, China, organized a choral society four years ago with the membership entirely Chinese. He has to repeat the concerts in order that the English and American colonies may attend.

A sanitary engineer in the Department of Health at Harrisburg called at my office recently, renewing an acquaintance interrupted when he graduated from the university in 1910. He paid his way through college playing a church organ. As organist in one of the leading Harrisburg churches his leisure hours are largely devoted to music.

The commander of the New York State Police was the best violinist in the university when he was a freshman at 18. Graduating from the medical school he became a successful surgeon, later accepting the task of organizing and training the splendid body of men which has made him



**T**HESE CHILDREN are giving joy to others and to themselves through their Glee Club. Lawrence, Kansas, believes it is the only town to have a Glee Club composed of grade-school pupils.

famous. Through all the years his violin has been a constant joy to him and to his family and friends.

In 1904 one of the most charming singers I have ever known graduated from the College of Architecture, after developing his voice and musicianship during four years in studio, college choir, and glee club. His host of admirers prophesied a brilliant career as a singer. Instead he opened an architect's office. They do say that his many wealthy clients were attracted quite as much by the charm of his singing as by the beauty of his architectural creations. At any rate he now enjoys an exceedingly prosperous and lucrative business in Buffalo, New York. By the multitude who know him only through his singing in church and an occasional concert, he is admired and honored for the beauty and pathos of his singing. By his friends he is loved not only for the beauty of his singing but for the beauty and loveliness of his character. In my opinion he made a wise decision in making music his principal avocation rather than his profession. Unless there is real genius and a peculiar fitness for a musical career it is the part of wisdom for musically talented young men and women first to insure for themselves a solid, substantial business. This man will continue to reap the results of his success as an architect long after his singing days are over. Outside of business hours he is getting his full mead of enjoyment in the exercise of his musical gifts; at the same time he is giving a great deal of happiness to others.

There is a long list of these men and women who have found in music a delightful avocation. A summary of their many activities includes organists, pianists, accompanists, violinists and players of other orchestral instruments, choir leaders and singers, choral and orchestral conductors, and most important of all, thousands of music lovers and

patrons whose school training led them to find joy and satisfaction as listeners.

The most significant development in musical education, however, is in the public schools. As in the university, music is now on a par with other major subjects. Just now all who are especially interested in music in the public schools are watching Pennsylvania, because it is the first state to put into operation a logical and comprehensive program for music education.

The educational program of Pennsylvania not only accepts music as a major subject in the elementary, secondary, and collegiate curricula; it requires that music shall be regularly taught in every elementary school; makes specific musical training a requirement for every elementary certificate; sets up a new standard for the supervisor; offers full-unit, credited courses in the high school, enabling the students to major in music; provides for a vocational course and allows credit for approved outside study with private teachers.

The program also specifically provides for music in every one-teacher school, thus doing justice to the hundreds of thousands of rural school children who have been allowed to grow to manhood and womanhood musically maimed, tonally deaf and rhythmically dumb, because they happen to be born on the farm.

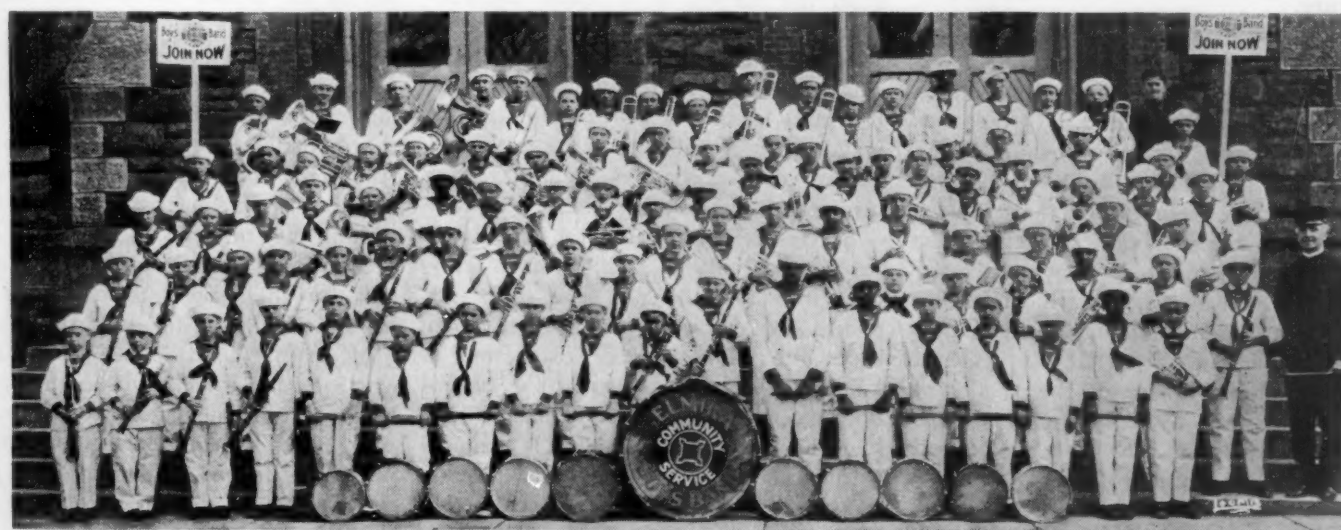
Assuming that this program will continue to function, the next generation will see practically every school child in Pennsylvania a singing child. A singing child becomes a singing adult; a singing adult becomes a music lover and a music

patron. Then will this great commonwealth be truly musical, then Pennsylvania will be really and truly a singing state; then music will be "of the people, for the people, and by the people."

A world of beautiful music is within the reach of all. How much we get out of it depends upon our early education. If music is not a vital thing in your life, if its rhythmic swing stirs no corresponding reaction to your consciousness, if a beautiful melody ringing out from voice or instrument does not carry its message to your heart, if the ever-changing harmonies from orchestra or organ awaken no response in your soul, remember that your education, not your birthright, was at fault. In your case the God-given capacity to love and appreciate the "concord of sweet sounds" was allowed to remain dormant and eventually to become atrophied.

It is proposed to give all the children of this nation the opportunity that is their right—to develop their native capacity for self-expression in this universal language. So doing, music will become in fact the "universal art."

This democratization of music means the multiplication of home, school, church, and community orchestras; a new era for the community chorus and chorus choir; the discovery and development of musical talent among all classes of people; the breaking down of racial and religious prejudices; the bringing into home, school, church, industrial, and community life a constant harmonizing influence and an element of good cheer and good fellowship. Such is the mission of music as an avocation.



**T**HE ELMIRA BOYS BAND is one of the activities of the Elmira Community Service. Music is here playing an important part in building into the lives of children a spirit of cooperation and helpfulness as well as artistic appreciation.



# Putting Psychology to Work

RALPH WALTER

*Director, Psychological Measurement, New Rochelle, New York*

THE SCIENCE of psychology within the last few years has made many contributions to the field of education. Most of the results of psychological study and experimentation have been reported in such technical terminology that only teachers who have made a recent study of the subject have been able to derive much benefit from the reports. A large percent of the teaching profession has remained unaffected by these developments. It is the purpose of this article to mention a few of the principles which have received renewed impetus as a result of psychological study, and also some applications of these principles which every teacher may employ, irrespective of the amount of his training in psychology.

One of the most profitable fields of research has been the capacities and reactions of children. The teacher cannot adjust the rate, amount, and nature of his teaching to the best advantage, until he first knows what the children are capable of doing. An estimate of a child's ability or capacity to learn may be obtained in several ways. Probably the most accurate single measure of a child's ability is his school record in the past. The best teachers look up the records of children for several years back. What a child has done over a span of several years in the past is usually a fair index of what may be expected of him in the future.

The use of standardized tests in different subjects is valuable in giving an estimate of a child's ability within a limited range of school activities. If the tests employed are carefully graduated in difficulty, it is then possible to discover just what the strength and the weakness of each child are in each subject. These tests may be administered by any teacher and are relatively inexpensive. A further aid to an understanding of the pupils may be obtained from tests of general mental ability whenever the results of such tests are available. Perhaps the primary value of such tests of general mental ability lies in the exposure of abilities which have not been brought to light by previous school work. A combination of all three measures of capacity, previous school grades, educational tests, and mental tests, will gen-

erally give an adequate understanding of each child. Upon the foundation of such knowledge, the teacher can then divide his class into ability sections and adapt the work for each group, so that the different needs of all the children may be met.

Another educational principle which has been strongly reinforced by psychological study is that which demands that the school work be adapted to the needs of each child. Many of the problems arising from this principle are problems of administration, but there are some applications which every teacher can make in his classroom. In the first place, the objectives of classroom work must be immediate, tangible, and desired by the pupils. The ideal of education for its own sake, preparation for life work, is too intangible, the goal too far removed, to be of much interest to average school children.

What incentive other than the purely artificial one of getting a good mark is there in writing an essay, when the child knows that after it has been graded it will go into the wastebasket? If there were a market for his wares, if the child knew that his product would be put to some use, there would be a reason for putting forth his best efforts. Most children will respond eagerly to the challenge of a task, provided it is a real task which ought to be done for its own sake, not merely as a school exercise. Not only should the school tasks be so selected as to arouse the desires of the children for their accomplishment, but the tasks should be assigned in such a way that each child will receive some degree of success, no matter how mediocre his ability may be.

Success is one of the best stimulants for further effort. Failure is a very poor instrument to use as a spur. Its effects are more often disastrous than successful. The practice of failing a large number of students at the beginning of the year in order to make them work harder is not desirable. It is much better to begin the year's work with easy tasks, so that each child obtains a sense of mastery and competence and then gradually increase the difficulty of the work.

From the fields of pathology and

neurology we have received considerable insight into abnormalities of child behavior. From the large mass of material available certain principles may be deduced which are worth the consideration of every teacher. Misbehavior (a departure from the rules of behavior established by the school and by society, not by nature) always has some definite cause. No child is naturally bad. Delinquency is due to his misguided attempts to adjust himself to conditions which are beyond his control. The blustering bully is merely trying to cover up his own appreciation of his inferiority. The child who likes to create a disturbance is usually trying to satisfy his craving for attention which is not satisfied through the ordinary channels. Some of the brightest students become discipline cases because they are so superior to the classroom work that they have to create some diversion or else die from boredom. A teacher need not be a psychiatrist in order to find the explanation of most of his problem cases. All he needs is a sympathetic attitude and a willingness to search for possible causes of misbehavior in pupils. Mere repression of misbehavior will seldom result in a permanent cure, and in many cases not even a temporary cure.

The most outstanding contribution of psychology to education is probably that of a point of view, which too often is lost in the routine of academic machinery. Psychology regards the child as a developing organism. Administrative devices, subjectmatter content, and teaching methods are valid only insofar as they contribute to this development. If traditional practices prove to be ineffective, or in some cases actually detrimental, they must be discarded and other practices put in their places. It is necessary for the teacher to remember that his aim should be to guide the development of the child in all phases of his existence, not merely within the narrow limits of an academic subject. A teacher who makes a real effort to understand his pupils in the classroom both as to their abilities and their behavior, and then adapts class work to individual needs will increase both the effectiveness of his teaching and the happiness and welfare of the children.

# Noah

ALICE GAY JUDD

Columbus, Ohio

**H**ORRIFIED silence hung like a pall over the first grade. Even Elsie, weeping on Miss Berry's lap, sensed it, and relaxed the violence of her grief; while Noah, upright in his seat, holding the magnetized glances of the first graders, was dimly comprehending the blackness of that pall.

For Noah had kissed Elsie! And though the kiss had been prompted by the most genuine surge of admiration, it was bitterly resented. No maiden, small or great, wishes to be so publicly made the object of adoration, and Elsie was but following the instincts of her sex.

To add to the enormity of the offense, this was the second time that day that Noah had transgressed. True, the first occurrence had not been so public; it had taken place in the cloakroom with only a few witnesses. And although it had been duly reported with wrath and tears, the value of a first offense had brought forth only a severe reprimand, with promises for the future attached. All the school had learned, in the wireless way in which such news is flashed about, of the first offense, and of the promises for a second offending. So the horror of it all grew and grew because Noah had deliberately and with knowledge "dared" it the second time.

Presently, Elsie having been comforted, and handed over to an assistant for any additional petting and care, Miss Berry rose, and with a gently impartial air, such as always accompanied cases of disciplining, held out her hand to Noah. An almost perceptible shiver of sympathy swept the room.

Noah rose calmly and accepted Miss Berry's outstretched hand with the dignity of a conscious offender accepting the known reward of his guilt, yet permeated with a belief in the righteousness of his motive. The schoolroom door closed after them, shutting out each horrified little face, and stepping softly, they went down the long hall, so that no one might be disturbed by their going.

Noah glanced interestedly into the rooms that they passed; everyone happy and busy, everyone good and obedient but himself; everyone loving his teacher and trying to please her. He winced

a little at the thought. He *did* love his teacher; he loved her *much*; and unconsciously his fingers closed over hers with the strength of penitent love. Ordinarily they were such good friends.

## At Christmas Time

HENRY VAN DYKE

**A**RE you willing to stoop down and consider the needs and the desires of little children; to remember the weakness and loneliness of people who are growing old; to stop asking how much your friends love you, and ask yourself whether you love them enough . . . to trim your lamp so that it will give more light and less smoke, and to carry it in front so that your shadow will fall behind you; to make a grave for your ugly thoughts, and a garden for your kindly feelings, with the gate open—are you willing to do these things even for a day? Then you can keep Christmas.

*And if you keep it for a day, why not always?*

*But you can never keep it alone.*

Noah felt a little stab that he had forgotten this calm, faithful friendship in the overwhelming of his admiration for Elsie.

But quickly their journey ended, and Miss Hutton, the judge of the court of last appeals, was hearing the case.

"But I thought Noah was such a good boy," was her first comment.

"He is," Miss Berry attested. "That is what makes it so much worse."

Miss Hutton was thoughtful. "Why did you do it, Noah?" she asked.

"I *wike* Elsie," he answered promptly. "She is so cwean and sweet, just wike a wittle sister."

Above Noah's head, two pairs of eyes met in a moment's enlightenment.

"But," explained Miss Hutton, "We cannot always go about hugging and kissing the people we like, Noah. I like Miss Berry, but it would bother her very much to have me always kissing her even though she is beautifully clean and sweet."

"But I couldn't help it." Noah burst forth. "It wouldn't stay in me!"

"Noah," Miss Hutton sighed, "you

are not so much different from some of your grown-up brethren, and while I can understand your masculine viewpoint, I must look at it from Elsie's point of view and Miss Berry's. Just because Elsie is a sweet little girl do you think she would like to have all the little lads in the first grade kissing her? Think, Noah; if Elsie were your sister would you like the others to kiss her—even Jerry Painter, who isn't always clean?"

Noah slowly shook his head, "I'd want her all for myself."

A judicious pause, then very quietly, "What shall we do about it, Noah?"

Noah's eyes met Miss Hutton's unflinchingly. He straightened as he gave the verdict, but there was no sign of fear. "Miss Bewwy said she would have to paddle me if I kissed Elsie again, and I did, so I guess she will."

An odd look came into Miss Hutton's eyes and she took one of Noah's hands in hers. "Noah," she said gently, "you kissed Elsie and made her cry before the whole school. Wouldn't it be kind to her to tell her before the whole school how sorry you are and that you will never do it again?"

Noah's lips quivered. "Yes," he said, very low.

"Noah is ready to take his punishment," Miss Hutton said.

So, as she had promised, Miss Berry brought out the paddle, designed to make an impression by its noise, instead of its hurt, and Noah took his punishment like a man. When the operation was over, and Noah was uprighted again, Miss Hutton spoke.

"I want Noah to stay a few minutes with me, Miss Berry. He can make his apology to Elsie when he goes back."

So Miss Berry went away, wondering how Miss Hutton seemed so unerringly to find the key to each child's heart. But the first graders perceived Noah's non-return with sympathetic shivers.

When they were alone, Miss Hutton lifted the small lad to her lap.

"Aren't there any little sisters at your house?" she asked.

Noah shook his head. "Only big boys," he said.

"Only big brothers," Miss Hutton questioned, "and father and mother?"



Noah shook his head. "Not bwothers," he corrected, "only boys; and no fathers and mothers. Just Mrs. Hutchins, and Mr. Hutchins is always sick."

"My dear?" Miss Hutton asked, "where do you live?"

"At Mrs. Hutchins," Noah answered gravely.

"And aren't the boys your brothers?" Miss Hutton persisted.

"No, only boys," Noah answered, still grave. "And they never kiss me, and Mrs. Hutchins never kisses me. She is too busy," he explained, as though not to blame her. "She tells us goodnight and to say our pwayers."

Miss Hutton looked hastily away, and her chin set very firmly. She came of a family that lived and grew on its affection for one another, and here was a brave little soul, hungry almost to the point of starvation for love, and no one to feed it.

"Noah," she asked presently, "could you keep a secret, a very great secret, just between us two?"

"Just you and me? O, yes," Noah answered eagerly, "I'd wove to; I wove secrets."

"Well," Miss Hutton began, "I like little boys, nice clean little boys. There aren't any at my house; only one big boy. And sometimes I've wished that I had a little boy, with a sweet, clean face, to kiss me every day."

"O," Noah breathed and his face shone, "am I a cwean wittle boy?"

"Pretty clean," Miss Hutton conceded, "But I want my little boy clean inside as well as out. When I kiss him, I'd like to know that his lips hadn't said anything naughty all day, and that his hands hadn't done anything bad."

Noah looked serious; that was a large promise for a small boy, and he felt, somehow, that if he made it, something deep within him would compel him to keep it.

"I'll twy," he said at last. And again, unconsciously, he straightened as he made his pledge.

And quite as unconsciously, Miss Hutton drew the small warm body to her.

"I will tell Miss Berry," she explained, "that you are to come here every afternoon when you are dismissed, and you shall tell me yourself whether you have been good all day. If you have, then you are my little boy and I will kiss you goodnight."

"O, Miss Pwincipal," Noah burst forth, and two arms enfolded her, bear-like, and two soft lips set a rapturous seal on hers.

Miss Hutton was still tingling a little from the warmth of Noah's embrace, when the pretty, smiling face of her most frivolous teacher appeared in a crack in the doorway.

"I knocked, but you didn't hear me," she apologized. "Are you making love

explained, "and why the authorities ever named such a little chap 'Noah' is more than I can guess. You see, he was just a tiny baby on board that train with his father and mother. And when the collision came, and that coach burnt up, he was the only one of the passengers saved. Somebody else on the train remembered seeing him with his father and mother and that's all, every single bit, that anybody knows about him. Seems funny nobody ever claimed him for he was advertised but his relatives have never been found.

"When my husband had his stroke a year ago, and I had to earn the living, somebody told me about state wards, and how the state paid for having children taken care of until they could get real homes for them. So I opened my house, and I can take care of my husband and be earning, too; and I've always tried to make a good home for the boys and teach them to be honest and clean. It keeps me pretty busy; there isn't much time to be resting with five lively boys and a sick man to do for.

"Yes, Noah's an affectionate little fellow, and a real little gentleman. Sometimes I think maybe he comes of more gentle blood than some of the others; and I do hope he gets just the kind of a home he ought to have."

That night a letter went from Miss Hutton to a dear friend and her husband, whose little boy had left them the year before and taken with him all the brightness out of their lives. They must travel across the continent to see Noah, but he was worth it, and Miss Hutton never doubted.

For a year now, it had been the practice at the Bellevue Avenue school for the child making the greatest gain as a good citizen of the school to have the reward of holding the flag each evening for a week, as the pupils marched out.

This was no empty honor. The war had taught many a child how the flag embodied in its colors and stars the great ideals of a great Republic, and Miss Hutton was trying to drive home the lesson that only the best were worthy to hold the nation's colors before their comrades.

For some time she had suspected that Noah was resolving that the honor should be his, but she waited for him to tell her. And while she waited, she watched. Noah reported his naughtinesses to her with all honesty, but it was seldom his evening kiss had to be denied. But it was not this alone that gave her

## A Christmas Thought

O. E. PORE

CONSCRIPTED armies strike but feeble blows,  
Like slaves, lash driven to unpleasant toil.

Our forbears vanquished their surpassing foes,  
Because they loved their own, their native soil.

Glum laborers complain of workshops drear,  
The wage is all that holds them to the grind.

True artisans enjoy their tasks, hold dear  
The jobs by which they serve mankind.

False teachers chafe, work grudgingly for pelf  
They are automats and have no souls.

The master pedagog forgets himself  
And dedicates his life to childhood's goals.

An ugly task into a pleasant dream  
Love's alchemy can change, burn out the sham.

The crucible is faith; the flame, the gleam  
From that unfading Star of Bethlehem.

to the young man on your lap, or is he making love to you."

Miss Hutton laughed. "I am establishing a dangerous precedent," she said. "What would happen if all a teacher had to do was to fill the cracks and crannies of brains with knowledge, and leave hearts and souls to take care of themselves?"

"Ask me something easy, dearest and best principal in the world. Do you think I'm a class in psychology? You wouldn't be earning your salary if you left hearts and souls out of the reckoning, and you know how you dote on earning all that you get," and with a laugh she was gone.

It was scanty information that Miss Hutton could get from Mrs. Hutchins in regard to Noah.

"Nobody in the world knows anything about him, even his name," she

the assurance. It was Noah's face at the sight of the flag, or the sound of martial music, or the telling of patriotic stories. If ever a child's soul thrilled and responded to whatever guise in which patriotism touched it, that soul was Noah's, and the feelings reflected themselves in his face with a glory that touched Miss Hutton immeasurably.

He came for his goodnight kiss one evening fairly bursting with the importance of some news.

"What is it, Noah?" Miss Hutton asked, quick to note the signs.

"O, Miss Pwincipal," Noah burst forth. "It is a secwet, a wovely secwet. Will you wike it?"

"I do like lovely things, don't I, Noah?" Miss Hutton asked. "And I can keep a secret as well as anyone you know."

Noah clutched her hands tightly, and put his lips close to her ear. "When our cwass gets to hold the fwag, I'm going to be so good that Miss Bewwy'll choose me," and he stood back from her to watch the effect of this wonderful declaration. It was all he could desire.

"You wike it, don't you?" he cried, his eyes shining. "And ev'wy night when I say my pwayers, I'm going to say, make Noah a good boy, so he can hold the fwag."

"And every night I will say, 'make Noah a good boy,' too," Miss Hutton answered, as she softly kissed his eager little face.

Not so long a time passed until Noah's

prayers were answered. At the first sound of the gong, one afternoon, he came flying through the hall, to take his place, a radiant little figure, beside the flag. Miss Hutton came, too, drawn by the desire to see how her little lad would act at the supreme moment of his dreams come true.

He looked up with a solemn glory shining from his soul. So small he looked, standing there with his hand upon the tall staff, his figure outlined against his beloved flag. With an imperious impulse, Miss Hutton drew the folds of crimson and white about him. Into her heart came a rush of protecting pity. The flag that he loved so ought to be to him something of what father and mother would have been. She thought with a great hurt of the thousands of other boys and girls orphaned as Noah. Would the time ever come when the country, its people, would wrap them about with pity and love and justice, as Noah stood wrapped in the folds of the flag? His eyes never left her face, while the rapt expression in them grew and widened. He seemed uncannily to grasp something of what was in her mind and heart, for he slipped his hand into hers and asked softly, "You wike little boys, don't you, Miss Pwincipal?"

Miss Hutton put a hand on either side of his face and tipped back his head. "God likes little boys, too," she said, answering aloud her own thought. "And sometime our country and our people will like them well enough to

care for them as they should always be cared for."

Then, the second gong sounding, she turned back to her office, to come face to face with a man and woman standing in the shadow of the door, waiting, and watching.

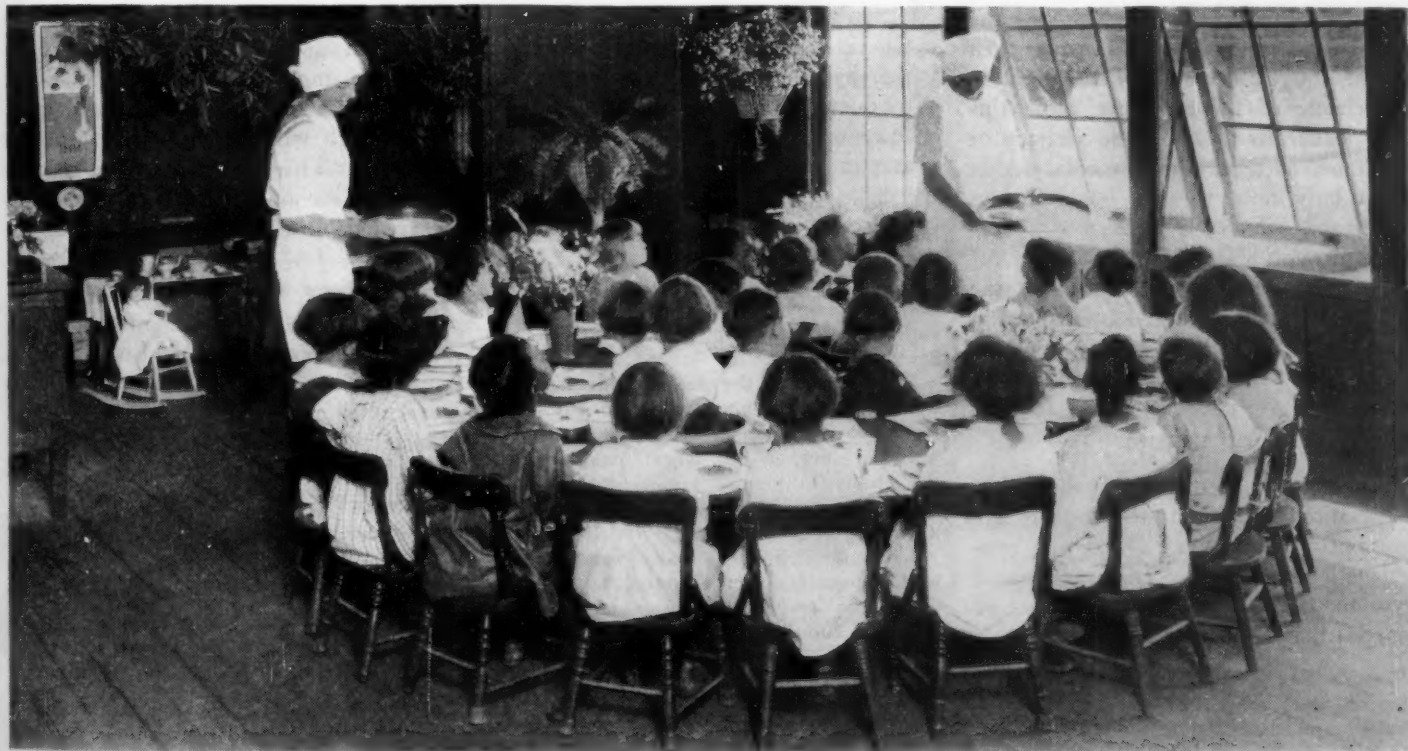
"Helena," the woman cried, at Miss Hutton's exclamation. There were tears in her eyes and voice. "We have been watching, Tom and I. Is that the little lad you wrote about? O, my dear, he has the same sweet look, the same broad forehead and steadfast eyes our baby had. 'Tom, we must take him.'"

The man nodded, his throat was too tight for words. He drew his wife's hand in his, and she took Miss Hutton's. Together again they faced Noah. He was watching anxiously, troubled by it all. His radiance had faded, the honor and glory of his position had been dimmed. He seemed only a pathetically lonely little boy. Then they smiled the understanding smile that tells the affection of the happy family, and the child's face quivered into flame again. The orchestra struck up a martial air. Noah straightened to his post of honor, and over the heads of the now marching children, sent them a brilliant look.

"Our little lad," the man said. "We shall love him."

"We do love him now," the woman answered.

"And you will never regret it," Helena Hutton assured them, "for he lives and thrives on love."





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### Christmas Greeting

TEACHERS have an unusual interest in Christmas. It commemorates the birthday of the world's greatest teacher. It is a time when the story of the Christ child is made fresh in our minds. With this beautiful story comes fuller appreciation of what Christ's love of childhood has meant to the world during the last two thousand years. In a day when women and children had little place in the scheme of things, there came this great leader, with his noble charter of childhood, to teach the immortal lesson which only now we are beginning to understand—that the race moves forward through its children.

To every friend of childhood the officers and staff of the Association send greetings of the season and a most hearty "Merry Christmas!"

### Enthusiasm

LETTERS from members of the Association throughout the country are most encouraging. An awakening profession is growing in enthusiasm and devotion to its work. The principal of a special honor school writes:

We use *THE JOURNAL* and our state magazine in weekly faculty meetings. Chosen articles are discussed at each meeting. Teachers take turn in leading the discussion.

*JOURNAL* booklists come in for their share of comment. One school places special collections in the teachers rest-room for current reading. Another has a catalog of book notes with cards by various teachers showing their impressions of important books. One faculty has an interesting plan for using statistics. Says our correspondent:

When these tables in *THE JOURNAL* and *Research Bulletins* reach us, we take out the facts showing the standing of this state and post them on the bulletin board making comparisons with one or two other states where conditions are similar.

Among the letters which encourage Association officers most are those which show increasing interest in the larger problems of the profession. A teacher of many years' service writes:

I have kept my *JOURNALS* from the beginning. While going through them yesterday I was impressed with the remarkable gains of the past six years. How much the Association means to all of us. How satisfying it is to feel that one has a part in the educational life of this great nation. By giving attention to these larger matters we make work easier at home.

And so, all shoulders to the wheel and everyone at work on the problems of the profession! Individually we can do little. Together we are a mighty army for better things. Enthusiasm is a most precious gift.

### Things Done

THE NOTABLE WORK of the Association's Committee on Character Education is embodied in the final report which has recently appeared as *Bureau of Education Bulletin*, 1926, No. 7. The report summarizes the objectives of character education thus:

1. To develop socially valuable purposes, leading in youth or early maturity to the development of life purposes.
2. To develop enthusiasm for the realization of these purposes; and coupled with this enthusiasm, intelligent use of time and energy.
3. To develop the moral judgment—the ability to know what is right in any given situation.
4. To develop the moral imagination—the ability to picture vividly the good or evil consequences to self and to others of any type of behavior.
5. To develop all socially valuable natural capacities of the individual, and to direct the resultant abilities toward successfully fulfilling all one's moral obligations.

To Chairman Milton Bennion and his associates on the committee the profession owes a debt of gratitude.

ONE STATE TEACHERS COLLEGE develops its campaign for desirable students by writing to leading citizens of the state—school officers, ministers, editors, physicians, lawyers, bankers, business men—asking for the names of young people of unusual promise who would make good teachers. This is a contribution to a method of recruiting the best people for the profession. With a demand for teachers that will eventually call for approximately one in every hundred of the total population, it is of vital importance that the most talented young men and women be attracted into the training colleges for the teaching profession.

CAMPAIGN PUBLICITY FOR SCHOOLS is the title of a manual recently issued by the Ohio State University Press under the authorship of P. R. Stevenson. The Bureau of Educational Research at Ohio assists localities in efforts to procure better schools. It acts as a clearinghouse for ideas and materials within the state. Scrapbooks covering campaigns in one city are loaned to other cities. Out of these services has grown this manual with its concrete material showing how publicity campaigns were conducted in ten different cases. The interpretation of education to the public is one of the biggest tasks before the schools and this manual is a welcome addition to the cause.

PHI BETA KAPPA will offer a prize of ten thousand dollars each year for distinction in teaching in American colleges and universities as a part of its national campaign for better scholarship. It is proposed to establish an endowment fund which will continue this prize indefinitely. This is commendable. Let us magnify teaching and exalt learning in every possible way.

LIEUTENANT GOVERNOR CLEMENT C. YOUNG of California, for fourteen years a teacher in rural and city schools, was nominated by popular vote for the governorship on the Republican ticket. This is "equivalent to election" and by the time this issue of *THE JOURNAL* reaches its readers Mr. Young may be the governor elect of California. His platform sets forth a series of educational measures which he proposes to support. His educational plank closes with

I am emphatically opposed to measuring school appointees and policies on political instead of educational standards.

# The Education Bill Going Forward

WILLIAM M. DAVIDSON

*Chairman of the Legislative Commission of the National Education Association and  
Superintendent of Schools, Pittsburgh, Pennsylvania*

OUR PROPOSAL for a Department of Education with a Secretary in the President's Cabinet has been before Congress for eight years. During those years it has steadily gained in support. It has been embodied in various bills as Congresses have come and gone. In its present form it provides for the creation of a Department of Education with a Secretary in the President's Cabinet, and brings into that department existing educational agencies of the federal government, thus making for efficiency and economy in the handling of the government's educational activities. It provides for appropriations in addition to those now received by the Bureau of Education for the further development of research and the distribution of facts needed to guide wisely the administration of the schools.

This movement for a Department of Education is one of those great steps forward in education that come but once in a generation. It is like the movement for free highschools, compulsory education, the establishment of the state school offices, and the original effort to establish free schools to be supported by taxation. These are great movements. No temporary reverses can stop them. They go on and up to final victory because they meet definite needs in the expanding life of the Republic. The nation could not have grown to its present greatness without its free school systems; it could not have made the educational systems of the various states effective without the development of state school offices to gather facts, administer the state school funds, and guide the localities in the development of their schools; it could not have reached all the children without the movement for compulsory attendance; and it could not have done justice to adolescent youth without the creation and development of the free highschool.

Each of these advances has required a persistent campaign to bring it to the attention of the people. In some cases that campaign has required more than a quarter of a century. There is every reason to believe that the movement for a department which will do for education what the Departments of Agricul-

ture, Commerce, and Labor do for those fields will come to success in a much shorter time. In less than ten years it has won a support remarkable in extent and devotion. Workers in the public

**T**HE INEFFICIENT and uneconomical lack of administrative organization which has scattered educational activities throughout a score or more departments and bureaus cannot be condemned too strongly. It is wasteful and unbusinesslike. Not only for these reasons but for the larger service which a Department of Education would render to the national government and to the various states is a national clearinghouse of educational thought essential. Commerce and labor, war and naval affairs, the postal service and international relations, these and others are of large importance; but even more fundamental and underlying all of these public interests and activities is the training of youth for citizenship. In accordance with these principles, this council pledges its continued support to a department of education with a secretary in the President's Cabinet.—Resolution adopted by the state superintendents and commissioners of education, February, 1926.

schools of the nation are all but unanimous in its favor. The votes at successive meetings of the Representative Assembly of the National Education Association have been either unanimous or nearly so for a considerable period of years. Organizations like the General Federation of Women's Clubs and the National Congress of Parents and Teachers have stood solidly for the measure year after year, and new organizations have been added to the list of supporters.

Movements of such primary importance as this to all the people and to the very life of the nation do not depend for their success on the whim of the moment. They are live issues and continue to be so until deserted by their friends. No one who knows the temper of the school people of the United States today could think for a moment that they will lessen their efforts for a Department of Education until the child has his spokesman in the Cabinet along

with commerce, labor, and agriculture.

The campaign for this legislation is now entering a new phase. The one note that was struck most often during the Philadelphia conferences, both in the Legislative Commission and in the Representative Assembly, was the need for greater activity on the part of the states and localities by way of working with individual representatives in Congress. The future of the Education Bill is clearly in the hands of members of the Association residing in the home districts of members of Congress. The movement to have committees representing each of the state associations at work on the problem in the various states is sound and should add greatly to the strength of the bill.

In taking up this work as the new chairman of the Legislative Commission, I have the assurance of the cordial cooperation of its former chairman, George D. Strayer, and of many others who have led in the movement. It is a big cause and there is much to be done. I can hope to succeed in my work only through the fullest cooperation of all who believe that education is of primary importance to our national well-being.

**T**HE RANKING position of an agency in the total administrative scheme sets the relative value of the function that the agency is serving; it sets it by the relation to those agencies which rank below it; by those ranked on a level with it; and by those which are above it. Therefore, it seems to me that the question involved is basically one of the political philosophy underlying the state's relation to its educational interests. In other words, the realization of our national ideals is inseparably tied and bound to our educational interests, and therefore if those educational interests relatively have the same rank to our national life as those other great interests which are served by our secretaries of departments, then it seems to be inevitable that a Secretary of Education is justified and along with it a Department. That in brief is my administrative justification of this situation.—Francis B. Haas, state superintendent of public instruction, Harrisburg, Pa.



# Can America Afford Education?

Percent of Current Income Expended for Education in 1923-1924  
Prepared by the Research Division of the National Education Association

| States                    | Amount expended in 1923-24 for elementary and high schools |                   |                 | Estimated current income in 1924 (in thousands) | Percent of income expended for tax supported elementary and high schools | Rank according to column 6 | Percent of income expended for non-tax supported elementary and high schools | Rank according to column 8 | Percent of income expended for tax supported and non-tax supported elementary and high schools | Rank according to column 10 |
|---------------------------|------------------------------------------------------------|-------------------|-----------------|-------------------------------------------------|--------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------|-----------------------------|
|                           | Tax supported                                              | Non-tax supported | Total           |                                                 |                                                                          |                            |                                                                              |                            |                                                                                                |                             |
| 1                         | 2                                                          | 3                 | 4               | 5                                               | 6                                                                        | 7                          | 8                                                                            | 9                          | 10                                                                                             | 11                          |
| United States.....        | \$1,818,743,917                                            | \$130,957,988     | \$1,949,701,905 | \$66,000,000                                    | 2.76                                                                     | .....                      | .20                                                                          | .....                      | 2.95                                                                                           | .....                       |
| Alabama.....              | 14,386,394                                                 | 458,353           | 14,844,747      | 719,400                                         | 2.00                                                                     | 43                         | .06                                                                          | 36                         | 2.06                                                                                           | 44                          |
| Arizona.....              | 7,975,366                                                  | 235,724           | 8,211,090       | 231,000                                         | 3.45                                                                     | 11                         | .10                                                                          | 28                         | 3.55                                                                                           | 13                          |
| Arkansas.....             | 9,440,786                                                  | 78,575            | 9,519,361       | 567,600                                         | 1.66                                                                     | 48                         | .02                                                                          | 48                         | 1.68                                                                                           | 49                          |
| California.....           | 124,240,978                                                | 4,046,601         | 128,287,579     | 3,082,200                                       | 4.03                                                                     | 4                          | .13                                                                          | 25                         | 4.16                                                                                           | 4                           |
| Colorado.....             | 22,960,826                                                 | 301,203           | 23,262,029      | 640,200                                         | 3.59                                                                     | 7                          | .05                                                                          | 39                         | 3.64                                                                                           | 8                           |
| Connecticut.....          | 24,996,771                                                 | 4,675,200         | 29,671,971      | 1,042,800                                       | 2.40                                                                     | 31                         | .45                                                                          | 2                          | 2.85                                                                                           | 27                          |
| Delaware.....             | 3,203,492                                                  | 65,478            | 3,268,970       | 151,800                                         | 2.11                                                                     | 38                         | .04                                                                          | 42                         | 2.15                                                                                           | 43                          |
| District of Columbia..... | 6,578,364                                                  | 1,029,330         | 7,607,694       | 429,000                                         | 1.53                                                                     | 49                         | .24                                                                          | 10                         | 1.77                                                                                           | 47                          |
| Florida.....              | 12,398,902                                                 | 278,013           | 12,676,915      | 396,000                                         | 3.13                                                                     | 20                         | .07                                                                          | 34                         | 3.20                                                                                           | 23                          |
| Georgia.....              | 17,278,365                                                 | 272,011           | 17,550,376      | 1,009,800                                       | 1.71                                                                     | 47                         | .03                                                                          | 45                         | 1.74                                                                                           | 48                          |
| Idaho.....                | 8,972,918                                                  | 117,862           | 9,090,780       | 250,800                                         | 3.58                                                                     | 8                          | .05                                                                          | 40                         | 3.63                                                                                           | 9                           |
| Illinois.....             | 115,374,775                                                | 15,845,917        | 131,220,692     | 5,009,400                                       | 2.30                                                                     | 33                         | .32                                                                          | 7                          | 2.62                                                                                           | 32                          |
| Indiana.....              | 51,169,383                                                 | 2,737,022         | 53,906,405      | 1,669,800                                       | 3.06                                                                     | 22                         | .17                                                                          | 21                         | 3.23                                                                                           | 19                          |
| Iowa.....                 | 48,173,955                                                 | 2,697,735         | 50,871,690      | 1,353,000                                       | 3.56                                                                     | 9                          | .20                                                                          | 16                         | 3.76                                                                                           | 7                           |
| Kansas.....               | 35,286,038                                                 | 1,663,166         | 36,949,204      | 1,023,000                                       | 3.45                                                                     | 12                         | .16                                                                          | 22                         | 3.61                                                                                           | 10                          |
| Kentucky.....             | 17,159,794                                                 | 484,545           | 17,644,339      | 917,400                                         | 1.87                                                                     | 45                         | .05                                                                          | 38                         | 1.92                                                                                           | 46                          |
| Louisiana.....            | 19,364,061                                                 | 1,100,047         | 20,464,108      | 745,800                                         | 2.60                                                                     | 27                         | .14                                                                          | 23                         | 2.74                                                                                           | 29                          |
| Maine.....                | 10,127,901                                                 | 1,309,580         | 11,437,481      | 442,200                                         | 2.29                                                                     | 34                         | .30                                                                          | 9                          | 2.59                                                                                           | 33                          |
| Maryland.....             | 20,411,063                                                 | 1,859,603         | 22,270,666      | 990,000                                         | 2.06                                                                     | 42                         | .19                                                                          | 18                         | 2.25                                                                                           | 38                          |
| Massachusetts.....        | 70,103,192                                                 | 12,716,021        | 82,819,213      | 3,247,200                                       | 2.16                                                                     | 37                         | .39                                                                          | 5                          | 2.55                                                                                           | 35                          |
| Michigan.....             | 82,858,435                                                 | 10,070,669        | 92,929,104      | 2,580,600                                       | 3.21                                                                     | 16                         | .39                                                                          | 6                          | 3.60                                                                                           | 12                          |
| Minnesota.....            | 55,392,199                                                 | 4,190,656         | 59,582,855      | 1,333,200                                       | 4.15                                                                     | 3                          | .32                                                                          | 8                          | 4.47                                                                                           | 2                           |
| Mississippi.....          | 9,833,452                                                  | 130,958           | 9,964,410       | 508,200                                         | 1.93                                                                     | 44                         | .03                                                                          | 46                         | 1.96                                                                                           | 45                          |
| Missouri.....             | 45,960,407                                                 | 2,317,956         | 48,278,363      | 1,874,400                                       | 2.45                                                                     | 29                         | .12                                                                          | 26                         | 2.57                                                                                           | 34                          |
| Montana.....              | 10,750,093                                                 | 301,203           | 11,051,296      | 330,000                                         | 3.26                                                                     | 15                         | .09                                                                          | 31                         | 3.35                                                                                           | 17                          |
| Nebraska.....             | 26,772,818                                                 | 1,715,550         | 28,488,368      | 719,400                                         | 3.72                                                                     | 6                          | .24                                                                          | 12                         | 3.96                                                                                           | 5                           |
| Nevada.....               | 2,111,709                                                  | 5,238             | 2,116,947       | 66,000                                          | 3.20                                                                     | 17                         | .01                                                                          | 49                         | 3.21                                                                                           | 22                          |
| New Hampshire.....        | 5,830,389                                                  | 1,846,508         | 7,676,897       | 277,200                                         | 2.10                                                                     | 41                         | .67                                                                          | 1                          | 2.77                                                                                           | 28                          |
| New Jersey.....           | 78,921,680                                                 | 4,321,614         | 83,243,294      | 2,415,600                                       | 3.27                                                                     | 14                         | .18                                                                          | 19                         | 3.45                                                                                           | 15                          |
| New Mexico.....           | 4,757,151                                                  | 275,012           | 5,032,163       | 165,000                                         | 2.88                                                                     | 25                         | .17                                                                          | 20                         | 3.05                                                                                           | 26                          |
| New York.....             | 242,638,343                                                | 13,933,930        | 256,572,273     | 9,603,000                                       | 2.53                                                                     | 28                         | .14                                                                          | 24                         | 2.67                                                                                           | 30                          |
| North Carolina.....       | 30,980,022                                                 | 798,844           | 31,778,866      | 904,200                                         | 3.43                                                                     | 13                         | .09                                                                          | 32                         | 3.52                                                                                           | 14                          |
| North Dakota.....         | 16,706,696                                                 | 314,299           | 17,020,995      | 303,600                                         | 5.50                                                                     | 1                          | .11                                                                          | 27                         | 5.61                                                                                           | 1                           |
| Ohio.....                 | 123,764,639                                                | 9,507,550         | 133,272,189     | 3,966,600                                       | 3.12                                                                     | 21                         | .24                                                                          | 11                         | 3.36                                                                                           | 16                          |
| Oklahoma.....             | 32,649,784                                                 | 183,341           | 32,833,125      | 1,023,000                                       | 3.19                                                                     | 13                         | .02                                                                          | 47                         | 3.21                                                                                           | 21                          |
| Oregon.....               | 16,392,026                                                 | 1,060,760         | 17,452,786      | 547,800                                         | 2.99                                                                     | 23                         | .20                                                                          | 17                         | 3.19                                                                                           | 24                          |
| Pennsylvania.....         | 149,667,197                                                | 14,143,463        | 163,810,660     | 6,131,400                                       | 2.44                                                                     | 30                         | .23                                                                          | 13                         | 2.67                                                                                           | 31                          |
| Rhode Island.....         | 8,606,771                                                  | 1,925,082         | 10,531,853      | 475,200                                         | 1.81                                                                     | 46                         | .41                                                                          | 4                          | 2.22                                                                                           | 41                          |
| South Carolina.....       | 12,825,341                                                 | 222,629           | 13,047,970      | 587,400                                         | 2.18                                                                     | 35                         | .04                                                                          | 43                         | 2.22                                                                                           | 40                          |
| South Dakota.....         | 15,570,870                                                 | 340,491           | 15,911,361      | 356,400                                         | 4.37                                                                     | 2                          | .09                                                                          | 33                         | 4.46                                                                                           | 3                           |
| Tennessee.....            | 16,832,091                                                 | 523,832           | 17,355,923      | 798,600                                         | 2.11                                                                     | 39                         | .06                                                                          | 35                         | 2.17                                                                                           | 42                          |
| Texas.....                | 55,687,875                                                 | 733,365           | 56,421,240      | 2,389,200                                       | 2.33                                                                     | 32                         | .03                                                                          | 44                         | 2.36                                                                                           | 36                          |
| Utah.....                 | 9,349,516                                                  | 248,820           | 9,598,336       | 244,200                                         | 3.83                                                                     | 5                          | .10                                                                          | 29                         | 3.93                                                                                           | 6                           |
| Vermont.....              | 4,026,555                                                  | 419,066           | 4,445,621       | 191,400                                         | 2.10                                                                     | 40                         | .22                                                                          | 14                         | 2.32                                                                                           | 37                          |
| Virginia.....             | 20,271,269                                                 | 432,161           | 20,703,430      | 930,600                                         | 2.18                                                                     | 36                         | .04                                                                          | 41                         | 2.22                                                                                           | 39                          |
| Washington.....           | 27,362,702                                                 | 1,951,274         | 29,313,976      | 950,400                                         | 2.88                                                                     | 26                         | .205                                                                         | 15                         | 3.08                                                                                           | 25                          |
| West Virginia.....        | 22,453,950                                                 | 432,161           | 22,886,111      | 712,800                                         | 3.15                                                                     | 19                         | .06                                                                          | 37                         | 3.21                                                                                           | 20                          |
| Wisconsin.....            | 44,331,449                                                 | 6,521,708         | 50,853,157      | 1,531,200                                       | 2.90                                                                     | 24                         | .42                                                                          | 3                          | 3.32                                                                                           | 18                          |
| Wyoming.....              | 5,835,164                                                  | 117,862           | 5,953,026       | 165,000                                         | 3.54                                                                     | 10                         | .07                                                                          | 33                         | 3.61                                                                                           | 11                          |

YOU can obtain the figures for your state by reading table as follows: In 1924 the estimated total current income of all people living in Alabama was \$719,400,000 (Column 5). In this state \$14,386,394 (Column 2) or 2 percent of its current income (Column 6) was expended for tax supported elementary and high schools; \$458,353 (Column 3) or .06 percent of its current income (Column 8) was expended for non-tax supported elementary and high schools; making a total of \$14,844,747 (Column 4) or 2.06 percent of its current income (Column 10) expended for both tax supported and

non-tax supported, elementary and high schools. Alabama ranks 43 (Column 7) among the states of the union in percent of income expended for tax supported elementary and high schools, 36 (Column 9) in percent expended for non-tax supported elementary and high schools; and 44 (Column 11) in percent expended for both tax supported and non-tax supported, elementary and high schools. Similarly read data for other states.

Many members of the Association will wish to give the figures covering their respective states to the local newspapers.

Sources of data: Figures as to expendi-

tures for education are based on data from U. S. Bureau of Education. Those for non-tax supported school expenditures are independent rough estimates based upon estimates of varying exactness as to private and parochial school enrolment. Income figures for 1924 are independent estimates based upon the figures for earlier years of the National Bureau of Economic Research.

Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example, what would your state have to do to rank first in each of the various items?

# Physical Education in High Schools

CARL L. SCHRADER

*State Supervisor of Physical Education, Boston, Massachusetts*

THE PURPOSE of these remarks is to incorporate into a program the various objectives of physical education in junior and senior highschools. Let us at the outset take for granted that we agree physical education to be a definite and teachable school subject, which is required of all through high-school, and in which all should register improvement and achieve minimum requirements, also, that the necessary equipment and teaching staff to render the suggested program possible are a reality. There are three outstanding needs which a physical education program must meet: physical development, conservation of health, which includes control of growth handicaps, and social behavior. To be sure, these three needs are partly met in the natural run of life, but only partly, and less as civilization advances. The big muscle activities, once the chief asset of citizenry, are today called for sparingly and must be sought more and more in types of recreation based on such big muscle activities. This is indeed a period of adjustments when our youth needs sympathy and guidance much more than it needs criticism; needs aid in interpreting the new freedom which invention is forcing upon

it, rather than rebukes for not doing as we did years ago.

To meet this need, the physical edu-

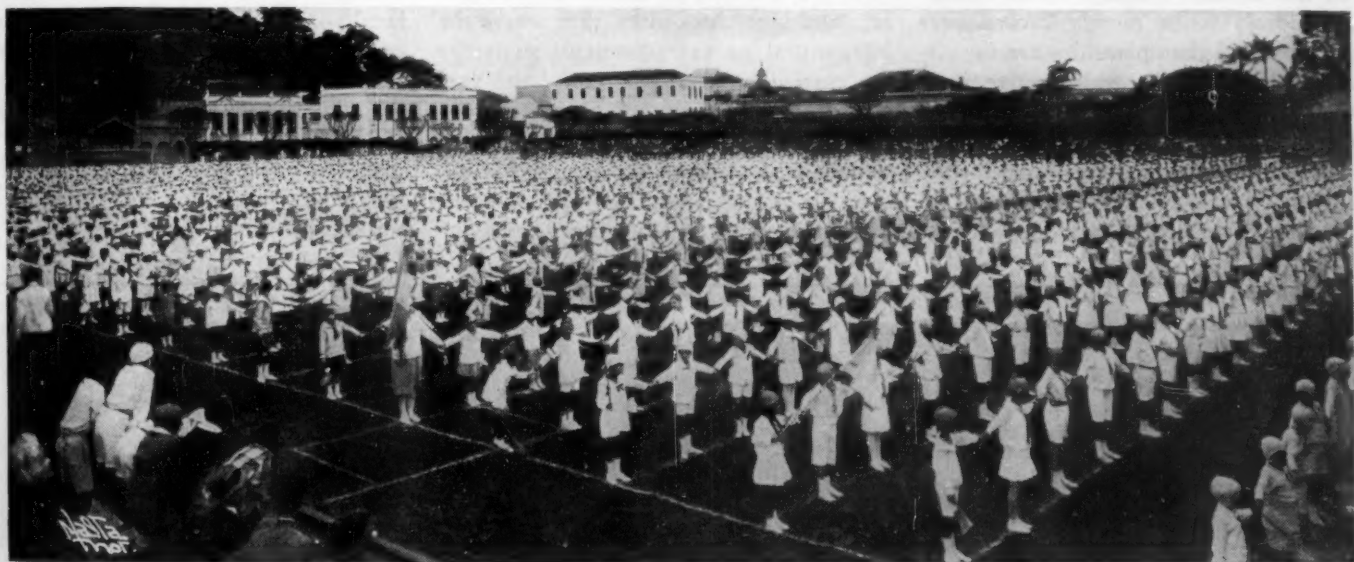


PHYSICAL EDUCATION for all school children will do much to bring young Americans up to the standard of the girl on the left.

cation program must be incorporated into the school program intelligently. The best way perhaps, to portray the

intelligent placing of the subject is to point to the present and frequent unintelligent placements. First, the classification for physical education of pupils irrespective of age, class or ability, merely according to convenient vacant periods. What other subject would thrive under such haphazard arrangement? This one irregularity alone is sufficient to postpone success in this field for many years.

Let us remember that the young lad and lassie is seriously handicapped by embarrassment in many of the new school situations. Nowhere, however, is this embarrassment as keenly felt as in the gymnasium and on the play field, partly because the awkward response to a situation is more conspicuous and painful here than the wrong answer to a verbal question in the ordinary school subjects, and secondly, because the responses are more frequent here than they are in the ordinary classroom where only one individual responds at a time. To the misplaced pupil in physical education, then, the period which should be looked forward to with joy and anticipation becomes a period of humiliation, a situation of which any teacher in physical education who teaches under such



FOUR THOUSAND school children take part in the health day exercises in Rio de Janeiro, where physical education holds an important place in the schools. This is one view of the exercises held last year.



conditions can always speak feelingly.

Second, the placing of such an instruction period immediately after a meal is another situation which should be avoided, as it certainly is contradictory to the teachings of hygiene, which discourages such procedure as a habit.

Third, the restriction of this subject to brief periods of ten or twenty minutes. At best, such periods permit only of relief exercises and forbids participation in the type of activity to which their age entitles them, and it surely cannot stimulate toward voluntary pursuit after school.

Fourth, the lack of proper clothing for the exercise periods, a condition made necessary many times by limitations in dressing-room facilities. To exercise under such conditions is revolting to the pupil, because of the righteous respect for their street clothes, and with that their feelings of discomfort both while exercising and after; again a legitimate feeling of dislike.

Finally, the failure to recognize in full conscientious effort and achievement in this branch of school work. Surely it is inconsistent to grant an A in a written hygiene examination and refuse to recognize the achievement brought about by active practice of hygiene. This then I believe may suggest what is meant by an intelligent placement of physical education in the day's schedule.

We must make a distinction between physical training and physical education. In the former, we are solely engaged in the perfection of technic in any or several of the body activities, and usually need not concern ourselves with educational ideals when merely record performances and championships are the objectives. With such an objective it is also quite logical that we deal only with those who give the greatest promise toward that perfection. In physical education, technic is equally stressed, but in addition the perfection serves in a large

measure as a means toward some of the behavioristic values which are being held up as most desirable and essential objectives in our present-day teaching. The cry for mass participation is an old one, but as long as only a selected group gets the major attention and indulges in the really gripping type of activity, whereas the bulk of students is fed with an economical diet of sets of exercises, void of any opportunity for self-expression, mass participation will remain lip service, void of those results of which our educational system is committed. It is a disappointing tendency when we see the junior highschool become afflicted with the illogical procedure of our highschools. Already there are junior highschool boys' and girls' interscholastic schedules and championships. It never was the purpose of the junior highschools to transfer to them bodily from the highschools the social life and the intensive competition in athletic activity. Much of the unrest on the part of youth today, of which we are cognizant, may be laid at the door of the home and the school. The tendency on the part of parents and teachers alike of rushing youth from his play world of childhood into the prosaic world of the adult is a lamentable fact. Boys and girls in the early teens must be rushed socially and permitted to indulge in functions lasting much beyond the limit of health and common sense. The junior highschool boys and girls cannot afford the extravagance necessary for championship schedules of sport nor the social excitement inevitable at the frequent and late entertainments.

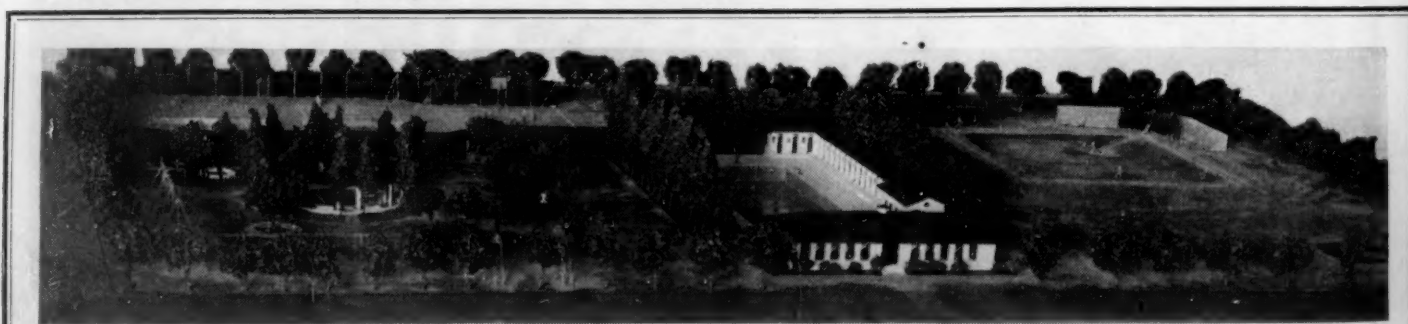
It is a common experience now in college and highschool alike, that where the intra-mural or extra-curricula activities are carried on wholeheartedly, the varsity groups as such are put into their proper place as a phase in the recreational life, instead of the lone prevailing one. It is important that the required periods in any institution are periods of

instruction in the fundamentals of those activities which will invite voluntary practice after school hours. If this means more space, more equipment, and more instructors, by all means let us get all of these. One doesn't have to be a champion in any sport to enjoy it. There is a thrill for even the mediocre player who as a matter of course will aim to play with some one in his own class. It is the fact that he plays that counts, and that should be the fact to count with the principals of junior and senior highschools, and also to parents.

To make America a land that plays, and by that means, a land of true sportsmanship, where the spectator is as clean and fair as the player in the arena, is an objective not at all out of reach, but obtainable through intelligence only, an intelligence gained by participation and instruction. The requisites necessary to so equip our youth now in school are: time, classification, equipment, instruction, and administration.

The time must be at least two forty-five, or better, sixty-minute periods a week; the equipment such as to engage the ordinary-sized class in worthwhile activities; the classification such as to render possible an intelligent class aim; the instruction such as to gain the educational ideals through technical achievement; the administration of all activities, including every phase of athletics, such as prevails over the other school activities, that is, resting with the principal and faculty, always soliciting the interest of the public, but never tolerating interference or dictation.

If in the last analysis the principal and faculty are responsible for the conduct and behavior of their pupils, both while in school and after leaving school, then the public must learn to keep its hands off, in order to give the school a fair chance to make men and women out of the pupils, according to generally accepted educational principles.



**T**HIS is a model of a five-acre playground for children, equipped with swimming pool, tennis courts, baseball diamonds, and all needed play apparatus. It was constructed for the U. S. Children's Bureau.

# The John Newbery Prize Book

ARTHUR BOWIE CHRISMAN, a young Virginian, received the John Newbery Medal for the most distinguished contribution to children's literature published during 1925, winning the award with his book of Chinese stories, *Shen of the Sea*.

The lure of movie acting took Mr. Chrisman from his historic Virginia home to Los Angeles where he lived next door to a Chinese boardinghouse in a poor section of the city. He made fast friends with a wise and kindly man of China, who interested Mr. Chrisman intensely in Chinese life and literature. From this acquaintance came much of the material in the delightful stories of *Shen of the Sea*, some based on old Chinese legends and folk tales, some entirely the creation of Mr. Chrisman's brain. Of his book, the author says, "So that is *Shen of the Sea*, half mine and half thine, O, Wang and Woo, and Wing Sam Wen."

The stories are amusing and attractive in themselves, and in addition reveal the practical philosophy that has governed Chinese living for thousands of years. The legend of the invention of printing; of how long ago chop-sticks became fashionable, then universal; of how Ah Tcha broke the enchantment of sleep with magic brew from the tea bush—these and other tales are a delight in beauty of language and rare humor.

The many delightful illustrations are by Else Hasselriis, of Copenhagen, Denmark, the artist who has revived the art of the silhouette in Europe, and are in themselves sufficient to make the book unique. When at work Miss Hasselriis pictures a scene in mind then takes scissors and clips it out of blank paper. She did it when a child—and the grown-ups shook their heads.

*Shen of the Sea* is Mr. Chrisman's first published book. He has another volume of Chinese stories under way and for some time has been studying American folk tales and legends with the idea of writing stories in that field.

With boyish enthusiasm Mr. Chrisman talked of his home and his work. "My own people made the first permanent settlement west of the Blue Ridge Mountains. Our house down home at White Post, Virginia, isn't much for



ARTHUR BOWIE CHRISMAN, whose "*Shen of the Sea*" won the Newbery Medal for the most distinguished contribution to children's literature published in America during 1925.

looks, but it keeps off the rain, and it has seen exciting times. We are proudest of our oak trees, immense fellows that seem to think they are fully as good as anything anywhere can produce. We have a stream in which I used to fish and on which I had a boat with a name far longer than itself. The old road from Winchester to Alexandria—Brad-dock's Road—now in disuse, runs through our woods.

"Why have I written for children? I know I have always liked children. Some of them don't care for me, but on the other hand, I am persuaded that some do. You know at one time I taught

school. Then, most of my pupils liked me well enough—but the parents talked. For all that my school teaching days were a valued experience. Sometime ago I was almost ready to look upon myself as a failure in that line, but since reading of the newer education, I have decided that I wasn't so bad after all. The children liked most of the things I liked which gave me much elation. I try to write things for them as I seem to remember I might have liked them many, many years ago."

The feeling that a genuine contribution to literature for children should be recognized as an important event was responsible for the idea of the Newbery Medal. The selection of the most distinguished contribution to children's literature each year by an American author is determined by a special committee of the Children's Librarians' Section of the American Library Association.

This year is the fifth award of the medal and announcement was made at Atlantic City, October 4, when the American Library Association met in its fiftieth anniversary convention.

An added interest of this year's ceremony was the presence of Fenton T. Newbery, great grandson of John Newbery, the English bookseller of the eighteenth century who first thought of publishing books for children.

The first Newbery Medal was awarded to Hendrik Van Loon for his *Story of Mankind*, the second to Hugh Lofting for *The Voyages of Dr. Dolittle*. Charles Boardman Hawes was the third winner with his book *The Dark Frigate*, followed by Charles J. Finger with *Tales from Silver Lands*.

These five prize books are the beginning of a notable collection of children's literature. Teachers and children who read them will have a variety of enjoyment which will make subsequent Newbery awards an eagerly awaited pleasure. Every elementary school may well add these prize books to its library.





# The Need for Professionalism

LILLIE E. LIST

Beaver, Pennsylvania

TODAY, teaching—one of the most honorable and necessary callings in the world—is being paid better than it ever was. The average salary is still not what it should be, nor the highest one too much—for love and conscientiousness and altruism can never be properly rated nor compensated—but I do not believe that many teachers are leaving; nor college students not entering the profession from a purely mercenary standpoint. As a teacher of many years' experience, under various conditions, I believe the real trouble with the teaching profession is a lack of professional spirit and ethics among those of the profession. The result of this causes the second trouble that disgusts experienced teachers and turns away prospective ones—namely, lack of deference upon the part of pupils, parents, and the community for the vast army of teachers, the friends of humanity.

This lack of professional spirit and ethics which is conducive to jealousies, bickering, deceitfulness, gossiping, and many other deadly sins found among humans causes more dissatisfaction in the teaching profession than any other six things. It may be found at any stage of the profession among public school teachers, so I'll begin at the top and work down by way of illustration, though I do not mean to infer that it necessarily originates here, nor is it always found in this part of a system.

Unfortunately, some superintendents and principals are unethical, unprincipled, and most untactful in dealing with the teachers under them. Instead of bringing themselves to the teachers' plane, they stand afar off as a taskmaster—driving, driving, driving! Each teacher is given her little "job," chopped off from the big whole, and told to attain certain standards and results. No matter what the conditions, her results must be as good as another teacher's. So she sets to work at a killing pace trying to accomplish what was set before her and at the same time excel her neighbor. She becomes interested only in her own work, grows narrow and mean in it, because she is not at all concerned in the entire situation, and wants, by fair or foul means, to lead. This not only produces jealous, narrow-minded,

nervous, shop-talking teachers, but reacts upon the pupils, making them irritable, nervous, disrespectful, and dissatisfied.

In turn, because of reports from pupils, the parents and citizens think of the teacher as everything that is inhuman, and the wide-awake, self-respecting teacher finds herself ready to leave the profession before she becomes "old-maidish" and stamped with all its proverbial markings. It has often been said—and when in a system like this,

## The Teacher

The real teacher is

"Like an undaunted youth,  
Afield in quest of truth,  
Joying in the journey she is on,  
As much as in the hope of journey done.

For the roads run east,  
And the roads run west  
That her vagrant feet explore;  
And she knows no haste,  
And she knows no rest,  
And every mile has a stranger zest  
Than the mile she trod before."

—The North Central Association  
Quarterly.

rightly so—that as a whole teachers are the most dogmatic and narrow-minded people in the world. No wonder, then, that college students, so full of ideals, refuse to be so branded for life. No wonder, then, that cultured people leave such a calling. The greater wonder is that so many are still entering and so many continuing to remain!

Fortunately, there are superintendents who are professional and ethical to the most minute detail. They meet with their faculty as a teacher with teachers, trying to solve a big problem which belongs to them all. They gather and reason together, finally deciding upon the best course to pursue, often accepting the advice and the plans of teachers. In such a situation, all are working in harmony and the result is a happy, contented group with even harder work by the teacher, but accompanied by less fatigue. This also reacts upon the pupils, and we find a happy lot of girls and boys who love and respect their teachers. Good reports of work well done and interesting school stories go

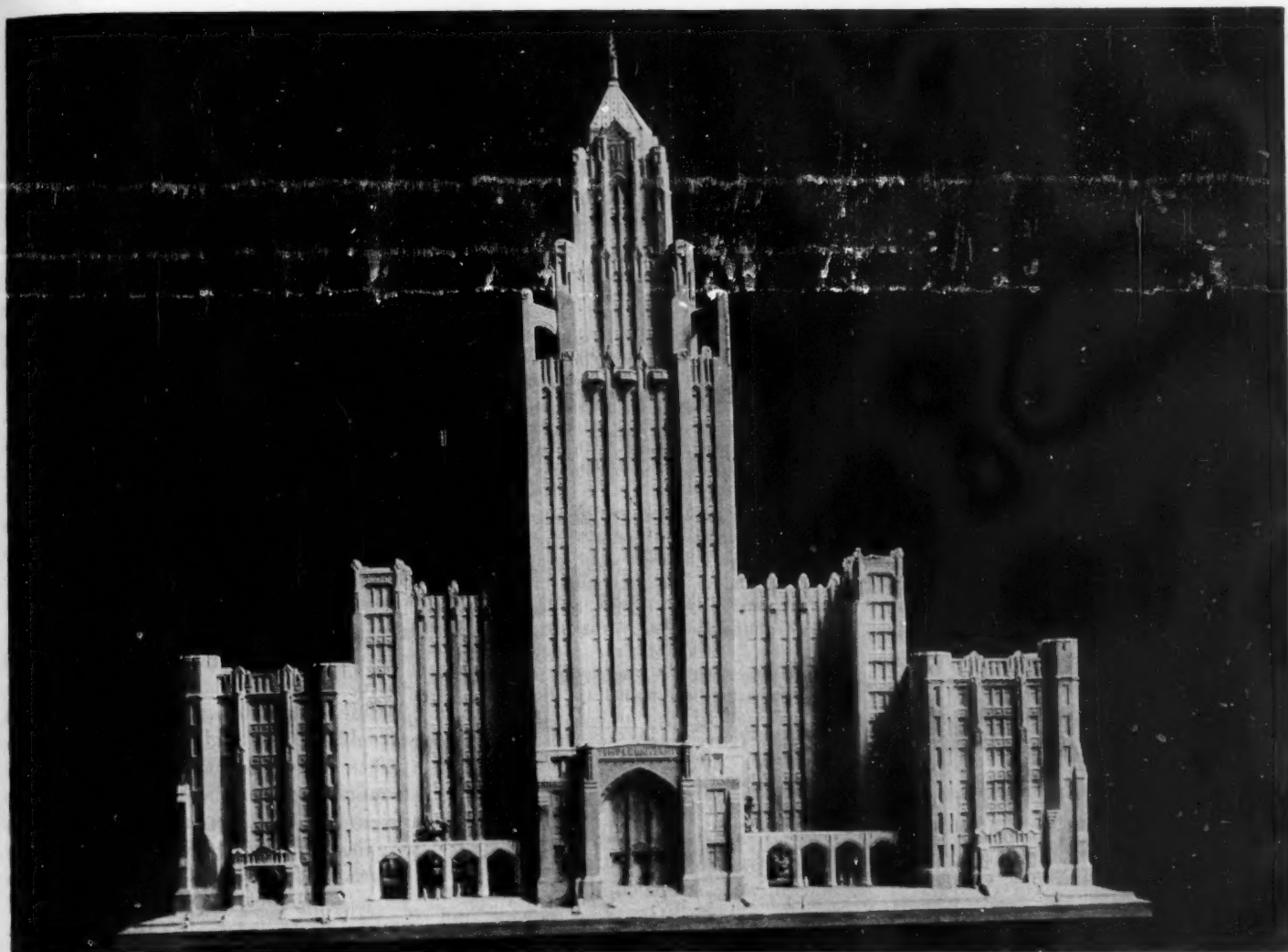
home. The parents sing the praise of the teachers far and wide. Like the scent of roses, this permeates the atmosphere, and before long the community looks up to the teachers as people worthy of admiration. Thus, they receive the deference due them.

In such a situation, one is willing to go on and live and move and have one's being even if the salary is not a huge one. I know that I speak for the average teacher when I say that she would be more likely to leave the profession in the former unhappy situation at a larger salary than in the latter pleasant one with a smaller monthly check.

Understand me, it takes a big man and a big purpose with hard work for all concerned to have a harmonious school atmosphere. But it's strain, friction, and jealousy, not work and poor salaries, that are "killing" teachers as well as driving them from the profession. The cure for it all is a profound sympathy—a *sympathy* properly translated, not "a being sorry for," as it is so often defined, but with its true meaning, "a feeling for another, joy in his joys and sorrow in his sorrows." Let us inject more professional spirit, ethics, sympathy, and altruism into ourselves and our profession and then teachers will not be leaving the ranks for other work.

Teaching, by virtue of its nature, should be the most elevated of callings. Can't we have a profession as strong and ethical as the doctors' or lawyers'—one that gives prestige to all who enter it? When teaching is on that basis, few will leave it to take up other work, and college students with high and altruistic ideals will eagerly enter it! Who, if happy in his work, would leave for mercenary reasons alone, a calling that gives such a tribute as the following (author unknown) to its members?

God formed the earth and the world out of chaos,  
And that was architecture.  
He builded the mountains with their minarets  
and towers,  
And that was sculpture;  
He peopled the earth with its countless millions of human beings,  
And that was the everlasting drama of human life.  
But when He wanted a perfect teacher,  
He sent his Son from Heaven.



**T**HIS IS the "Temple of Learning" which Temple University, Philadelphia, proposes to erect as the central unit of a new building group, plans for which have been released by the Russell H. Conwell Foundation of Temple University. The main tower will be twenty-three stories high, rising 350 feet above the street level. Both Northwestern University and the University of Pittsburgh now have projects under way for buildings towering skyward. Aside from being a solution for the problem of restricted city areas, the supporters of the movement believe higher buildings will make for more efficient collegiate instruction, permitting the assembling of scattered units under one roof with a greater degree of faculty and student cooperation.

### A Teacher to Her Pupils

ELIZABETH F. CORNELL

*Nashua, New Hampshire*

I wonder! Can you really understand  
The love I feel within my heart today?  
You with the roguish eyes and lips that smile,  
If you could know, I wonder what you'd say!

I watch you as you perch before me here,  
You with your careless laugh, light-hearted air.  
I listen as you jest, and jest in turn;  
And yet I wonder if you really care?

I see you change to youthful seriousness,  
And hear you question what you do not know;  
I strive to give—oh, would that I had more  
To place within your hands before you go!  
Before you go! For you will leave so soon!

And, if you're like the rest, you'll press my  
hand  
And say, "Your friendship's meant so much to  
me!"

I wonder if you really understand?  
In future years will you remember me,  
Keep the ideals I've tried to give to you,

Be worthy of my hopes and plans and dreams,  
And say, "We loved her, for she loved us,  
too?"

I wonder! Can you really understand  
Just why I seek to help along the way,  
And why your comradeship has made me glad?  
If you could know, I wonder what you'd say!

### Recompense

EMMA M. HOERR

*Pittsburgh, Pennsylvania*

I daily toil down in the dirt and grime  
Amid the busy city's rush and roar;  
Great iron monsters bellow past my door;  
Not far away are haunts of lust and crime.  
Yet here I pass a rare, enchanted time.  
Here little children take me by the hand—  
'Tis mine to lead them to the Promised Land—  
And thus I know my task to be sublime.

The water-lily grows from mud and slime;  
The sturdy springs from the blackest soil;  
The muddy earth yields luscious fruit for food;  
I ask but this—that out of dirt and grime,  
Some little human plant may, by my toil,  
Spring up in beauty, strength, and all things good.

### Driftwood

GAZELLE STEVENS SHARP

*Santa Ana, California*

The sea-gulls wheeled o'erhead, and sandpipers,  
Close following the backward rolling waves,  
Their daily manna found upon the sand;  
The mighty sea stretched measureless, sun-  
kissed,  
White-crested; and the sky enveloped all.

A momentary shadow dimmed the scene;  
Darkly outlined against the ocean's blue,  
Two lonely figures stooped, with hands out-  
reached,  
In search of driftwood, largess of the sea.  
In foreign garb were they, and dragging each  
A bulging sack, half filled, the waves' scant do's.

The little petrels scurried o'er the sand,  
The gleaming sea-gulls circled overhead,  
The vast expanse of sea and sky were there,  
The glint departed, dimmed as by a cloud  
Of shadow, cast upon them by those two  
Who, stooping, gathered driftwood on the shore.



# Kindergarten Education At Philadelphia<sup>1</sup>

JUST FIFTY YEARS AGO at the Centennial the kindergarten was demonstrated as a phase of women's work. Kindergartens, which were then unknown except in three or four eastern cities, were thus brought by women to the notice of the country.

Today at the Sesquicentennial kindergarten educators meet as a Department of the National Education Association. It is striking evidence that in a half century kindergarten education has become national in scope.

The two sessions of the Department of Kindergarten Education were held in the Girls High School on June 28 and 29. May Hill, president of the Department, presided. The awakening interest of kindergartners in the continuous educational growth of the child was shown by the expressed desire of the Department of Kindergarten Education to change its name to the Kindergarten-Primary Department. The proposed change was heartily indorsed by Alice Temple, president of the International Kindergarten Union, and Lucy Gage, chairman of the National Council of Primary Education.

The Challenge of Childhood—general theme of the great Philadelphia meeting—was sounded by the babies, as young as eighteen months, at the first meeting of the Kindergarten Department. The challenge of the preschool child is not new, but it is just now being heard. The three factors in the nursery school situation, the child, the parent, and the teacher, received recognition on the program.

Harriet M. Johnson, director of the Nursery School, Bureau of Educational Experiments, New York City, discussed "Educating the Nursery School Child" in terms of *growth*.

The growth we are seeking to assure for our children means development in power and control—control of the body, a growing power to deal with the environment and to understand their relationship to it, with a resulting harmony in functioning.

The function of the nursery school in parent education was presented by Abigail A. Eliot, director of the Ruggles Street Nursery School and Training Center, Boston, Massachu-

setts, in her talk, *Educating the Parent Through the Nursery School*. The way in which a nursery school effects this education is best illustrated by her quotation of articles from the policy of a nursery school:

To render to families of the community an important service by offering to mothers of these children an opportunity for observation and study of their own children in connection with others and an opportunity for discussion and conference with the directors, the school physician, and with suggested outside specialists, on any problems of health or behavior.

To inform parents that the nursery school is a cooperative organization, dependent upon the active interest and support of its members, and to see that each mother feels her responsibility. If for good reason a mother cannot assist at the school session she should realize that attendance at mothers' meetings is the more imperative. It is contrary to the principles of this school that it should be used as an expedient or a temporary convenience.

Patty Smith Hill, director, Department of Kindergarten-First Grade Education, Teachers College, Columbia University, calls the nursery school the "newest and latest child to enter the educational family." This newest and latest child claims Patty Smith Hill as its educational mother, for she is its able sponsor and chief promoter.

Miss Hill in her report on *Educating the Nursery School Teacher* stressed as the greatest problem of the nursery school today the need for skilful teachers and pointed out the dearth of appropriate training courses in so new a field. She gives the following comprehensive requirements for a good nursery school teacher.

The nursery school teacher has to know and be able to teach successfully all the skilful teachers in the kindergarten and elementary grades require, but in addition to this she must be prepared to carry through with scientific insight, intelligence, and skill the duties of the mother, the trained nurse, and the nutritionist. Because of the young child's marvelous ability to absorb unconsciously much that has to be given through direct instruction in later years, the teacher should be sound in morals and character and lovable in disposition. While she cannot be expected to be an angel, those who have low ideals and poor habits of conduct can do more damage in these early years than can be estimated.

The theme of the second day's program was *Experimental Studies in Kindergarten-Primary Education*. John K. Norton, director of Division of Re-

search, National Education Association, discussed the subject, *Relation of the Classroom Teacher to Research*. He said growth in other professions than teaching is due largely to the intelligent use of research. Education must be treated as a science. Teachers must be trained in the use of research. There needs to be a close relation between research and practice.

Helen Coe Clowes, critic and training teacher, Cleveland Kindergarten-Primary Training School, Cleveland, Ohio, in her statistical treatment of results of *A Study of Excursions in the Kindergarten*, demonstrated what the teacher can do in research work. The presentation of slides in illustration of the study by Florence M. Edwards of the same school gave the report added force.

On June 30 at the Pennsylvania Hotel a joint luncheon of the Kindergarten Department and the National Council of Primary Education was given. In the absence of the chairman of the National Council of Primary Education, the vice-chairman, Bertha Barwis, presided. Julia Wade Abbot expressed Philadelphia's spirit of welcome for her guests.

Minnie Lee, Tower Hill School, Wilmington, Del., spoke on *Conditions Favorable to Creative Work*. She emphasized the child's need to create.

From the child's whole-hearted endeavors come many values that he himself realized, knowledge that is usable, skills that are his own; confidence in his ability to do and increasing appreciation of the work of others. New hungers arise, new desires, new satisfactions, the very essentials of growth and education. Personality develops, character emerges.

The program of the Kindergarten Department was in keeping with the high standard of the 1926 meeting of the National Education Association, which has won merited praise throughout the country. By its election of the following new officers, the Department of Kindergarten Education insures a similar success next year: *President*, Julia Hahn, kindergarten-primary supervisor, Public Schools, San Francisco, Calif.; *vicepresident*, Marie Fowler, kindergarten-primary supervisor, Public Schools, Kalamazoo, Mich.; *secretary*, Frances Berry, kindergarten-primary supervisor, Public Schools, Baltimore, Md.

<sup>1</sup>Prepared for THE JOURNAL by LuVerne Crabtree, secretary of the International Kindergarten Union, 1201 Sixteenth Street Northwest, Washington, D. C.

# Business Education at Philadelphia

THE ANNUAL LUNCHEON CONFERENCE of the Department of Business Education, held this year with the Philadelphia Chamber of Commerce on June 29, 1926, marked the opening session of the Department at Philadelphia. Phillip H. Gadsen, president of the Philadelphia Chamber of Commerce, presided.

This annual conference where business men and the teachers of business education may come together for an exchange of ideas was inaugurated at the Oakland-San Francisco meeting in 1923 and has proved more successful at each meeting of the Department.

The general theme "What Business Wants" brought forth several interesting papers stressing the growing tendency in the attitude of the worker to increase his knowledge, improve his skill, and develop character. R. H. Landsburgh, secretary of labor and industry, Harrisburg, Pa., presented "The Attitude of the Worker Toward Increasing his Bodies of Knowledge and Improving his Skill" in which he sensed the danger of overselling educational programs to the workers when he said:

There are certain influences working to dampen the ardor of the worker to increase his knowledge. One occurs when an individual employer sponsors further education of a group of workers and then does not recognize their additional value to him resulting from such education. This makes for dissatisfaction in the individual, and tends to retard the progress of other workers who are told by those affected that additional specific education does not necessarily bring results. Therefore, educational programs, worked out in cooperation with individual employers, must never be oversold to the workers.

"The Social Relationships of Workers in Business" was the topic of a discussion by R. Helen Stevenson, employment supervisor, Bell Telephone Company, New York, who stressed the importance of early training in business manners and etiquet and the inculcation of ideals in the business relationship. G. S. Childs of the National Association of Office Managers closed the first session with a discussion of "The Attitudes and Character Development in Business." Mr. Childs struck a keynote in the following paragraph:

What business wants is to make money to be successful. But, this goal is reached only by service rendered and effectiveness

in rendering it. You know from your own experience that there are certain stores where you dislike to deal because of the discourtesy and attitudes of the clerks. Considering the factors of competition, such establishments are seriously handicapped.

"Factors in the Improvement of Commercial Education" was the dominant note of the second session of the Department, held at the Rittenhouse Hotel on Tuesday afternoon, June 29, with John O. Malott, president of the Department presiding. Among the papers presented were "Commercial Education from the Department Store Standpoint," by W. Patterson Atkinson, John Wanamaker Store, Philadelphia, Pa.; "The Principles of Commercial Education," Paul S. Lomax, School of Education, New York University, New York City; and "Relation of Commercial Education to the Public's Attitude Toward Business," by Herbert P. Sheets, secretary-treasurer, National Retail Hardware Association, Indianapolis, Ind., in which the speaker explained the reason for the popular misconception of the profit and loss side of business by the following statement:

For many generations most of the school texts have been filled with business examples presenting erroneous profit theories, and students have been taught that the difference between merchandise cost and selling price is profit or gross profit. Because of such texts and such teaching the boy who in first business venture bought a pig for \$1 and later sold the shoat for \$6, figured he had made a profit of \$5, no thought being given to the cost of feed consumed by the porker nor to the risk involved in its raising. On the same theory merchants are often thought of as making enormous profits from their business when as a matter of fact operation and other costs involved in getting goods to the consumer are such that there is often no profit whatever on certain items.

"Commercial Education in the Junior High School" was discussed by James M. Glass, director of Junior High Schools, State Department of Public Instruction, Harrisburg, Pa. He said:

Each early adolescent pupil of the junior high school has an inherited right to be informed upon the common practises of the business world. A new general course of junior business training acquaints the pupils with accounts, bills, invoices, receipts, filing systems, budgets, banking, insurance, and the established customs of business with which everyday life is associated. Any plan of education which omits these actual life needs fails to discharge a long-standing debt to modern life and is, to this extent, incomplete.

This was followed by "The Need for Supervision of Commercial Education," by E. W. Barnhart, chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., who pointed out that:

Experience has shown that supervision is as necessary in education as in productive industry. Employers of large numbers of workers have found that group production is increased by the activities of foremen, heads of departments, and other minor executives in guiding groups of workers towards the goal sought by the management. In the same way public school officials are finding out that the goal they seek is more nearly reached when through supervision teachers are giving leadership in professional improvement and assistance and guidance in selecting objectives and methods.

Connor T. Jones of the West Philadelphia High School for Girls, spoke on the proper coordination of the teaching of bookkeeping in highschools and the teaching of accounting in the university schools of commerce, after which a general discussion was led by John G. Kirk, director, commercial education, Public Schools, Philadelphia, Pa.

The third and final meeting of the Department, held Thursday afternoon, July 1, in the auditorium of the Pierce Business School brought forth several excellent papers under the theme "Improvement of Classroom Instruction." Those on the program were Juvenilia Caseman, Buffalo, N. Y.; Clyde E. Rowe, Carrick High School, Pittsburgh, Pa.; Esther E. Hanna, West New York High School, West New York, N. J.; Helen Haynes, Emmerich Manual Training High School, Indianapolis, Ind.; Lloyd L. Jones, vocational counselor, West Commerce High School, Cleveland, Ohio; Harold B. Buckley, supervisor of commercial education, Philadelphia, Pa.; and E. G. Blackstone, State University of Iowa, Iowa City, Iowa.

A general discussion followed the speeches, after which the annual business meeting was held.

The following officers were elected: *president*, John G. Kirk, director of commercial education, Public Schools, Philadelphia, Pa.; *vicepresident*, E. G. Blackstone, commercial teacher training division, State University of Iowa, Iowa City, Iowa; *secretary*, Elizabeth Baker, teacher Commercial Highschool, Atlanta, Ga.



# National Council Of Education

THE NATIONAL COUNCIL OF EDUCATION held three sessions at Philadelphia in connection with the summer meeting of the National Education Association. The first meeting was held in the auditorium of Drexel Institute Saturday evening, June 26, 1926, with Henry Lester Smith, dean of the School of Education of Indiana University and president of the Council, presiding.

Dr. Smith summed up briefly the new plan of work for the Council, stating that research or analytic methods of attacking educational problems would be continued in a limited way for the purpose of seeking new knowledge, but an additional work of the Council would be that of attempting to bring together facts now known, but known in isolation. Synthesis rather than analysis would be emphasized in the work for the next two years.

The president then introduced Dorothy Canfield Fisher, of Arlington, Vt., well known as a writer and a lecturer, who gave an address on "Adult Education as the Next Battle in Our Democracy's Fight for Existence." Mrs. Fisher traced the development of education from its beginning in this country to the present tremendous problem of educating the adult. She said that the battle for the privilege of a university education for the youth had been fought and won, and now the battle must be fought again for the "education-hungry" older generation. Adults in this country pay out \$75,000,000 annually in a fumbling attempt to get an education, to gain something of culture through correspondence courses. The promoters of these schools garner huge returns from the mind-hunger of the American adult public. In these schools are enrolled more than four times as many students as are registered in the colleges and universities in the country. The money spent is as great a sum as the combined budgets of fourteen states. According to Mrs. Fisher, we may speak of our nation as a literate one but we can by no means call it an educated nation.

The second session, held Monday afternoon, June 28, in the auditorium of the Chamber of Commerce was called to order by the president at 2 P. M. As chairman of the committee on vocational education, the president presented the

report of that committee, on part-time education, explaining the questionnaire from which returns had been compiled, and calling attention to such points in the report as (1) Age and grade at which part-time pupils leave full-time school, (2) reasons for leaving full-time school, (3) general intelligence of part-time pupils, (4) occupational interests, activities, and weekly wages of part-time pupils, (5) attitude of parents, part-time school pupils, and employers toward part-time schools.

Jesse H. Newlon, chairman of the Committee on Committees of the National Education Association, presented the report of that committee, explaining its origin and purpose as a temporary committee appointed to meet a present emergency arising from much duplication of work in the National Education Association, its various departments, and the National Council of Education.

The Preliminary Report of the Budget Committee of the National Education Association was presented by Walter R. Siders, chairman of the committee. Following these reports a business session was held during which the president called the attention of members to the revised constitution of the National Council of Education.

William C. Bagley of Teachers College, Columbia University, opened the program of the third and final session of the Council held Tuesday afternoon, June 29, in the auditorium of the Chamber of Commerce with a speech entitled "Is American Education Perpetuating an Outworn Social Order." Dr. Bagley analyzed the European situation in terms of public education in the various countries, pointing out that self-government has been most secure in nations where the elementary schools have been best developed. Dr. Bagley was followed on the program by George S. Counts, Department of Education, Yale University, who spoke on "The Place of the School in the Social Order." Dr. Counts explained that place in the following extract from his speech:

Our task here is to consider the place of the school in the social order, the functions which it is supposed to perform, and the limitations under which it is operated. Only as the school is seen in relation to other social institutions, only as the forces which condition it are understood, can it hope to

reach its highest level of achievement.

While educational institutions in the form of initiation ceremonies and tribal ritual must have existed in the most primitive times, the true school is of very recent origin. Although education as a social process has existed since the very beginning of the evolution of human culture, this process has been carried on for the most part without the aid of the school. The major educational problems have been borne by other institutions. For all but a small fraction of a period of almost incalculable length, a period embracing hundreds of thousands of years, as each generation of men appropriated and added to the experience of preceding generations, the school was unknown. The true school cannot be more than three or four thousand years old; and during this brief period it has appeared but fitfully here and there and has seldom touched the lives of any important proportion of the members of society.

Francis G. Blair, state superintendent of public instruction of Illinois, completed the program with an address on "What Can Education Do To Integrate the Problems of Life." He said in part:

The purpose of education is to show the network of integration which runs through the natural and social worlds. The elephant of life is not made up, as the six blind men would have us to believe, of isolated parts. The problems of science, the problems of the physical body, the problems of daily life, of vocation, of religious faith, are all capable of being brought together in a vital functioning relationship.

Following the addresses the Report of the Membership Committee, in which recommendations were made for the filling of vacancies both in offices and membership, was presented by the chairman Carroll G. Pearse, and was unanimously approved.

The officers of the National Council of Education for 1926-27 are: *president*, Henry Lester Smith, dean, School of Education, Indiana University, Bloomington, Ind.; *vicepresident*, Florence M. Hale, state agent for Rural Education, State Department of Education, Augusta, Maine; *secretary*, Adelaide S. Baylor, chief, Home Economics Education Service, Federal Board for Vocational Education, Washington, D. C.; *executive committee*, Anna Laura Force, principal, Broadway Junior High School, Denver, Colo.; George W. Child, superintendent of schools, Salt Lake City, Utah; A. J. Matthews, president, Tempe Normal School, Tempe, Ariz.

# One For Everyone

JEAN THOMAS

TO BE BROUGHT into a schoolroom and placed as instructor before a class of pupils, I would be paralyzed with fear, but brought into a court room with murderers, crime, juries and judges, I am perfectly at home.

It was at the bar of justice in a feud county of my native state that I first came face to face with crime; my own as well as that of others. It was there I deliberately plotted an escape. Now that fifteen years have passed it seems quite safe to write my confession. I determined to free at least one prisoner from bondage and crime; the crime of *ignorance*. We who fail to help the unlettered are more to be condemned for our crime of omission, than are they in shackles of ignorance.

"Life is full of opportunities and delightful adventure," Irvin Cobb, my illustrious fellow Kentuckian, once said. To be convinced of this truth we have only to look about us for some grownup to teach, an adult who has lost his chance in youth to learn. Whether the quest leads into the fastness of the mountains, into the jungles of a dark continent, or into the crowded slums of a great city, there is surely to be found, "One for Everyone," a human being for each of us to teach.

To come close to human hearts and minds is a profound blessing; to understand and feel the emotions that sweep over the unlettered adult when the portals of learning are first opened to him, is an inspiration and a joy so rare that it should come once to everyone. If we have not known that joy, then we have missed a bit of heaven on earth.

As a reporter in the mountains courts I was amazed to find so many adults unable to read or write. This woeful condition was brought forcefully to my attention during the trial of an uneducated mountaineer, who, in defense of his wife's honor, had slain his neighbor.

Later a young man, who had given a very intelligent deposition, was asked to sign his name to the document. He replied, "I've not got a very good hand write—I'll jes' tech the pen." Not understanding what he meant by this, I smilingly assured him that it would be quite all right if he could write his name well enough to be read. To my amazement and his embarrassment he ex-

plained that he knew nothing at all about writing, that his name would have to be written for him and that he would make his mark. After further explana-



BEFORE he learned to read and write "Brother Johnny" addressed his imaginary congregation from this cabin stoop.

tion as to the meaning of making his mark and what was expected of me, I wrote his name leaving a space between his first and last name. In this space an X was drawn, above it written "his" and below it "mark," in this fashion

his  
John X Jones  
mark

The young man, unable even to make an X in proper proportion, simply touched the pen while the mark was made for him.

Not being a mountaineer, but knowing the suspicion with which these untaught people regard the stranger, I feared to offend by offering to teach the young man to write his name then and there. But I bided my time.

When court had adjourned the rural teachers held their institutes in the Circuit Court room. By attending these

meetings and the box suppers and entertainments held in the various rural schools I became acquainted with most of the rural teachers and began to know and understand the people.

One night in the school at Holly, a young man entirely uneducated entertained the gathering by singing. I took down stenographically his songs. Rare old ballads some of them proved to be.

While engaged in typing his ballads, preparatory to their being sent to a collector of rare verse at the State University, I thought of the slogan "One for Everyone" and began to map out a plan. Obstacles arose at every angle. First of all a grownup must be spared embarrassment and then too I would have to suit my time to their convenience. The thought came—teach them privately evenings after their day's work was ended. Eager to put the plan into practice, I began to look about for my first pupils to teach, in the county seat where my court duties kept me.

In the hotel in which I was living I discovered her, Cordie, a bright-looking young woman, who was working as a chambermaid.

She was born in Elliott County and when she was quite young she became almost blind. Of course, she didn't go to school with the other children, and when her eyes grew better she felt shy about attending classes with children so much her junior. Her self-consciousness was somewhat accentuated by the fact that she was one of those unfortunate overgrown girls that look almost twice their real age.

Shy and timid, with book and pencil and pad, Cordie came up the creaky old stairs to my room for her first lesson. I cleared the top of the center table, placing the oil lamp with its frosted globe in a position most advantageous to Cordie's eyes.

Memory of my mother's efforts in teaching three young men to read and write about the kitchen table in our home helped me now with my first pupil, though doubtless my methods would have proved amusing to a trained pedagogue.

Cordie took her pencil awkwardly and began earnestly and laboriously to form the first letter of her name from the copy that was set for her. Beads of



perspiration stood on her forehead and she clutched the pencil till her fingers showed white at the joints. When she had finished a nice round "o," she looked up smiling, awaiting encouragement. She struggled for some time with the "r" and when she finally mastered it I leaned closer toward her. Cordie was actually atremble with excitement and eagerness.

It thrilled me to the depths of my heart. I wanted to cry, I wanted to throw my arms about that big, brave mountain girl, but I did neither. When I was sure of my voice, I said "Now—now—that's fine. Try the next letter."

Each night when her work about the hotel was done she would come with her books and pencil and pad and work heroically. Naturally I expected it to take her some time to learn to write and read, but in six nights she could write her name easily, and knew how to join all her letters into words. In this same time she had also learned to read well enough to cover the first twenty pages in her first reader.

"So's I can write a love letter," she exclaimed one night after we had had an unusually interesting lesson, "I will die happy."

Cordie realized her ambition.

Another interesting pupil was an illiterate miner who was seized with the desire to become a preacher. His aspirations had been intensified by the donation of a frock coat and trousers one winter when clothing was being distributed among the needy.

The cabin in which he and his family lived stood not far from my home and more than once I was awakened by his voice ringing out on the stillness of the night. Going to the window, I would see in the moonlight the miner arrayed in his preacher suit, as he termed it, addressing an imaginary congregation from his cabin stoop. The coat seemed to inspire him.

My most unusual pupil was a man of sixty-five. "I never knowed my Pa ontell I wuz nigh on to twenty-five yare old," he said. The blunt confession was misunderstood until he added, "I never knowed Ma neither." His vision was partly restored at that age.

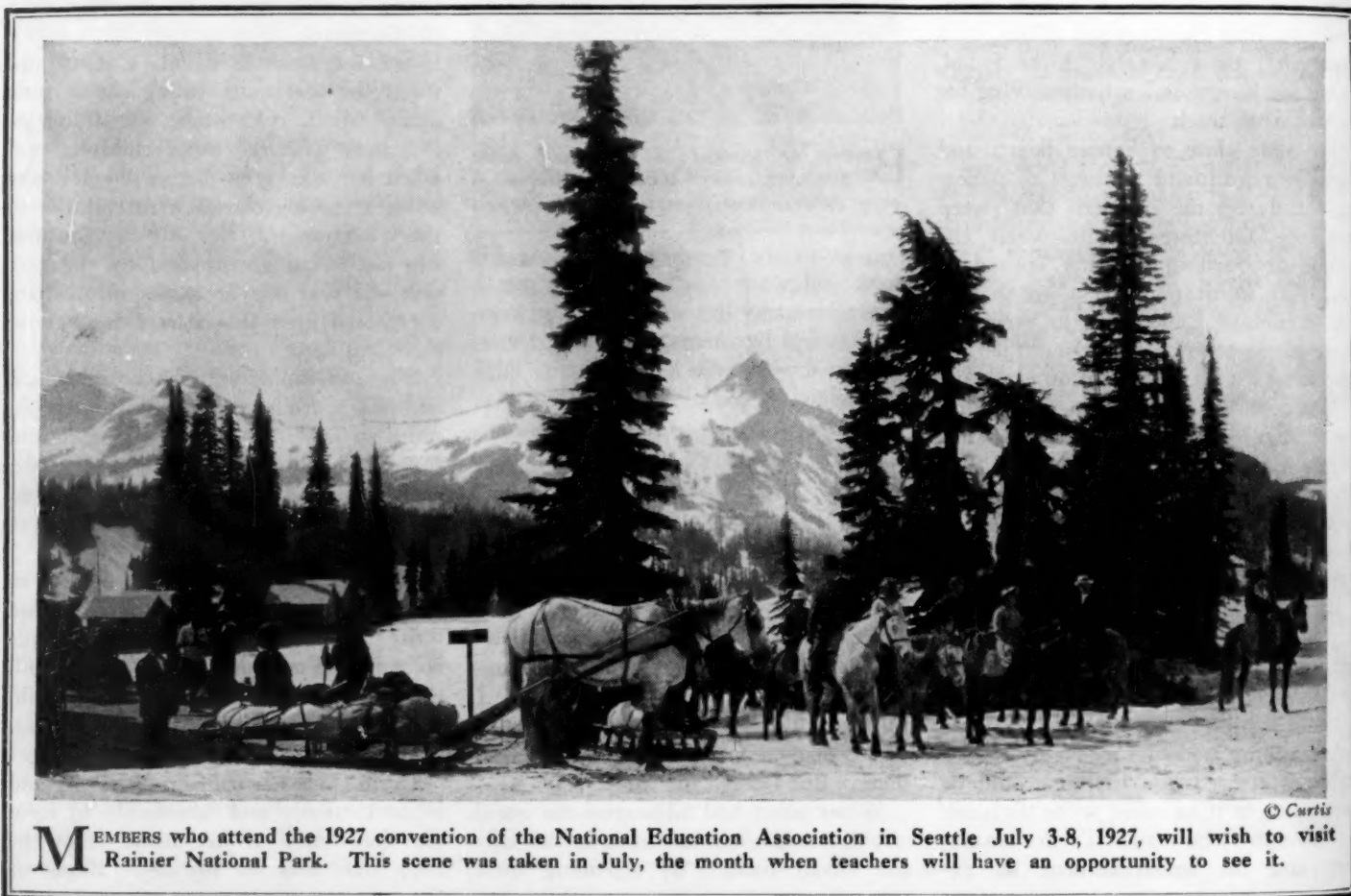
Taking a worn fiddle from the mantelpiece Willie's wife gave it to him and said, "Sing a ballat or two Willie." Turning to me she remarked proudly, "He holds 'em in his head ontell he gets up a piece and then he fiddles and sings hit."

Willie proceeded to fiddle a measure

or two then he would sing a verse. I took down his "ballats" and persuaded him to learn to write his name at least so that he might favor me with an autographed copy of his composition. The idea struck him; there are many ways of approach to win the adult illiterate to learn to read and write. My experiences, of course, have been mostly with mountaineers whose inherent characteristic is that of accepting no favor they cannot return. So Willie was proud of the printed copies of his "ballats" and appreciated possessing them. I really took advantage of the situation by seizing upon the opportunity to teach him to read and write.

To me these are the most colorful, the brightest pages in my memory book. If you would know a bit of heaven upon earth, seek and teach some grownup to read and write. Your one may be the bootblack on the corner, the maid in your kitchen, the mother's helper, or the little oriental who comes to service every Sunday and listens so intently to the sermon, not understanding the meaning of what he hears.

A delightful adventure beckons you; follow the quest. Free an unlettered one from his shackles of ignorance, for surely there is "One for Everyone."



**M**EMBERS who attend the 1927 convention of the National Education Association in Seattle July 3-8, 1927, will wish to visit Rainier National Park. This scene was taken in July, the month when teachers will have an opportunity to see it.

# Our Professional Investment

ROBERT J. KERNER

*Acting Dean of the Graduate School, Professor of Modern History  
University of Missouri*

WITHOUT the blare of trumpets, without glaring headlines in our metropolitan newspapers, without the knowledge of the public, the graduate schools of the country are being packed to the gunwales. Where ten years ago hundreds of candidates for the master's degree were turned out in the country as a whole, now thousands obtain that degree each year. Tens of thousands of students who have graduated from reputable colleges are flocking to the doors of graduate schools and demanding higher education. *Causes*—As to the causes of this development, statistics indicate that the average mean salary of men and women who have had one year of graduate study is from seven to eight hundred dollars more annually than that of the group of teachers which possessed only a college education.

At least one state now requires a year of graduate study as a qualification for teaching in its highschools. Many school boards offer bonuses to those who secure this additional training.

The American teacher is thinking not only of the increase in salary—important and necessary as that may properly be—but of the kind of work best suited to his or her talents. Such work can be found only by still higher training than the undergraduate college can offer. To be a part of an everchanging, ever-reforming system of education such as must keep pace with our present society, a training in which tools of research, independent thinking, and actual constructive contributions toward the solution of every-day teaching are the essential characteristics, is a necessity.

In the undergraduate college, one learns, primarily, acquired knowledge. It is the function of the graduate school to create knowledge either by outright discovery or by the reassembling or synthesis of hitherto unassimilated knowledge. The teacher in translating his enthusiasm for the particular subject to his pupils can acquire a lasting enthusiasm most readily by close association with research investigators in actual experimentation and study of all kinds.

*Value of graduate study*—This discovery of truth has been and will perhaps ever remain the work of great universi-

ties and the particular part of the university where this is done is called the graduate school. A glance at some of the most fundamental of past discoveries in the natural and biological sciences would show the great and lasting in-

nized his debt to them. In that way, radium was brought to our civilization. And geologists have uncovered the story of the making of our universe and found countless deposits of ore and oil. In the same way, progress in the biological sciences has become the backbone of agriculture. Research has uncovered the lairs of disease and has discovered numerous cures at the hands and brains of such men as Professors Pasteur and Schwann.

What has been said of the physical and biological sciences will some day be said of the social sciences: history, economics, politics, sociology, psychology, education, and many others.

Research has meant the solution of problems which afflict mankind in never-ending succession; it has meant better adaptation to the physical, biological, and social conditions in which mankind must live.

It is with frontiersmen, with pioneers of knowledge, that the ambitious and progressive teacher wishes to come in contact. For in this contact, come those moments of life-long inspiration which makes teaching an eternal delight.

*Our professional investment*—But what shall our professional investment be? Shall we all strive to be superintendents and supervisors? Shall we all specialize in the science of education? No, no more than that we should all specialize in history, economics, or any of the physical and biological sciences without some work in the science of education. Surely if the experiences of our present decade are worth anything, they indicate that the future superintendent or supervisor will be a better superintendent or supervisor if, in addition to doing the major part of his work in the science of education, he does a part of his graduate work in some subjectmatter field. Unless he does that, the administrative machinery is likely to run away with him body and soul. This applies to future superintendents, supervisors, and teachers of the science of education. The teacher who wishes to teach subject-matter will find it advisable to devote some courses of graduate character to the study of methods of teaching and current educational theories, in addition

## Ideals

ROBERT MCMURDY

**T**O LIVE in the affections; not to dwell in pride.

To cultivate courtesy, which fosters brotherhood and is the manner of the heart.

To be gentle with those who serve, since they are not free to resent.

To avoid arrogance, which corrodes the man and estranges, his fellows.

To mingle freely with all classes, and thus to know mankind.

To be mastered by no habit or prejudice, no triumph or misfortune.

To promise rarely, and perform faithfully.

To choose hobbies with care, and pursue them with diligence.

To value people above thoughts, and thoughts above things.

To curb the personal wants, which expand easily but shrink with difficulty.

To forswear luxuries, ever indulged by shunting the cost onto others.

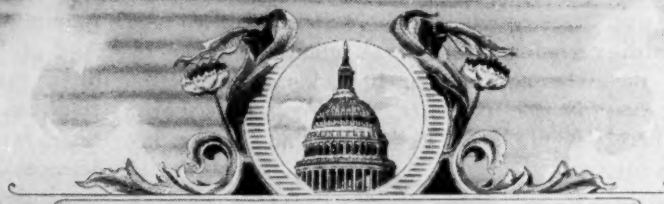
To be just, man's supreme virtue, which requires the best of head and heart.

fluence of our universities. Nearly all recent practical inventions and discoveries have resulted after thorough researches have shown the way to a solution of particular problems.

Thus, for instance, it was no accident that the steam engine—the foundation of our industrial and transportation systems—emerged from the laboratory of the University of Glasgow, for there Watt acted as instrument-maker. Professor Newton, of Cambridge University, formulated the laws of motion, which may be said to form the basis of physics and engineering. Professor Faraday made possible the experiments which have resulted in the telephone, the dynamo, and our modern electrical world. Professors Maxwell and Hertz discovered the principles which rule the wireless world, and Marconi has recog-



# NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES WASHINGTON, D.C.



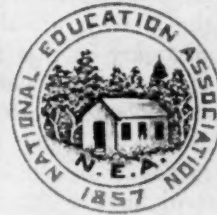
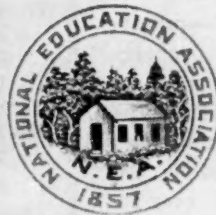
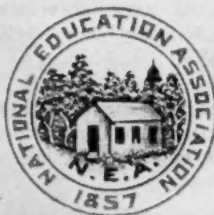
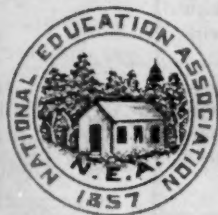
ONE HUNDRED PER CENT ENROLMENT

## THIS CERTIFIES THAT

The National Education Association, organized to advance the interests of the profession of teaching and to promote the cause of education in the United States, Commends

*Francis S. Blair School*

*located in the City of Vision* for HIGH PROFESSIONAL SPIRIT and for an ENROLMENT OF ONE HUNDRED PER CENT of its teaching force. The honor medal is awarded by The National Education Association as follows:



THIS is a reduced facsimile of the certificate which is furnished schools with a complete enrolment in the National Education Association. Seals are pasted within the circles at the bottom of the certificate showing the number of years the school has maintained its hundred percent status. No greater honor can come to a group of teachers than that of having complete membership in their national and state associations. That is a record of service and professional vision which means much to the teachers, as well as to the children and to the community in which they serve.

to putting the greater part of his time upon particular subjectmatter. Without an acquaintance with what is going on in educational theory, a subject-matter teacher will find himself at a disadvantage, no matter how well he knows his field. Thus each has to gain from the other; no one is complete without the other. I dare say that some important deficiencies of our present educational system may be traced to this incompleteness in the training of our educational leaders. *Effects*—First and foremost, graduate instruction establishes permanently the triumph of the

university as the home of research and advanced instruction in fundamental knowledge. The significance of this fact will be realized more clearly a decade hence than it is now.

Next, it means a rise in the standards of the teaching profession from the kindergarten teacher to the graduate professor. The thousands of teachers who will hold the master's degree during the next decade will obtain the leading positions. To them will go the coveted salaries, the opportunity to work in fields of their own choosing, the thrill of research and independent thinking.

Third, the effect upon the public as a whole will be the most important. Professional investment means the end of domination by the unprofessional. It means, as it has meant in all professions, the triumph of science, skill, and training over charlatanry of all kinds. It means the winning of the tax-paying public for the professionalized teacher, for a better system of education.

In this new development in American education we are witnessing then a movement which bids fair to be a force which will transform the educational structure of our country.

# The Dallas Convention

THE FIFTY-SEVENTH annual meeting of the Department of Superintendence to be held in Dallas, Texas, February 26 to March 3, 1927, will be a notable occasion in the Southwest. Never before has a meeting either of the Department of Superintendence, or of the parent association been held in this section of the country. For many members who reside west of the Mississippi river, it will be the first opportunity to attend a great national educational gathering. For not a few northern and eastern superintendents, the Dallas Convention will be the occasion of their first visit to the Lone Star state.

The opening Vesper Service on Sunday afternoon, February 27, will be held at the Southern Methodist University. The other general sessions will be in the beautiful new Fair Park Auditorium. The last general session will be on Thursday evening, March 3, at which time the National Highschool Orchestra, composed of 250 pieces and representing every one of the forty-eight states in the union, under the direction of Joseph E. Maddy, of Ann Arbor, Michigan, will appear in a grand concert which will rival the remarkable music festival at the Cincinnati Convention two years ago. Complete program announcements will appear in the January and February issues of THE JOURNAL.

The exhibit at the Dallas meeting is to be an outstanding feature. The exceptional exhibit facilities offered there were an important factor in its selection as the convention city. The exhibit hall, adjacent to the Fair Park Auditorium, is attractive in appearance and has a liberal amount of space. The technical exhibit will be larger than at any recent conventions, and special educational exhibits will present school activities on a national basis.

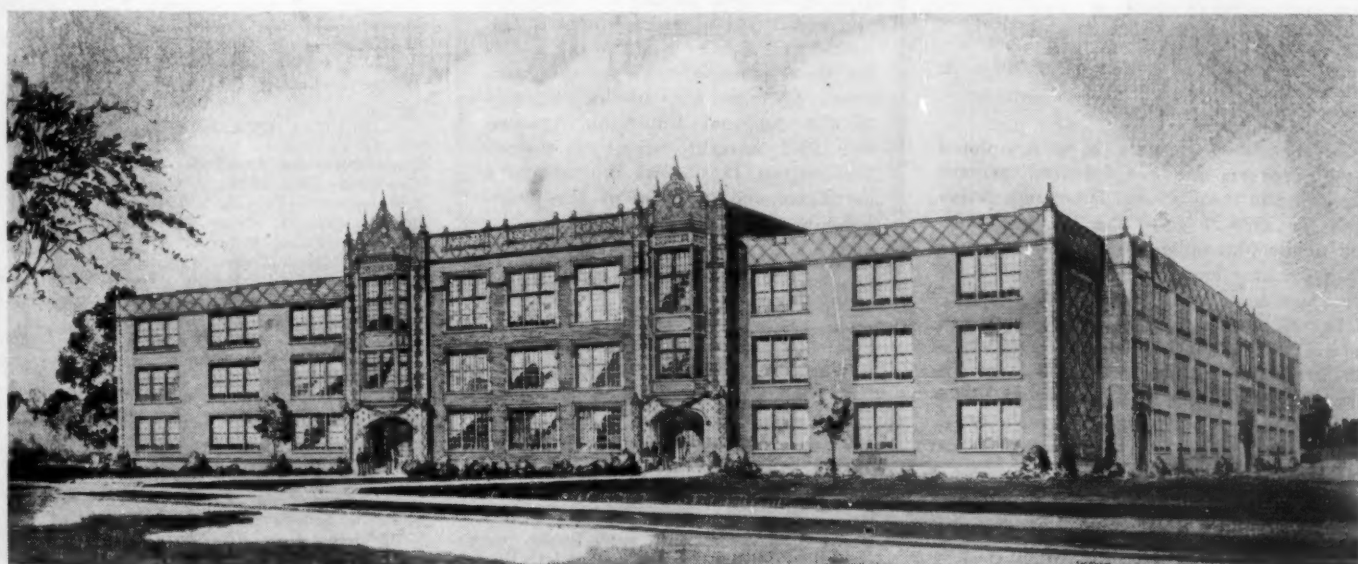
Registration, information, postoffice, and other convention service will be centered in the exhibit hall. A demonstration room is provided through which the service of the visual education and other special exhibits may be extended. A lounge and a well conducted restaurant are features which are likely to be popular.

Advance reservations of hotel sleeping rooms forecast an unusually large attendance. Single rooms in hotels are exhausted, but the housing committee has an ample supply of such rooms in private residences. Some hotel rooms for occupancy by two or more persons are still available. Those who have not yet secured reservations will do well to write immediately to Z. E. Black, chairman, Housing Committee, Chamber of Commerce, Dallas, Texas. Be sure to state exact time of arrival and give names

and addresses of persons to be accommodated.

The passenger associations have granted a special railroad rate of one and one-half fares for the round trip on the identification certificate plan. Certificates will be ready for distribution January 10, 1927. Tickets will be on sale in southwestern territory beginning February 22. Earlier sale dates are available for more distant points. Final return limit in all cases will be midnight, March 10.

The 1927 *Yearbook* of the Department of Superintendence will deal with the Junior Highschool Curriculum. It will summarize the findings of a nationwide search for material relative to the status and functions of the junior highschool, will give illustrations of current practices in typical junior highschools, and will include reports of twelve national junior highschool subject committees. Illustrations of how these subjects help in the realization of the functions of the junior highschool will be cited. The *Yearbook* will also include a review and summary of research studies completed in each junior highschool subject field. Copies of this notable *Yearbook* will be distributed to all members of the Department of Superintendence when they register at the Dallas meeting next February.



Dewitt and Lemmon, Architects

THE VIGOR and enterprise of the Dallas schools are shown in this architect's drawing of the Woodrow Wilson Highschool now under construction. Dallas citizens take pride in their city as a great center of culture and commerce and will welcome visitors to the Department of Superintendence next February with genuine southern charm and hospitality.



# 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. The names are arranged alphabetically by states. Others 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 LISTED ACCORDING TO STATES

ARIZONA—H. E. Hendrix, J. Q. Thomas.  
 ARKANSAS—M. O. Alcorn, A. B. Hill, A. S. Ross.  
 CALIFORNIA—Mrs. Percy F. Glover, Leonard Lundgren, F. L. Thurston, Edwin B. Tilton, Chester D. Winship.  
 DELAWARE—Harvey H. Kenyon.  
 DISTRICT OF COLUMBIA—John C. Bruce.  
 GEORGIA—Gordon G. Singleton.  
 ILLINOIS—Herbert C. Hansen, D. E. Zook.  
 INDIANA—C. V. Haworth, Jesse Melvin Scudder, Gertrude F. Soules.  
 KANSAS—H. C. Pryor.  
 KENTUCKY—Mrs. J. L. Reid.  
 LOUISIANA—Eleanor Lee Crigler.  
 MAINE—Augustus O. Thomas.  
 MICHIGAN—D. B. Waldo.  
 MINNESOTA—Carl W. Allison, Ethel H. Keckefoth, Anna M. S. Klint.  
 MISSOURI—Charles Banks, Theodore B. Shank.  
 MONTANA—C. G. Manning.  
 NEBRASKA—Hazel G. Kinsella, E. Ruth Pyrtle.  
 NEVADA—Hosea A. Whitenack.  
 NEW JERSEY—Ernest Peffer.  
 NEW MEXICO—A. J. Connell.  
 NEW YORK—Elizabeth A. Woodward.  
 OHIO—W. E. Wenner.  
 OREGON—J. S. Landers, W. J. Misher.  
 PENNSYLVANIA—Oda H. Behr, J. Linwood Eisenberg, Herman Sackett, A. H. Showalter, Virgil C. Zener.  
 PHILIPPINE ISLANDS—Bureau of Education.  
 SOUTH DAKOTA—Harold W. Foght.  
 TEXAS—A. H. Wilcox.  
 UTAH—George N. Child.  
 VIRGINIA—Raymond E. Staley.  
 WASHINGTON—Mrs. Minnie D. Bean.  
 WEST VIRGINIA—Clara B. Fishpugh, James A. Woofor.  
 WISCONSIN—Walter S. Nichols.

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 November 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—San Francisco, Graton, Madison.  
 ILLINOIS—Maywood, Proviso Township High School; Sandwich, Sandwich Public Schools.  
 INDIANA—Hammond, Wallace.  
 MAINE—Mapleton, High.  
 MICHIGAN—Greenville, Greenville Public Schools, Cass, Central Grade, Central High, Clay, Departmental, Pearl Street; Holland, Holland Public Schools, Froebel, High, Horace Mann, Junior High, Lincoln, Longfellow, Van Raalte, Washington.

NEBRASKA—Omaha—Hawthorne.  
 NEW JERSEY—Summit, Washington.  
 OHIO—Cleveland Heights, Taylor; Marietta, Marion.

### FOUR YEARS

COLORADO—Rocky Ford, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington.

## A Christmas Gift that Lives

LAST YEAR at Christmas time one hundred former students of a teacher who had rendered long and devoted service contributed one dollar each into a fund with which to buy for him a life membership in the National Education Association. Where could one find a more fitting gift than this? To one who has given his life to a cause, permanent membership in the great professional organization which stands for that cause is peculiarly pleasing. Each individual who contributed expressed the gratitude which we all feel toward teachers who have enriched our lives. The life certificate with the list of the students who gave it stands as a lasting reminder of love, loyalty, and appreciation—three of the great ideals of our profession. The public presentation magnified to all who took part or knew of it the noble service of teaching. If we honestly believe that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up those who teach that youth may be lifted up.

Is there not some teacher who helped you to a start on your career whom you would like to honor? Perhaps you could find ninety-nine others who would join you by contributing a dollar to a common fund for this purpose. Send the \$100 to the Secretary of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., and the attractive certificate and gold pin of life membership will be sent promptly.

CONNECTICUT—East Hartford, High.  
 DELAWARE—Wilmington, Number Twenty-three.  
 ILLINOIS—Pekin, Pekin Public Schools, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington; Waukegan, Jackson, McAllister, West.  
 MICHIGAN—Grand Rapids, Juvenile Home.  
 NEW YORK—Rome, Jay Street.  
 PENNSYLVANIA—Berlin, Berlin Public Schools.

### THREE YEARS

ARKANSAS—Fort Smith, Fort Smith Public Schools, Albert Pike, Belle Grove, Belle Point, Dunbar, DuVal, High, Howard, Lincoln, Mill Creek, Parker, Peabody, Rogers, South Fort Smith, Spradling, Trasty, Washington.  
 COLORADO—Colorado Springs, Midland.  
 DELAWARE—Delmar, Delmar High and Elementary.  
 IDAHO—Idaho Falls, Eagle Rock, East Side, Riverside.  
 ILLINOIS—Waukegan, Central.

INDIANA—Fort Wayne, Riverside; Michigan City, Canada; South Bend, Division, Henry Studebaker, Lincoln Platoon, Linden.

IOWA—Sumner, Sumner Public Schools; Waterloo, East Side, East Waterloo Public Schools, Alcott, Frances Grout, Grant, Hawthorne, John Fiske, Lafayette, Lincoln, McKinley, Roosevelt, Washington.

KANSAS—Chanute, Chanute Public Schools, Alcott, Cross, Junior High, Lincoln, Murray Hill, Pioneer, Roosevelt, Senior High, Webster; Cherryvale, Lincoln, McKinley.

LOUISIANA—Natchitoches, Louisiana State Normal College Faculty.

MAINE—Portland, Americanization.

MASSACHUSETTS—Brookton, Shaw; Gloucester, Point Grammar; Waltham, Jonathan B. Bright; West Chelmsford, George R. Quessy.

MICHIGAN—Detroit, Lingemann; Saginaw, Otto Roeser.

MINNESOTA—Mankato, Lincoln Junior High.

NEBRASKA—Omaha, Florence.

NEW HAMPSHIRE—Claremont, West Terrace.

NEW JERSEY—Fair Haven, Fisk Street, Willow Street; Summit, Lincoln.

OHIO—Cygnet, Cygnet Village; Tiffin, Junior High; Warren, Central, Dickey Avenue.

RHODE ISLAND—Jamestown, Thomas H. Clarke.

WASHINGTON—Bellingham, Eureka.

WISCONSIN—Sheboygan, U. S. Grant.

### TWO YEARS

CALIFORNIA—Bakersfield, Roosevelt; Centerville, Washington Union High.

COLORADO—Fort Collins, Lincoln.

IDAHO—Idaho Falls, Idaho Falls Public School, Central and Junior High, Eagle Rock, Eastside, Emerson, High, Osgood, Riverside; Melba, Joint Rural High.

INDIANA—South Bend, Colfax, Kaley, Laurel.

MAINE—Portland, Libby, West, Willard; Sanford, Lincoln.

MASSACHUSETTS—Gloucester, Hovey; Sharon, Charles R. Wilber; Waltham, Nahum Hardy.

MICHIGAN—Ishpeming, Central.

MINNESOTA—Minneapolis, Peabody.

MISSOURI—Kansas City, Joseph S. Chick; St. Louis, Wilkinson; Webster Groves, Junior High.

NEBRASKA—Omaha, Adams.

NEVADA—Ruth, Public.

NEW JERSEY—Camden, H. C. Sharp, J. S. Read; Fair Haven, Knollwood.

OHIO—Martins Ferry, South.

OKLAHOMA—Grainola, Grainola Public Schools.

OREGON—Lakeside, Public.

WISCONSIN—Lake Geneva, Third Ward; Madison, Lapham; Sheboygan, Horace Mann.

WYOMING—Casper, Park.

### CURRENT YEAR

CALIFORNIA—San Francisco, Alamo.

COLORADO—Kirk, High; Lime, Consolidated.

CONNECTICUT—Enfield, Scitico.

FLORIDA—Tampa, Henry Mitchell.

GEORGIA—Macon, Bellevue.

ILLINOIS—Wood River, Washington.

KANSAS—Winfield, Bryant, Irving, Junior-Senior High, Lowell, Stevenson, Webster.

KENTUCKY—Louisville, Hazelwood.

MASSACHUSETTS—Newton, Albert Edgar Angier.

MICHIGAN—Detroit, Holcomb.

MINNESOTA—Minneapolis, Loring.

MISSISSIPPI—Red Lick, Lorman Consolidated.

NEBRASKA—Marquette, Consolidated; Omaha, Lincoln.

NEW JERSEY—Brielle, Grammar; Metuchen, Stelton.

NEW MEXICO—Roswell, North Hill.

OHIO—Avon Lake, Public; Bloomdale, Bloomdale Public Schools; Cincinnati, School for Crippled Children; Mansfield, Newman; Middleburg, Middleburg Public Schools; Powhatan Point, Village High; Warren, Central Junior High; West Liberty, West Liberty Public Schools, Grade, High; West Richfield, Richfield Township.

OKLAHOMA—Sapulpa, Garfield.

SOUTH DAKOTA—Salem, Salem Public Schools.

UTAH—Moab, Central Elementary.

WEST VIRGINIA—Switchback, Elkhorn District Public Schools.

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## A Liberal Education

THOMAS HUXLEY

THAT MAN, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as force the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect other as himself.

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**NOTES and ANNOUNCEMENTS**

THE FIRST STUDENT UNIT of the National Education Association, organized at Kearney, Nebraska, State Teachers College last January, sent nearly all of its eighty-three members into the field as teachers, principals, and superintendents. Another student unit of the National Education Association is being developed during the year, which is expected to pass the one hundred mark.

IN PROPORTION to population the Virgin Islands have the largest number of life members in the National Education Association. Even though they receive only \$44.76 per month they have each year contributed approximately four hundred dollars towards the expenses of a delegate to the National Education Association convention. They maintain over 95 percent membership.

A GROUP of sixty people from International Institute, Teachers College, vis-

ited the National Education Association headquarters on Saturday, October 23. Among them were seven Ministers of Education.

THE SEVENTH Annual Convention of the Canadian Teachers Federation was recently held at Charlottetown, Prince Edward Island. The following paragraph was taken from the report of that meeting:

The outlook for the Canadian Teachers Federation is very bright. The year 1927 will see two great events in its history—the Second Biennial Meeting of the World Federation of Education Associations in Toronto, August 7 to 12, and the Eighth Annual Meeting of the Canadian Teachers Federation in the same city, August 12 to 13. Canadian teachers in 1927 are to be the hosts of the teachers of the world. It is a great undertaking, but the Canadian Teachers Federation approaches it with confidence,

and gladly sends out its invitation to all teachers organizations throughout the world to send their representatives to Canada for this great meeting.

THE CURRENT ISSUE of the Research Bulletin of the National Education Association, that for November, 1926, is entitled *Major Issues in School Finance*. This brings together under one cover a digest of much of the research that has been conducted in the field of school finance in recent years. It will be of special value to those supporting educational legislation at the coming sessions of state legislatures. Students of school finance, superintendents, and teachers will find much that is of value to them in this issue. Copies may be ordered at twentyfive cents each by addressing the Research Division, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

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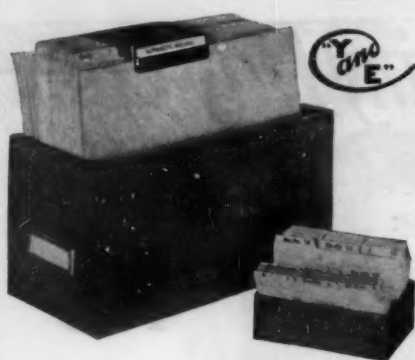
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(Continued from page A-268)

I SEE THAT ONE bright member of the House of Commons has been suggesting that we should all take some kind of oath of fealty before being allowed to teach. I am not clear as to what is supposed to be the advantage of this ceremony. Members of the House of Commons are sworn in, but this does not prevent some of them from expressing opinions of the most subversive kind. Clergymen take solemn vows, but I am told that there are strong dissensions as to whether the vows are being kept by some of the clergy. For teachers the ordinary law is enough. If we break this by playing with treason we can be punished, and that is what we should be punished for in fact. We could hardly be punished for breaking an oath such as the one suggested. Alternatively, of course, teachers might be enlisted like soldiers, or even conscripted, and thereafter placed under a special code of regulations with all the apparatus of courts pedagogical in place of courts martial, and a scheme of punishments which would include stoppage of pay and confinement to our schools, with extra parades and loss of holidays. Let us be kept in order at all costs, for we are evidently a dangerous lot.—Editorial, *The Teachers World*, London.

THE NATIONAL COMMERCIAL TEACHERS FEDERATION will hold their twenty-ninth Annual Convention at Chicago, Illinois, from December 28-30, 1926.

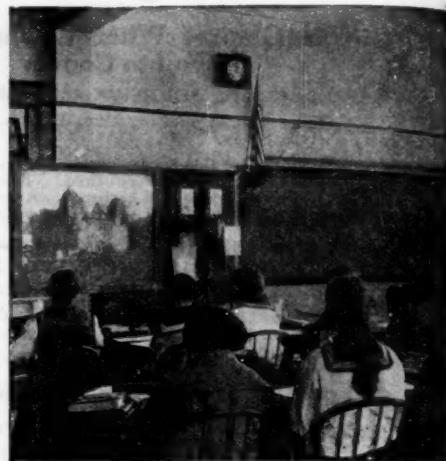
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AMERICAN EDUCATION formerly of Albany, New York, has been transferred to the School of Education of Boston University and will hereafter be published by that institution. All communications regarding the magazine should be addressed to Herbert Blair, 675 Boylston Street, Boston, Massachusetts, who is managing editor.

HUGH W. CALDWELL, secretary of the Maryland State Teachers Association, passed away on October 4.

(Continued on page A-271)

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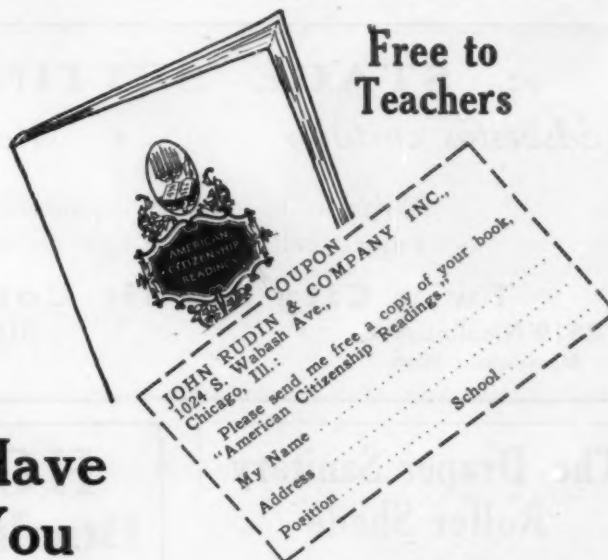
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# The Book of Life

(Continued from page A-270)

**EFFICIENT TEACHING AND RETIREMENT LEGISLATION**, a recent issue of the Research Bulletin which includes the report of the Association's Retirement Committee made at Philadelphia, is being widely used by committees studying the problem of retirement legislation. This problem will be before approximately forty state legislatures in the next six months. Copies may be ordered at twenty-five cents each by addressing the Research Division, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

A BILL extending the validity of passports from a period of two years to four years in favor of teachers was passed during the last session of Congress. Teachers pursuing organized programs of foreign travel and study are now saved the cost of a second passport. Mrs. Hazel B. Douglass, primary supervisor of St. Agnes School, Alexandria, Va., was the first to sponsor this measure.

JOHN I. HILLMAN has been appointed full-time secretary of the Idaho State Teachers Association. His address is 416 State House, Boise, Idaho.

A CHANGE of name from junior high-school to junior school is suggested by Superintendent M. G. Clark of Sioux City, Iowa. Mr. Clark believes that the junior school should develop a curriculum and a method of its own and that this change of name would result in less aping of highschools by junior schools.

SECRETARY CRABTREE gives the following plan, to get the entire profession at work on its problems, in a letter sent to school principals.

Let the officers in every local and district association outline a good program of work for the year. Let every principal arrange for the teachers of his building to meet regularly for the purpose of discussing vital problems. Include in the program local, state, and national issues. The principal can make the program to better prepare his teachers for participation in local and district meetings. Make the state and national journals the basis of study and discussion. Send for research bulletins on important subjects. The Handbook of Major Educational Issues is now ready. Order two or three copies for your group at twentyfive cents a copy. Call on the secretary of your state association for suggestions. Call on your Teachers College. Call on our Research Division.

A SUBCOMMITTEE of the Committee on Standards and Training for the Element-

tary School Principalship of the Department of Elementary School Principals met at the Headquarters of the National Education Association on October 23. A series of investigations bearing upon the elementary school principalship was projected. The committee is anxious to get in touch with all investigations now in progress in school systems, colleges and universities, and other places, which bear upon the status, duties, administrative relationships and other phases of the office of elementary school principal. The members of the committee on Standards and Training for the Elementary School Principalship are as follows: W. T. Longshore, *chairman*, James F. Hosic, *secretary*, John L. Bracken, Edwin C. Broomie, Jessie M. Fink, George W. Frasier, Charles H. Judd, William W. Kemp, Worth McClure, J. Cayce Morrison, John K. Norton, Leonard Power, E. Ruth Pyrtle, Ide G. Sargeant.

THE COUNCIL OF ADMINISTRATION of the University of Illinois has adopted and is enforcing a rule that students must not operate any motor vehicle during the time the university is in session.

(Continued on page A-272)



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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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(Continued from page A-271)

The reasons given for such action are that unrestrained motoring wastes time, causes congestion of traffic, accidents and law violations, lowers scholastic standing, and contributes to moral delinquencies.—From *The Illinois Teacher*.

A MESSAGE TO PRINCIPALS—E. Ruth Pyrtle, president of the Department of Elementary School Principals, has sent the following ringing message to members of the Department and others:

We are entering our sixth year as a Department of Elementary School Principals. Mary McSkimmon says that "America's challenge to her teachers is the challenge of the childhood of America." As a Department and as individual principals are we going to meet the challenge in a bigger and stronger way than ever before? Read what some of our leading educators say of our Department:

No man or woman holding the position of elementary school principal can afford to remain outside this organized group. We need every one of our 50,000 elementary school principals, for we are members one of the other by the very nature of our task. Every principal in America has already been helped in a dozen ways through the fine professional spirit and service of the organization.—Mary McSkimmon, principal, Pierce School, Brookline, Mass.

I feel that membership in your department by the principals of our schools is an index of professional participation and advance.—William J. O'Shea, superintendent of schools, New York City.

The Department of Elementary School Principals is rapidly gaining recognition as one of the major departments of the National Education Association. This is as it should be, not merely because of its numerical potentiality, but because of the primary and key position which the principal holds in each school. The Department of Elementary School Principals through its organization, committees, and publications, is exerting a positive influence in the direction of real cooperation.—M. C. Leffer, superintendent of schools, Lincoln, Nebr.

It is my opinion that the elementary school principals have made the greatest progress during the last ten years professionally of any group of educators in the public school work. The Seattle school system has profited much by this professional growth.—Thomas R. Cole, superintendent of schools, Seattle, Wash.

I have had the opportunity of attending meetings of the Department of Elementary School Principals, National Education Association. In my opinion, there is no work of the National Education Association so important as the service rendered by the principals' department. Your department has devoted itself to the professional advancement of supervision. Your meetings, your yearbooks, and bulletins show that you are delivering the goods. Good luck to you all.—William McAndrew, superintendent of schools, Chicago, Ill.

The Department of Elementary School Principals is to be congratulated on the serv-

(Continued on page A-274)



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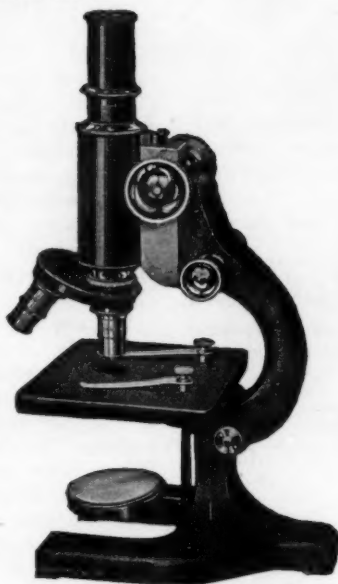
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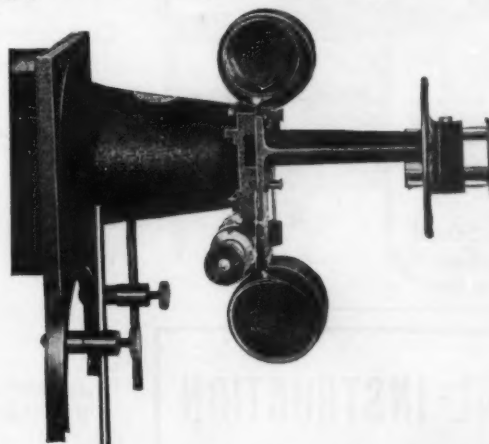
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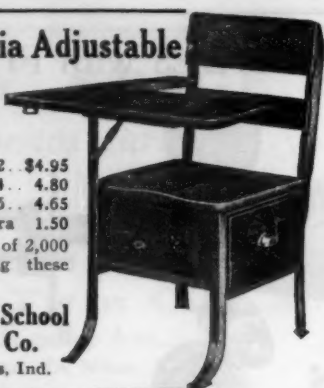
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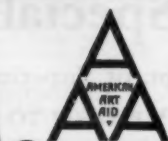
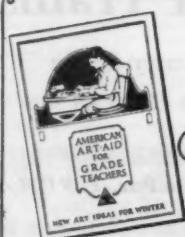
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"Of great value."—J. M. Gwinn, Superintendent, San Francisco, Calif.

"Vital information for all of us."—G. A. Beers, President, Chicago Principals' Club.

"Excellent, particularly on statistical side."—Henry Suzzallo, President, Univ. of Wash.

"A very useful source of information."—Walter S. Monroe, Univ. of Ill.

"Of much value in disseminating information."—Ellwood P. Cubberley, Stanford Univ.

"Very excellent piece of work."—Payson Smith, Commissioner of Education, Mass.

"A gold mine of useful information."—James H. Kelley, Sec., Pa. Teachers Ass'n.

"We are getting our money's worth."—William McAndrew, Supt., Chicago, Ill.

"A mine of information."—S. A. Courtis, Detroit Public Schools.

Below are listed recent issues of the Research Bulletin:

*Keeping Pace with the Advancing Curriculum*, Vol. III, Nos. 4 and 5—50 cents per copy.

*The Ability of the States to Support Education*, Vol. IV, Nos. 1 and 2—50 cents per copy. (Also available in cloth binding at \$1.00 per copy.)

*Efficient Teaching and Retirement Legislation*, Vol. IV, No. 3—25 cents per copy.

*A Handbook of Major Educational Issues*, Vol. IV, No. 4—25 cents per copy.

*Major Issues in School Finance*, Vol. IV, No. 5—25 cents per copy.

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(Continued from page A-272)

ice it is rendering to public school principals and through them to the schools.—Susan M. Dorsey, superintendent of schools, Los Angeles, Calif.

The Department of Elementary School Principals has been one of the most active and rapidly growing departments in the National Education Association. The Yearbooks and Bulletins of this division of the National Association have been strong, professionally alive, and practically helpful. All elementary principals would profit by becoming members. May I take this occasion to wish for your administration the success that has attended the work of the Department all along the line?—Fred M. Hunter, superintendent of schools, Oakland, Calif.

We, the Department of Elementary School Principals, must press forward to bigger and better service to the schools of America or drop back and lose our opportunity to serve. Are you doing your share? At the business session of the Department at the Philadelphia meeting it was voted to raise the dues to \$3 after December 1, 1926. Dues until that date are at the old rate \$2. Won't you send yours to our treasurer and see that your local club is 100 percent in membership?

Shall we work together to double our membership?

THE IDEAL organization of the state department of education would include the following divisions according to a report of the Educational Council of the Ohio State Teachers Association: higher education, secondary education, elementary schools, rural schools, vocational education, uncompleted citizenship education, education and training for handicapped children, preparation and certification of teachers, child accounting and statistics, physical welfare or health education, survey and research, building and equipment, school support and finance, and supervision of school subjects.

REASONABLE SALARIES for superintendents of schools are suggested by Chairman Warren A. Roe of the Committee on Salaries of the Department of Elementary School Principals in the October *Bulletin* of that Department. For cities over 100,000 population, ten to thirty thousand dollars annually is suggested; for cities 30,000 to 100,000 population, eight to twentyfive thousand dollars; for cities 10,000 to 30,000 population, six to fifteen thousand dollars; for cities 5000 to 10,000 population, five to ten thousand dollars; for cities under 5000 population, four to eight thousand dollars. It is gratifying to see principals recognizing the need for better paid superintendents. The suggested figures are sound.

(Continued on page A-275)

(Continued from page A-274)

SALLY HILL, of Berkeley, California, was retired in June. She had been engaged in educational work thirty-five years, twenty of them in Denver. She writes that the years seem longer when written out than they were in passing.

ACCORDING to the 1920 Census there were 761,766 teachers, 144,977 physicians and surgeons, 127,270 clergymen, and 122,518 lawyers, judges, and justices in the United States.

NEWS of our government is now available regularly in *The United States Daily*. This is a notable and commendable effort to interpret the many activities of the federal government. This unique newspaper, which is published in Washington, D. C., contains much that is of interest to teachers. For nearly a month it carried full page extracts from the hearings on the Education Bill. Here is a newspaper where primary emphasis is on intelligent citizenship.

CHILD LABOR on sugar beets kept 458 pupils out of Fort Morgan, Colorado, schools 9291 days, or 51½ years in the fall of 1925, according to an article by Superintendent W. E. Baker, in *The Colorado School Journal*.

There were 120 more children harvesting beets in 1925 than in 1924. The group working last fall represented 359 years of retardation. This means that 359 years of school work have been repeated and that the taxpayers have paid at least \$70 for each year, or a total of \$25,130.

Mr. Baker also points out that 124 of the 165 parents who kept their children out of school swore before a notary that they could not make a living for the family without the help of the children. This tends to prove what advocates of the Child Labor Amendment have pointed out, namely, that the competition of children lowers the earnings of their parents with whom they are brought into direct competition.

THE TEACHING of Citizenship in the Elementary School is the title of a new course of study recently issued by the Maryland State Department of Education. Says State Superintendent Albert S. Cook in the introduction:

Very often the citizenship goal is lost sight of in the attention given to the subject matter of the curriculum and to disciplining the children without any realization of the kinds of changes which are being made or recognition of the ever-present possibilities which the social group living in the school affords for molding behavior. The purpose of this bulletin is to help teachers to recog-

(Continued on page A-276)

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(Continued from page A-275)

nize school life as real life and children as real citizens getting their citizenship training through specific practice.

Like other recent publications of the Maryland State Department, the book is an admirable presentation of much needed material.

BOARDS OF EDUCATION may be required by the state commissioner of New York to furnish transportation for children of school age to and from school buildings according to a decision of the Court of Appeals recently published in the *New York Law Journal*. Says the *New York Sun* in referring to the decision: "It means that local neglect shall not be allowed to foil the purpose of the legislature in authorizing the establishment of stronger school districts."

TEACHERS OF West Virginia have been asked by the State Board of Education to give special attention to instruction in the effects of alcohol and narcotics on the human system and society in general.

A RECENT SURVEY by the American Library Association shows only 6524 public libraries in continental United States and Canada; and 68,653,275 volumes in public libraries, which is only six-tenths of a book per capita for all the population of 114,499,103. There are 237,888,282 volumes issued from them in a year, which is only two per capita for all the population. Only \$37,094,303 is expended for public libraries in a year, or thirtytwo cents per capita.

AUGUSTA WRIGHT CLASSEN, a life member of the Association under the old plan, passed away at her home in Menlo Park, California, September 27, 1926.

ZURICH WILL HONOR PESTALOZZI—Zurich is planning an impressive celebration in memory of the hundredth anniversary of the death of Heinrich Pestalozzi, the noted Swiss pedagogue, who is numbered among the most distinguished sons of that brilliant Swiss city.

From February 16-20, 1927, St. Peters Church in Zurich will be the scene of memorial services; the University will do homage to Pestalozzi with a special academic program and a "Pestalozzi Concert," given by the Teachers Choral Society and the Tonhalle Orchestra, will take place in the Tonhalle, the city's beautiful Concert Hall. In addition a "Pestalozzi Exhibition," scheduled to remain for several months, will open in the Central Library of Zurich.

(Continued on page A-277)



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(Continued from page A-276)

Johann Heinrich Pestalozzi was born in Zurich on the 12th day of January, 1746, and his birthplace, the "Haus zum Schwarzen Horn" is still shown at No. 5 Rüdtenplatz. Adjoining stands the venerable "Haus zum Pflug," the birthplace of Pestalozzi's devoted wife, Anna Schulthess.

THE supply of the *Proceedings* of the Association for the following years has been exhausted:

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Those who possess these volumes and have no further special use for them are asked to send them to National Education Association headquarters, 1201 Sixteenth Street Northwest, Washington, D. C. This courtesy will be much appreciated and postage charges will be refunded.

RALPH D. HETZEL, president of the University of New Hampshire, has been elected president of the Pennsylvania State College, to fill the vacancy left by the resignation of John M. Thomas over a year ago. Dr. Hetzel will take up his work at State College in January. When Dr. Hetzel became president at the University of New Hampshire in 1917 there were 450 students. This fall there are 1400 and the former state college is now a university.

AMERICAN BUSINESS organizations and institutions of all kinds are finding universities of practical help. More than \$100,000 is offered this year in prizes to college students. The competitions range from suggesting solutions of business problems to writing prize sonnets.

THE NEED for a scientific approach to crime problems is emphasized by Editor M. L. Wright in the North Carolina Teacher. Attention is called to three sets of adjustments—physical, mental, and social. Science has developed medicine to deal with physical ailments; to combat ignorance it has created systems of education; to deal with the social misfits it has developed a criminal code created largely in the days before science, and relies on rule of thumb methods that often aggravate what they seek to correct. A wiser generation will know that moral ailments are as varied as physical and require as much scientific care in their prevention and treatment.

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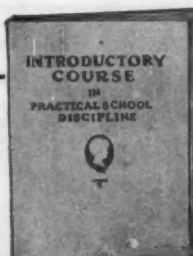
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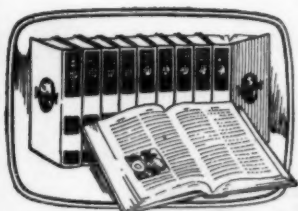


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