general

Teachers Facing 1927

EDWARD EVERETT HALE used to invite his hearers to look up not down, out not in, forward not back. Countless thousands have profited by that advice. It appeals especially to teachers because theirs is the realm of youth and youth always looks forward. Teachers in America will look forward into 1927 with confidence in their task and the future. The profession is at work on its problems. As increasing numbers of teachers take up the study of problems that are lying all about them, there comes to teaching the fascination of a great adventure.

Mindful of the long and tortuous path up which the profession has come and of the pioneer faith and devotion of the founders of our local, state, and national associations, we want to suggest some matters that are indicated for 1927.

First, a larger number of educational workers will think in terms of the child, rather than in terms of subjectmatter. The whole pattern of our educational thinking and practice is shot through with a tendency to elevate subjects above life. The very names "elementary" and "high" as applied to schools suggest levels of knowledge rather than levels of human growth. Knowing this, educational workers may well lean in the other direction for a time until balance is restored. Such an appreciation of individual differences as is suggested by William Hawley Smith's *All the Children of All the People* has much value for all teachers.

Second, gains will be made in the elevation of the teacher and in appreciation of the teaching service. Here is a goal worthy a century of earnest effort to achieve. Individual teachers are doing much for their own growth, but the larger matters of training, salaries, tenure, retirement, sabbatical leave, and freedom from political interference require the cooperative efforts of the group as a whole. Research bulletins and committee reports of the National Education Association dealing with problems of tenure, salaries, and the like are in demand for study by local associations and faculty groups.

Third, new gains will be made in financing education. Research studies show that America can afford to develop its schools to keep pace with other phases of our life. In fact it cannot afford not to develop them. Legislatures will meet in most of the states during the year and there will be demands for better school support in many towns and cities. Success will depend on full, frank, and courteous presentation of the needs and achievements of the schools. This problem will not be solved until systems of taxation which were developed for a simpler scheme of things are entirely reorganized in terms of today's conditions.

Courtesy J. W. Singer & Sons, Ltd., London

THIS MONUMENT *by Sir Hamo Thornycroft, which stands in the Strand near St. Clement's Church, London, suggests the main reason for A Century of Stupendous Progress which is described in a book by Joseph McCabe under that title.*

Fourth, the movement for a Department of Education will push steadily forward. It is apparent that this is one of those great advances like the coming of the free school, the development of the state school office, required school attendance, and the public highschool. Advances like this cannot be stopped. They satisfy needs that are as irresistible as the tides. Teachers may study this great measure and urge their Congressmen to support it with assurance that they are thus having a part in one of the significant educational advances of this century. The report of the hearings on this subject before the joint Congressional committee is a convenient textbook for study groups.

Fifth, more emphasis on education for citizenship in terms of the needs of present-day public life. There is coming into books on social studies and into many phases of school activity more discussion of vital questions in local, state, national, and world life. The mass of propaganda that is primarily selfish—if not actually vicious—grows and will continue to grow as the economic forces in our life group themselves in larger and larger units. If powerful groups like the antiprohibition forces persist in distorting facts, as Irving Fisher points out in his admirable book, *Prohibition at its Worst,* must not the school teach youth to weigh facts and to be critical of their sources?

Sixth, earnest checking of curriculum materials against sound objectives of education and the weeding out of dead materials. The life for which children must be prepared is now so large that there is no time for waste effort. Materials are now available which will give children the desired disciplines, skills, and attitudes without using a content that has no relation to child needs. A committee of our Association has said that the objectives of education are sound health, worthy home membership, mastery of the tools and technics of learning, faithful citizenship, vocational efficiency, wise use of leisure, and ethical character. If each of these objectives were applied to every unit of subjectmatter taught in the schools and all units were eliminated that did not contribute to at least one of them, what new life should we not discover in the schools? These are not mere academic questions. They are simple tests that any teacher may apply every day in the week.

Seventh, education for world cooperation. The biennial meeting of the World Federation at Toronto in August will hold attention again on the part that

education must play in the new world order. Education must make mankind efficient enough to live comfortably without fighting; sympathetic enough to appreciate human values behind the screen of provincial custom; big enough to manage world affairs along constructive lines. Peace like happiness is a byproduct of right living and right thinking. The foundations for right living and human brotherhood are laid in the schools. Every teacher is deeply concerned because what happens in the world at large may at any time engulf the school in which he works. Science and philosophy, are worldwide. Commerce encircles the globe and foreign travel increases. No part of the human race can ignore the rest. Whether we will or not, we are a part of the larger order.

These statements of matters that concern us all are only a beginning. Teachers will discover others for themselves. Educational journals, conventions, teacher training institutions, and books will be rich in discussions of our problems. The challenge to look out and up and forward has never been greater than in these opening days of 1927.—J. E. M.

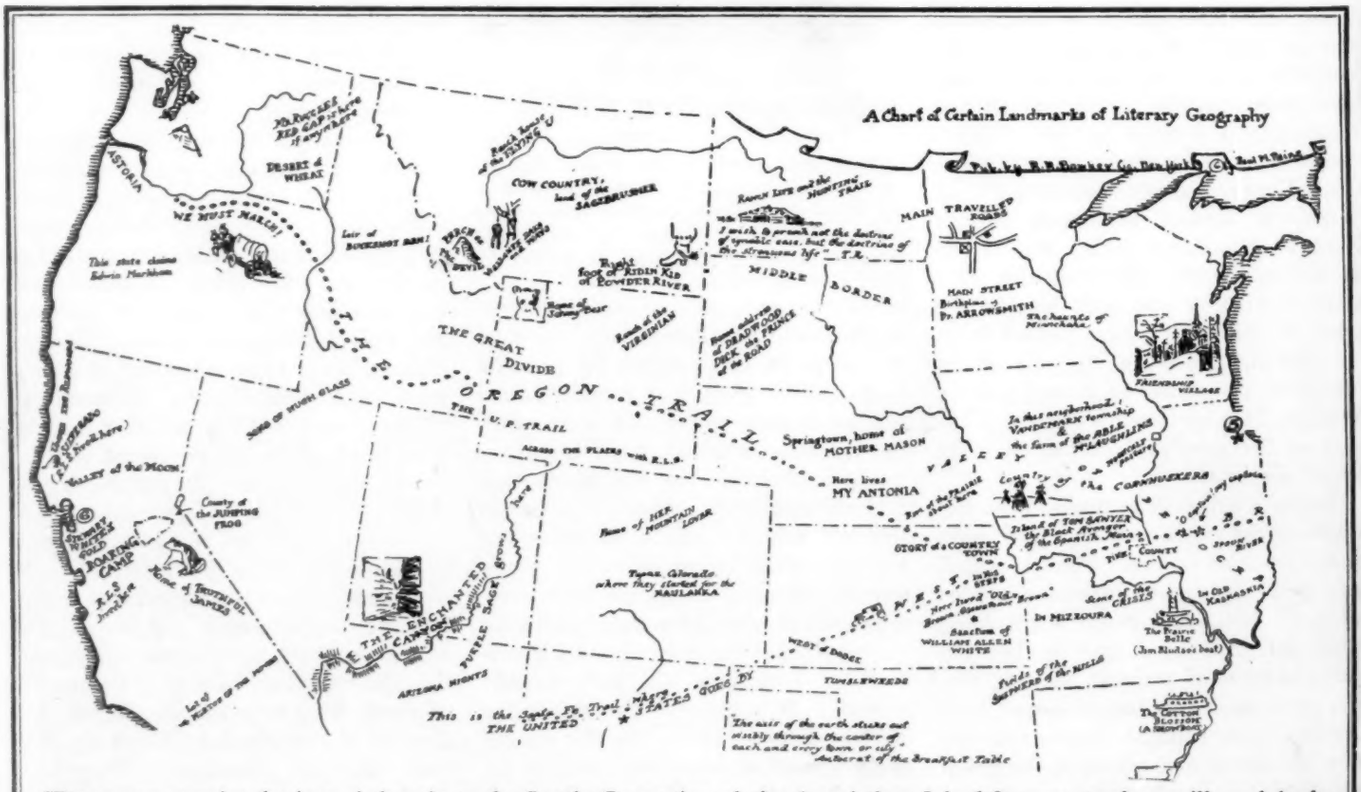
HERE IS A STORY that every teacher ought to know in these days when the powers of evil are fighting against the law of the land, ought not merely to know, but to tell to the children under her care.

Years ago Robert Warner, a wealthy Quaker, feeling that affairs in this world are uncertain, thought that he should make the future safe for his family as far as he could. He therefore applied to one of the leading insurance companies for life insurance. This was in the days when it was expected that a gentleman would of course drink, and too often become intoxicated; when men boasted of their capacity to absorb a large amount of liquor without showing it. Even in those days they knew that drunkards were a bigger risk than men who drank moderately, so they always asked an applicant about the amount that he drank.

When Robert Warner was asked, he replied that he was a total abstainer. The insurance man protested that total abstinence was really dangerous, and that they could not take the risk of insuring a man who was so careless of his health as to entirely refuse liquor. Mr. Warner's protests were of no avail; he was refused. He applied at one company after another with the same result, his indignation at their stupidity increasing with each refusal. In the end he said, "I will make my own insurance company and show you."

In 1840, Robert Warner made good his threat. He had gathered the total abstainers of England into an insurance company in which no one was admitted who drank liquor ever. For ten years this company went successfully forward before it opened its books to the moderate drinker. Those ten years proved beyond any question that the total abstainer has a much better lease of life than any one who uses alcohol at all, even moderately. From that day abstainers have been welcomed in all insurance companies, for they are good risks, better risks than others.

These facts are important to the children who see so much in the daily press in favor of indulgence in liquor. The teachers have a duty to give the truth to their young charges.—Katherine D. Blake.



IN PREPARATION for the joys of the trip to the Seattle Convention of the Association, July 1-8, many teachers will read books that interpret the life of the great northwest. Teachers of literature everywhere wish to arouse in students a desire to know America as it has been interpreted by our great writers. This Booklovers map of the northwest is an excellent guide. It is a section of the Booklovers Map of America and is used through the courtesy of its author, Paul M. Paine, librarian, Syracuse, N. Y., and of the publisher, R. R. Bowker Company. It is one of a series of large colored maps connecting the literature of America with its geography.

School Lands and the States

GEORGE H. DERN
Governor of Utah

OUT OUR WAY the farmers are having a lot of trouble with noxious weeds. These pests, when they once get a start, cost about as much to eradicate as the farm is worth. The public land question is a hardy perennial of that kind. Because our national land policy has departed from the plan that was conceived in the first place we do not seem to be able to get rid of the evils that spring from it. In the recent session of Congress consideration was given to proposed legislation to confirm in the several states title to lands granted them by the United States in the aid of the common or public schools and state institutions.

Public land states—The public land question primarily concerns the thirteen western states in which the public lands are situated, and which on that account are generally known as the public land states—Arizona, California, Colorado, Idaho, Nevada, Montana, New Mexico, Oregon, Washington, Wyoming, Utah, North Dakota, and South Dakota. Secondarily it concerns all the states of the union, because the public domain is administered by the federal government, and hence all the people in the United States feel that they have a proprietary interest in it.

Lands in original states—When, by the adoption of the Constitution, the present United States of America came into being, the original states retained all their lands, and the national government acquired no rights of property within their boundaries. That is to say, the footing upon which the original states came into the union was that they owned and retained all the unappropriated lands within their limits, and the national government owned not an acre. The colonizing states then reenacted their cessions of western lands to the national government, in order to remove any doubt as to the legality of the title. These lands thereupon became the property of the United States, subject to disposal by Congress, and constituted the nucleus of our national domain.

GOVERNOR GEORGE H. DERN *of Utah presented the case for the school land states before the governors conference at Cheyenne, Wyoming, in July, 1926. He is recognized as the leader of the movement to save the school lands for education in the states.*

This explains why the thirteen original states, and the states of Maine, Vermont, West Virginia, and Kentucky—which were carved out of them—never contained any nationally owned public lands. In these states there were no nationally owned public lands, but there were large areas of state owned public lands, which became the source of important revenues. New York built the Erie Canal out of the proceeds of her state lands. Pennsylvania likewise got a large income from her public lands. Indeed, for a long while few if any of the states had to levy a land tax, because

THE OBJECTIVES of education as outlined by the National Education Association are emphasized in the Wasatch District, Utah, as shown by this photo of an exhibit at the Utah Education Association. Each of the objectives is associated with an appropriate activity.

they were able to live on the revenue or income from their public lands.

Further extensions of the area of the United States came about through the Louisiana Purchase in 1803, the purchase of Florida from Spain in 1819, the annexation of Texas in 1845, the Oregon settlement with Great Britain in 1846, the cession from Mexico at the close of the Mexican War in 1848, and the Gadsden Purchase from Mexico in 1853. By these successive steps the United States acquired all the territory between the Atlantic and the Pacific, from Mexico to Canada.

School lands in Utah—As I now approach the specific problem of school lands, I allow myself the liberty of outlining it from the standpoint of the state of Utah, not because there is anything special about Utah's position, but because I can probably present the case more clearly and concretely by using my own state as a typical example.

Utah was created out of the territory that was ceded to the United States by Mexico as a result of the Mexican War, in 1848. The entire area of the state therefore became the property of the United States government, and title to land had to be procured from the United States, through purchase, or through homestead entry, mining locations, or otherwise.

Enabling act grants—In 1894, Congress passed the enabling act under which Utah was admitted to the Union as a state in 1896. The title of that act was as follows:

> An act to enable the people of Utah to form a Constitution and state government, and to be admitted into the union on an equal footing with the original states.

There are those who deny that we were admitted on an equal footing with the original states because we were not granted the lands within our borders, as they were, but I am not especially concerned with that question right now.

One of the provisions of the enabling act is

> That upon the admission of said state into the union, sections numbered two, sixteen, thirtytwo, and thirtysix in every township of said proposed state . . . are hereby granted to said state for the support of common schools.

I have quoted the exact language of the enabling act to show that there is nothing in its wording that reserves mineral lands from the grant. Without any qualifications whatever, Congress said four sections out of every township should be given to the state as school lands.

National educational policy—This grant was made in pursuance of the historic policy of the United States to foster and encourage education. The famous Northwest Ordinance of 1787, which has been rated as second in importance only to the Declaration of Independence and the Constitution, declared that *schools and the means of education shall be forever encouraged.* Prior to that, by the Ordinance of 1785, each section 16 was granted to the future communities for the support of common schools. This encouragement of education has ever since been a fundamental principle of western development, and it ranks as one of the great pronouncements of American policy. Education is a state function, but is vital to the nation, which therefore contracted with the states to give them lands for the support of the schools. Subsequently the size of grant was increased in some states. The reasons why Utah was granted four sections in each township are: (1) that so large a proportion of the state is barren, worthless desert, and (2) that most of the desirable land had already passed into private ownership, and what was left was inferior. Utah was therefore not specially favored when she was granted four sections in each township. It was only an attempt to put her somewhat on a parity with other states where the school sections were more nearly all good land. For similar reasons, no doubt, New Mexico and Arizona were likewise granted four sections in each township.

School land benefits—This grant might have been a fair endowment if we could have received and retained all the lands that Congress, as we believe, so freely and generously gave us and intended that we should have. It might have yielded substantial support for our schools without a crushing burden of taxation. Unfortunately, after the passage of the enabling act and the admission of the state, the government began to undo the work of Congress by claiming that lands known to be chiefly valuable for mineral were not included in the grant that had been made to the state. The federal government took the position that while it was true that the enabling act did not specifically reserve minerals, neither did it specifically grant minerals, and that therefore under the doctrine of implied public policy all minerals were reserved to the federal government and did not pass to the state, even in the original school sections.

The fact of the matter is that other states, including Michigan and Minnesota, which were admitted under enabling acts containing almost the identical language of the Utah act, received and kept their minerals. Michigan got the great copper and iron mines found in her school sections. The University of Michigan, one of America's greatest educational institutions, as well as the mining school at Houghton, have been built and supported largely by mineral royalties.

Minnesota got the iron mines that were found in her school sections, and the proceeds from the sale of timber, mineral and agricultural lands have now created a trust fund of over $57,000,000 for the support of schools, universities, and other purposes. The state auditor writes me, "It is estimated that within twenty years our trust funds will amount to over $150,000,000, which will mean a great benefit to the schools of this state." I should say so!

Oklahoma collected, in 1925, bonuses, rentals, and royalties from her mineral lands to the amount of $991,000, and has accumulated a fund of nearly $9,000,000 from this source. It is well known that Wyoming is on easy street on account of oil royalties from a few school sections that she somehow managed to hold, although the title to the rest of her mineral bearing school lands is now in jeopardy.

With the mineral resources that exist in Utah, in the form of iron, coal, hydrocarbons, oil shale, petroleum, potash, salt, and a hundred other minerals, we might also have reaped handsome benefits from our school sections, if we had been permitted to retain them.

Since it has clearly been the policy of the federal government, from its very inception, to encourage education, why should it now set aside that timehonored policy, or weaken it, by taking away from the schools in the public land states the mineral lands that Congress so freely and wisely gave? Why should it arbitrarily put a narrow construction upon an act of Congress for the support of the public schools, when the Supreme Court of the United States has said: "And it is of further significance that this Court has recognized that the legislation of Congress designed to aid the common schools is to be construed liberally rather than restrictively?"

Geological inference—The rule adopted by the federal government, that lands known to be chiefly valuable for

mineral at the time when the state's title would have attached did not pass to the state, was bad enough, but the Department of Interior was not satisfied with this. It has now enunciated a new doctrine and rule known as the rule of geological inference, which means for example, that if a vein of coal is exposed on the side of a mountain, all lands into which this vein might extend are coal lands, and are therefore reserved to the United States. This theory has been carried to such absurd lengths that school sections situated twentythree miles from an outcrop have been claimed as coal lands, although the coal, if there at all, would be a mile below the surface!

Mineral discoveries since statehood—This rule of geological inference is being invoked so strongly that the state is being deprived of every vestige of a possibility of ever getting any mineral lands. Furthermore, new minerals are being descovered, which were unknown when Utah became a state, and the federal government is very active in its efforts to keep the schools of Utah from ever getting any benefit from these new discoveries. One of Utah's greatest potential resources is in the oil shale deposits in the eastern part of the state. Oil shale was not recognized as a mineral in Utah when the state was admitted in 1896. In fact, it was not seriously considered as a potential source of petroleum in this country until of late years. Even today it is not commercially valuable, because no process has been developed to extract the oil cheaply enough to pay at present prices. Its value is still a matter of speculation and conjecture, and yet the government is grabbing all of our school sections on which oil shale is exposed or can be possibly expected by geological inference.

A very recent discovery in Utah is potash. A well that was being put down in the eastern part of the state for oil encountered a layer of salt. Analysis showed that it was not pure sodium chloride, but that it was rich in potash. Enthusiasts think we have the richest deposit of potash in America. The discovery was made on a state school section. There was no outcrop and no way to anticipate such a discovery by geological inference, but if the federal government runs true to form it will try to devise means to take this mineral away from the state. It seems to feel that it has a solemn mandate from heaven or elsewhere to prevent the schools of the public land states from ever getting any mineral of any sort.

Just now we have an oil activity in Utah and geologists think we are going to open up a rich oil field. A number of school sections are situated on the best looking structures. If we can hold them, our schools stand to reap substantial benefits, but I confidently expect that, although in 1896 nobody ever dreamed of finding oil in Utah, the mere existence of a dome structure will be sufficient excuse for the government to

THIS IS THE first section of the central group of the Stone Mountain Memorial to Confederate soldiers, showing Jefferson Davis, Robert E. Lee, Stonewall Jackson, and a color bearer. Says the Atlanta, Georgia, Convention and Tourist Bureau: "If nothing more than this central group should be carved on Stone Mountain, this alone would so far surpass all other monuments that history could furnish nothing remotely comparable to it, in magnitude, grandeur, or imperishability."

say this was known mineral land, and that the state must keep its hands off.

When title passes to state—We are also the victims of a technical rule that a state's title to a school section does not attach until the land is surveyed. Of course, our school sections cannot be identified until the land is surveyed and the corners established; but why should the date of survey fix the time when the land passes to the state? I repeat the language of the Utah enabling act:

> Sections numbered two, sixteen, thirty-two and thirty-six in every township of said proposed state, are *hereby* granted to said state for the support of common schools.

If I can understand plain English, "hereby," as used in this connection, means here and now, not at some vague and uncertain time in the future, when the sections shall be surveyed. In other words, the state's title should attach as of the date of its admission to the union, and the survey should simply show us our corners.

This point is of great importance, because another rule is that if a section was known to be chiefly valuable for mineral purposes *at the time when the state's title would have attached,* it did not pass to the state. Land that was not known to be chiefly valuable for mineral purposes in 1896, and therefore unquestionably belonged to the state, may be very valuable now, because of new discoveries, and therefore can be taken away from us because, forsooth, it was known to be mineral in character at the time of the survey.

The federal government therefore takes advantage of its own dilatoriness in surveying the public domain to defeat the state's title to valuable lands.

Lieu selections—The government blithely tells us that whenever we lose a section of land on account of its mineral character, we have the right to select another good section in its place. But where are we to get it? We cannot get agricultural land, for our good agricultural land is all gone. We cannot get timber land, for all the timber in the state is in national forests, which we cannot touch. The same is true of the best grazing land; it also lies in the national forests. So we have three reasons why we cannot select other lands for those that are taken away: first, because much of the land is a barren, desert waste, and has no value whatsoever; second, all the better land which has any salable value has either been sold or taken up; third, the remaining land, which is of some value and is desirable, is in some government reservation.

Proportion of public domain involved—To hear some of the agents of the government argue this question, one would conclude that the public land states were seeking to take all the minerals away from the federal government. As a matter of fact, Utah was not given all the public lands within her borders. She was only granted four sections in every township, or one ninth of the area of the state. The school sections are all "in place," which means that the state gets sections 2, 16, 32, and 36 in every township in the state, no matter where they happen to be. We cannot go out and select all the mineral lands in the state. We must take our school sections where we find them, and of course most of them are non-mineral. While Utah is a great mineral state, yet the areas in which minerals occur are severely limited, and at the best we could only hope to get a few really mineral sections. Any minerals found in the remaining thirtytwo sections in each township would still remain the property of Uncle Sam. If the minerals were evenly distributed, Uncle Sam would have eight ninths, and the state of Utah one ninth.

Vexatious litigation—The loss of the minerals to which we think our schools are entitled is only part of our trouble. As a result of the contests instituted by the federal government, we are engaged in constant and interminable litigation with the government. This has been aptly referred to by the Secretary of the Interior as "costly and vexatious litigation." Litigation is too dignified a name for the proceeding. A land contest is not fought out in the courts. It consists of a hearing before an official of the Department of the Interior, and there is no appeal to the courts. The government is a party to the suit, and is also the prosecutor, the judge, and the jury. That sort of a "kangaroo court" does not appeal to an American citizen who, under our system of government, instinctively feels that he is entitled to his day in court. If the government has a valid case, why shouldn't it be willing to submit it to a court of competent jurisdiction, there to have it decided according to established rules of law and evidence? However, we have to fight these contests by the hundreds, and it is imposing a heavy burden of expense on the state, all of which is unwarranted and should be unnecessary. Conversely, the federal government spends large amounts of money in this so-called litigation.

Chaotic condition of titles—Much worse than this, however, is the matter of titles. In many instances the state has assumed that it owned a school section, and has sold it in good faith to private parties, who have spent large sums of money in improving it for farming or ranching purposes. Perhaps it has changed hands half a dozen times. This does not deter the government from coming along when it gets ready and claiming it as mineral land. Hundreds of such school sections are now being contested by the government, and the result is that titles to school lands are in a state of absolute chaos. Neither the state nor any innocent purchaser can ever be sure of a good title, even after a hundred years. Many contests have been instituted after thirty years of private possession. Our citizens are subjected to loss of the money they have expended in improving the lands, and the state is being deprived of the benefit of any mineral that may be found. The situation is a travesty on justice.

Conclusion—Let me reiterate that what I have said about Utah on this subject can be said of any of the public land states, and I therefore assume to speak for them all. We are all subject to these abuses, and have felt the effects in varying degrees. Indeed, the policy of which we complain may likewise be applied in a state like Nebraska, as well as in the arid west. If a discovery of mineral should be made on a school section in Nebraska, the federal government would have to claim it, or be guilty of discrimination.

We do not feel that we are begging for alms—we are only asking for our rights, and we want the federal government to be true to its obligations.

We are not asking for anything that the older states have not received, so we are not pleading for special favors. At least twentysix states, including the original thirteen and their four children, and also Michigan, Wisconsin, Minnesota, Missouri, Kansas, Alabama, Oklahoma, Florida, and Texas received all their minerals. The west has not received and never will receive, as much as the east has received. If there has been a favored section of the United States, surely it has not been the west. We have our ambitions and aspirations as struggling, growing American states, and we want a chance to develop to the limits of our possibilities without being obliged to carry an extra handicap. We feel that when our sister states understand the situation, we may confidently look to them to help us get justice.

The Beauty of Well-Ordered Homes

FLORENCE H. FITCH

Director of Art Instruction, Public Schools, Indianapolis, Indiana

"I CAN scarcely bear to leave this room, it is so beautiful." This from the daughter in the home as, on starting up to bed, she turned and looked back at the living room table with its softly shaded light, its alluring magazines and books, and its bowl of orange-red blossoms whose brilliant color was echoed in the candles on a nearby piano and in the decorative pictures above the well-filled book shelves which formed a background for the whole. Easy chairs were placed near the table, inviting one to make himself comfortable and to select the reading material which interested him. From a large fireplace, above which was a decorative panel designed for the space, a bright fire cast its warm glow over the room. Evenings the son of the house loved to stretch on the rug in front of this fire as he joined in the conversation of the family group.

It was a room that always seemed to be in order, and yet one that was most freely used by family and friends, and where a spirit of hospitality and freedom prevailed. It was not a palatial home nor elegantly furnished, but looked as though each piece of furniture had been selected and placed with the four C's comfort, convenience, cosiness, and cheer —in mind. It was the same all through the house. Every detail in the kitchen had been planned with the idea of convenience, and so satisfied servants stayed. Dens and studies were orderly and yet each looked as if the owner, on returning, would find his work ready at hand.

The Spirit in the House

The Porch

My trellis trains the honeysuckle-vine,
Whose perfume adds a welcome unto mine.

The Walls

Our parts are brick and mortar, wood and stone;
But home was never built of these alone.
Hast thou not felt, O guest, the inner soul
Of human love that makes our parts a whole?

The Living Room

A place apart am I, where they that please
May talk with open hearts in friendly ease.

The Children

Become our playmate; join our sturdy band,
And we will take thee back to fairy-land.

The House Spirit

Unseen I brood, the blessing old to give:
Sleep soundly. Wake in vigor. Gladly live.

From *A Book of Hospitalities*, Author unknown.

One room alone seemed not to catch the spirit of the house. The closet door stood open, shoes and slippers were scattered about the floor, a sock hung over the edge of one half open dresser drawer, a shirt protruded from another, and a crumpled vest was thrown on a chair. Do you recognize it? It looked as if the owner had rushed to catch a train; but, as Chaucer said of the Lawyer,

"No-wher so bisy a man as he there nas
And yet he seemed bisier than he was."

Perhaps he was least busy of anyone in the house. But someone had to pick up what he threw down, and put away what he left about: the servant, perhaps —perhaps the mother. But why? Why should a young man who would jump to pick up a handkerchief dropped by a lady, at home throw his clothes about for his mother to pick up? Is it an inheritance of the ages? And, girls, what about that top bureau drawer? No time to put things in order? Whose time? Orderliness saves, not takes, time. If you don't believe it join in the hunt for a mislaid article when you are in a hurry.

But this is not a plea for the house where everything is so perfect that you feel guilty if you move a book or chair out of place. We are discussing a home, not a house: a home where the children can have a playroom and get it as cluttered as they please, but learn to put things in place when the time comes; where the boy and his mates can make a radio set or build an airplane in the den,

THE BRIGHT SUN ROOM suggests a delightful afternoon of reading or chatting, and this living room would be cozy and comfortable in any sort of weather. The pictures were furnished through the courtesy of Better Homes in America.

play baseball in the yard, or marshall musical instruments and indulge in jazz; a place where both girls and boys know their friends are always welcome.

It is the spirit of goodwill and mutual interest that makes a home. I have in mind homes where the young people are wide awake and interested in things worthwhile, where rooms are frequently in temporary disorder because of some creative work in progress, but where the parents are never too busy to enter into the interests of the young people; where the children will not go to a public playground because they prefer to have their friends in their own yard; where sons and daughters take as keen interest as their parents in the selection and arrangement of home furnishings, and the greatest pride in seeing the mother becomingly dressed; where the father and mother seem suddenly interested in reading aloud tales of adventure, just as their boys reach the age for such stories, and later find biography, history, science, etc. absorbing. Such interests shared, not assigned or inforced, will help to keep a well-ordered home.

Someone once argued that a desire to share in the responsibilities of the home could not be developed in a boy or girl, because no girl who did not naturally love to wash dishes could be made to love it! I doubt if many girls are born with a desire to wash dishes, or boys to clean walks! But many a young wife delights in making an art of her daily household duties, and the husband does not scorn to wipe dishes if she is there. It is a desire to help those we love, not a desire to do the work itself, that motivates such cooperation.

One boy seven years old looked forward to Sunday evenings when the servant was away, because he could help his mother prepare the evening meal which the family ate before the fireplace. A desire to share responsibilities is much more than loving to wash dishes.

The burden of such training belongs primarily to the home, but the schools can help if parents and teachers will cooperate in the plan. Training is of very little use unless it functions. Training in civic art is much more effective if applied to the home or schoolyard by means of gardens, trellises, arbors, improved fences, or the planting of shrubs, than if it stops with plans on paper. Whole communities can be transformed by a few packages of flower seeds when once the spirit of civic pride and service is aroused.

Even tiny children may share in home activities, for learning at school to set a toy table correctly with toy dishes will interest them in making the home table attractive. If children learn to place their toy furniture and rugs properly in toy rooms, they are more likely to put rugs and chairs in place at home.

The idea of giving, as well as an interest in artistic crafts, is encouraged by the modeled, woven, dyed, block printed, stenciled, or constructed articles made for the home at Christmas time. Older children learn how to hang pictures, select harmonious colors in wall papers, hangings, and rugs, and to arrange such centers of interest as are suggested by the word picture which opens this article.

Giving credit in art for any practical application at home of such principles as these taught at school is suggested and encouraged, and parents have been requested to report any increased interest children show in maintaining order, creating beauty, or sharing home responsibilities. Such cooperation, it is believed, will gradually bring noticeable improvement in the appearance of a community and add beauty to a well-ordered home.

HOMEMAKING A BUSINESS—Ninety percent of the women of the country are engaged in the occupation of homemaking; ten percent of the women of the country are engaged in other occupations. Of the ten percent engaged in "other occupations" there is not one who has entered her work without training; of the ninety percent engaged in homemaking there is a negligible number who have had even the minimum amount of training.

Those women making up the ten percent must keep books, use typewriters, manage tearooms, or engage in numerous other occupations. The women making up the ninety percent must buy food and clothes for a family, must prepare and serve meals for a family, must not only keep a house, but must create a home atmosphere, and *must* do a thousand and one other important things daily.

A progressive farmer once said, "It requires more training and initiative for a man to be a farmer than for any other occupation. Regardless of climate, weather or seasonal changes, a banker does the same work, but a farmer must know how to adjust himself to the changes which arise from day to day and week to week." So it is with the homemaker and so it is that she, too, requires additional training.—In Vocational Agriculture and Home Economics in Arkansas.

THE ROOM on the left provides comfortable places to read and write; the other combines comfort, charm, and dignity with homelike effect. The pictures were furnished through the courtesy of Better Homes in America.

Character and School Studies

HERBERT MARTIN

Professor of Philosophy, Drake University, Des Moines, Iowa

WHILE OTHER FACTORS, of course, enter in there can be no doubt but that the character value of school studies depends in largest measure upon the attitude and behavior of the teacher. Should the teacher be unaware of such values, or indifferent to them, an incidental or chance minimum of moral value will result. An intelligent appreciation of the nature and means to moral character should be the least qualification for teaching. Opportunity for such insight and grasp must be provided during the course of the teacher's preparation. One course, at least, in character education is an urgent need in the curricula of all schools that offer preparation for the teaching profession. By such means will the teacher best come to an understanding of the problem and its importance, and to an apprehension of the best ways toward its solution.

That moral character is the goal of all education has been subscribed to as an article of common faith, but has been practiced consciously and intelligently by few. Taking this dictum seriously and reflectively the processes of education should contribute cumulatively to moral character, not as an aside or byproduct, but as the central purpose of the whole enterprise. To this end must the processes of education be conceived. Significant, still, among those processes are the school studies. As educational processes, then, those curricular activities are primary roads leading to or, better, yielding moral character. If school studies, designed to occupy and actually occupying the major part of the pupil's time, are not *the* means toward moral character in the school, then our traditional claim is empty, there exists an inherent contradiction between our profession and our practice.

Some further preliminary observation seems necessary. As the pupil grows into or possesses himself of those school studies, how does he thereby become moral, what miracle of transubstantiation must be wrought? The answer will be found by noting, first, the nature of the content of school studies, and, second, what is meant by moral character. Space limitations demand brevity. In the give-and-take of race experience certain values have been achieved. It is these values that constitute the content of school studies. The communication of these values to the succeeding generation, to the end that they shall serve as stimuli and guiding principles toward ever better adjustment and control under changing conditions, is the primary purpose and function of the school. Teaching and learning thus become processes in sharing and entering upon race experience. This sharing of experience is a process of socialization and, as such, is essentially moral. In the degree to which the school, through the administration of its curriculum, qualifies boys and girls for actual social relationships—in this degree does it have a character value function.

On the other hand, this is the moral problem of the school—to acquaint boys and girls with and habituate them in the practice of those modes of social behavior which racial and current experience has approved. Such habituated response tends toward ordered behavior. Through growing insight into the meaning and value of such modes of behavior, with their accompanying appreciations, purposes are discovered, integrated conduct appears; and moral character is fashioned. Moral character is both a register and determiner of conduct; it is a conserver and creator of social values.

Of primary importance in realizing the character value of school studies is that each shall be seen, not as a conglomerate of ghostly, mythical, and therefore indifferent content, but as a form of real life, of actual human experience, consisting of deeds in response to ideas of value. The curriculum presents varied forms of life activity. Consequently study, learning, becomes a sharing in life immediately current and farther removed in space and time, a sharing, if you will, in noble deeds.

Literature and biography are forms of life. They must be so interpreted and presented by the teacher. In their appeal to the imagination and the emotions, to the heroics and ideals of youth, in their portrayal of human purposes and their consequences in conduct, literature and biography are singularly rich in character values. Evaluation of such motives and consequences yields in pupils standards of value to which they themselves under intelligent direction may be increasingly won in practice. Biography as the study of noble lives begets affection for like causes. On the principle of suggestion its recital of significant achievements under limitation and difficulty, of worthy accomplishment consequent upon early habits of industry and integrity, is a well-nigh inescapable character summons. The youth's instinctive tendency to hero-worship makes biography particularly appealing. Personal relationships are exhaustive of morality; reverence for persons is of its essence. Biography is but one step from personal immediacy.

History may be thought of as literature in action. It exhibits on a grand scale the operation of causes and of ideas and their consequences. History discovers to us the meaning of social phenomena; it gives guidance in national and in international relationships. As a record of human effort, of failure and success, history widens the pupil's range and stirs his interests and sympathies; it leads him to see the more universal significance of ideas and conduct; it is an enlarged laboratory in practical morals.

Geography, whether locational, physical, political, or commercial, has a social content. The earth is the stage whereon the human drama is enacted, the ground

How Big is Your Task?

EDGAR MENDENHALL

Kansas State Teachers College, Pittsburg

HOW BIG is your task?—O Teacher—
How big is your task?—You inquire?
It's as big as the arched sky above you;
Yea, it touches the studded vault's fire.

How big is your task?—You repeat it:
How big is your task?—Still in doubt?
It's a torch in eternity's pageant;
'Twill blaze when heaven's orbs are burned out.

How big is your task?—O Teacher—
Once more before parting, you seek;
Pray the Sage of the sages to fathom;
The reach of man's mind is too weak.

plan of human history. Its political divisions and commercial activities represent spheres and forms of human interest and behavior. Cities are converging centers of man's interests and endeavors. States or nations are but types in the large of spiritual cultures and accomplishments. Geography must be humanized in the schools; it must be interpreted and taught as having import solely because of the human factor. When so treated its study will prove an important process of socialization.

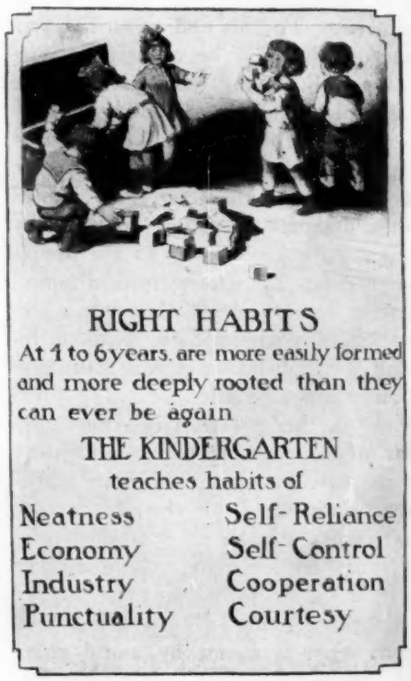
Science has important character values not only in the social value of its data, but in its spirit and method. In extending the range of our interests and contacts it has transformed the world into a neighborhood. The necessity of socialized behavior is greater than ever before. In its conquest of nature, science has banished superstition and freed the spirit of man. Its Bantings and its Bests are worthy successors of a noble scientific lineage. In its unbiased quest for truth, its fidelity to fact, its respect for law, its openmindedness and objectivity, its patience and perseverance, in the wholeness of its devotion—character qualities all—the discipline of science is essentially a moral discipline. These qualities, to repeat, do not need to be transferred to the field of morals, as though there were such an exclusive field, in order to become moral; they *are* moral.

In like fashion mathematics, even, need not be without moral value. When seen as a social process both in origin and function, as an evolution of modes of treating quantitative data, when grasped in its social significance its moral value appears. Its respect for facts and laws is moral. Its demand for thorough and impartial analysis and for constructive imagination is, at least, basic to morality. An appreciation of the function of mathematics in practical life socializes, that is, moralizes.

Civics, once a book subject, a series of lessons about a vague and distant thing called citizenship, is now an actual experience of citizenship. Understanding through participation is its motto and method. "Knowledge about" has yielded to sharing in social life in its varied forms. The school as the lesser community is a field for the practice of citizenship. The relation of the school to the home and community life, the function of public utilities such as sanitation, lighting, transportation, and other modes of communication, of libraries, courts, and other forms of civic life—into these his life expands as he grows into citizenship. Appreciation through its practice reveals the complexity of citizenship. The discovery of its interknit character is practical, circular, and lateral rather than theoretical and linear. Insight through acquaintance with the complexity of social organization is the basis of, if not synonymous with, a developing social consciousness. The good citizen, the socialized individual, and the moral person are one and the same. Space does not permit consideration of other school studies.

The character value of school studies depends almost entirely upon the teacher's insight and outlook. The curriculum must be seen as a resumé of racial values, as an epitome of life. Its content *is* life. It must be translated by the teacher into terms of life, of cooperatively achieved life. The student's mastery of this curriculum will mean a sharing in, an entering upon those socially achieved values. His will thereby be an enriching life. Under proper guidance these will become in him not finalities to be faithfully reproduced forever, but stimuli and stepping-stones to readjustments and accomplishments under current conditions. Such spirit and attitude will enable him to become a creative participant in the newer social order which life demands as it reveals new needs, capacities, and meanings. In some such sense is the phrase character value here employed. Any more ultimate meaning must await time.

THE ART of living rightly is like all arts; it must be learned and practiced with incessant care.—Goethe.



These posters are used through the courtesy of the International Kindergarten Union, 1201 Sixteenth Street N. W., Washington, D. C.

Featuring the Humble Textbook

CHARLES LOWE SWIFT

The Hill School, Pottstown, Pennsylvania

DURING my eleven years' association with one of America's leading preparatory schools, one of my inescapable duties has been that of acting in the capacity of guardian angel over the schoolroom on Monday mornings, Monday being our weekly holiday. Within that scholastic limbo at that time there gather such penitents as have been guilty of minor crimes against the deity of Duty. After these have settled down to do penance for their sins of omission and commission, and after I have checked them off and massaged such minds as lend themselves to pedagogical osteopathy, my time is my own, and during the years that have passed I have made it a practice to study the various textbooks lying around—studying them not so much for the author's content as for the owner's comment; less for the owner's use than for his sometimes interesting abuse of these neglected charts to the happy isles of knowledge. For with painful regard for the truth, I feel constrained to say that the average boy values little higher the textbook which contains for him a message of truth than he does the box which contains a batch of Maybelle's fudge.

In the hands of the primitive savage, the knife was the textbook. After infinite thought and careful selection he at last began the manufacture of his own weapon. With all the skill at his command he brought it to that crude stage of perfection which the tools of his time permitted. Painstakingly he worked figures on the blade. This he kept carefully free from rust and always sharp enough for instant use. With deer thongs he bound the handle; then ornamented that handle with beads. When this his textbook was completed, it was a thing made for use, for action, for service. And since he was to hack his way through the world with his weapon, he learned its uses; how to thrust with it; how to skin with it; how to slice with it; how to fling it so that he could send it flying into the heart of an oak or the heart of a bear.

But the boy of today does not use his hands as did the aboriginal youth, nor do I yet possess the fixed conviction that he uses his head to quite the same degree. This I think is indicated by the manner in which he misuses his textbooks; those tools of trade which later are to help him hack his way through life. To a certain degree, a boy's textbook is an indicant of his character as a student.

The Wisdom of Confucious

The Five Qualities

MORAL VIRTUE consists of being able, anywhere and everywhere, to exercise five particular qualities: Selfrespect, magnanimity, sincerity, earnestness, and benevolence. Show selfrespect and others will respect you; be magnanimous, and you will win all hearts; be sincere, and men will trust you; be earnest, and you will achieve great things; be benevolent, and you will be fit to impose your will on others.

On Himself

If the pursuit of riches were a commendable pursuit, I would join in it, even if I had to be a chariot-driver for the purpose. But seeing that it is not a commendable pursuit, I engage in those which are more to my taste.

Prominence

Instead of being concerned that you have no office, be concerned to think how you may fit yourself in office. Instead of being concerned that you are not known, seek to be worthy of being known.

True Values

When the solid outweighs the ornamental, we have boorishness, when the ornamental outweighs the solid, we have superficial smartness. Only from a proper blending of the two will the higher type of man emerge.

For example, here is a textbook with the corners broken, the cover loose, and the pages crinkled. Instead of aiding the young idea to shoot straight, this book has been used as a projectile against an offending roommate. Its owner is doubtless listed on the dean's books with a maximum of demerits for rough-housing. Another book will be smeared, dog-eared, and thumb-printed like a Bertillon volume. The possessor of such a book has doubtless been frequently sent away from the table to remove the mourning from his nails and the real estate from his hands. Yet another volume will be scrawled with drawings which would do discredit to an Indian papoose—drawings that indicate wasted time and wasted effort. The owner here is not far from the foot of his class, because he is generally absent-mindedly drawing pictures just when a question drops his way. He is the kind who wonders how some of the other fellows "get their drag" with their masters.

Not infrequently is found on a fly-leaf an interesting line of dedication or a verse of denunciation; a warning or anathema against unscrupulous borrowers, or else some grammar school jingle which has been handed down from succeeding generations of students ever since the textbook began its feeble struggle for existence. Some of these smack of comedy; others of tragedy; some are hopefully original; others were known by our grandfathers.

For example, we have the age-old rhyme,

> If this book should chance to roam,
> Give it a kick and send it home.

From the same early vintage comes,

> He who steals this book of knowledge
> Will graduate from Sing Sing College.

Equally time-honored and moss-covered is

> I pity the river,
> I pity the brook,
> I pity the one
> Who steals this book.

Schoolboys are still chanting

> Don't steal this book for fear of your life,
> For the owner carries a big jackknife.

But a variant of the two line injunction occurs in

> If anyone this book should take,
> Please bring it back for heaven's sake.

From a book in which the fly-leaf had been torn out, and numerous erasures indicated that possibly the present owner had a precarious claim thereon, was written with Quaker fervor,

> Friend, if thou cherisheth thine own weal,
> Hearken to this—Thou shalt not steal.

That student misscited scripture to his purpose when he wrote,

> Of the taking of many books there is no end.

Probably he had to buy his own books who penned the following;

This to the crook who cribs this book—
Watch your step or you'll get the hook.

A casual from learning's battlefield writes

French is a language—
At least it used to be.
It killed all the Germans,
And now it's killing me!

Plaintive classicism crops out in an algebra where an attempt is made to improve on Bacon in the lines:

Some books are to be tasted,
Some chewed and digested,
Some read and detested.
Such is this!

It is difficult to discover how the owner of a French book could ponder over his idioms and at the same time follow the injunction written in a distinctly feminine hand—probably during an intermission of a school dance—

Pensez vous de moi quand vous lisez ce livre.

Another such, love-lorn, sadder, and I hope, wiser, quoted from Tom Moore,

My only books
Were woman's looks,
And folly's all they taught me.

On one occasion I picked up a battered grammar which seemed to be suffering more from neglect than from overuse. On the first page I read, "Turn to page 23". This was irresistible. I turned to the page only to read, "See page 44." There it said, "Too bad; try page 55." I did. "Hard luck," it said consolingly, "observe page 66." By this time the hunt took on the zest of a new game. I turned to 66 only to find, "Have you examined page 107?" This seemed far enough on to be promising. I looked there. "Well, a sad error has been made," grieves the author, "consult page 138." Here politeness and solicitude are dropped. "Drive on ten pages farther," urges the author. Carefully I count the pages. The author now knows he has me in his power. He becomes arrogant. "Not ten pages, you egg—twenty!" My dignity is offended, but I count again. "Ah, five more." Here it reads encouragingly, "Now you're hot. Ten more." Ten is counted. The goal is reached! "You," says the line, "are a poor fishcake, underdone on the upper side."

The author of this outburst is doubtless one of those who complains that the lesson assignments are so long that he cannot get them done in the time allotted. Some day he may be a regular contributor to the colored comic supplement of one of our leading Sunday dailies.

Yet originality which indicates even a little effort and thought is refreshing even in such blithering nonsense as the above, but the palm for real ingenuity is awarded to that student—the term is here selected with discrimination—who for his own edification and pleasure, without having the task assigned, during a summer read with interest—he told me so himself—an English literature, a review history of the United States, and a textbook on science. He is, I am glad to state, in good health at the present day, holds a responsible position, is happily married and living with his first wife, and has a bouncing son who cut his eye teeth on the cover of one of his father's old grammars—another original use for the textbook.

In tracing this humble classic to its lair, I have found it used to keep open a window; to support a desk from which a castor was missing—one boy used his driest textbook for the filing of love letters and as a place of safe-keeping for his spare banknotes. On one occasion I found a Monday morning penitent assiduously applying himself to the study of algebra in a manner that aroused my suspicions. Circling the room I came up softly behind him and discovered that he had torn off the cover of his algebra and within its deceiving folds had enwrapped a flaming novel of modern life. Such ingenuity deserves its reward. In this instance the genuis was presented, quite free of charge, with an added hour and a quarter of incarceration under the personal guidance of a master. Another case of ingenuity was that of a lad who cut a hollow square out of the center of his textbook and brought to the schoolroom the book filled with contraband chocolates. They were delicious chocolates, and they had the flavor of having been sent from home.

Yet aside from such as these, it is interesting and somewhat distressing to note that these unerring guides to life's uneven highway are rarely improved by a single careful annotation; seldom is a careful, serious drawing to be discovered among their pages; seldom a quotation underlined unless on the advice of a teacher. Their plain covers seem to threaten; their contents are accepted as intended to trouble the weary and to weary the troubled. They are grudgingly accepted as a necessary evil, and as such they are banished as soon as their purpose is served. Yet I once knew a man who saved all of his texbooks, and in later life, when a well-deserved prosperity visited him, he had them all bound in uniform covers and placed on the shelves of his library. The pages of these books were neatly annotated; diagrams were drawn here and there; several had commendatory or condemnatory lines inscribed to favorite professors or to ones less favored. In later life these books were read and reread by their owner. But the owner is now dead, his books were sold in a job lot, and, I fear, "we shall not look upon his like again."

Yet I would make a plea for respect if not affection for the humble textbook. It is a guide to the path that is straight and narrow; it is a tool in the world's great workshop; it is a weapon of defense against the forces of darkness in the jungles of ignorance. Moreover, if we approach a textbook with interest and open-mindedness, it can be made a friend that will yield to us as much in the way of knowledge as we are willing to give in time and concentration.

On the other hand, if we accept its companionship combatively and grudgingly, hating its presence and denying its influence; it becomes an enemy before whom as many vanquished victims lie prostrate on the sands of time as were ever routed by the sword. Longfellow once wrote, "Books are the sepulchres of thought." With his experience as a teacher there is little doubt that he included textbooks, and the student has but himself to blame if he finds his textbooks mere graveyards of departed hopes. To him who has the advantages of an enlightened education, it might be well to think occasionally of the Indian boy and his knife.

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

Democratic Aristocracy

Its Need, Its Quality, and Its Ideals

HENRY VAN DYKE

THE MAJESTY of education and the nobility of the teacher are set forth with rare beauty in this address by Henry van Dyke. It was delivered at the sesquicentennial of the founding of Phi Beta Kappa in connection with the dedication of a memorial auditorium on the campus of the College of William and Mary, where fifty Virginians founded the fraternity in 1776. The distinguished company which gathered on November 27 for the dedication of this shrine included representatives of the National Education Association. President J. A. C. Chandler, under whose leadership the College of William and Mary is developing rapidly, has been prominent in Association affairs for many years and is an earnest advocate of a Department of Education with a Secretary in the President's Cabinet.

IT IS AN HONOR to be invited to speak on this historic ground at the 150th anniversary of Phi Beta Kappa, one of the oldest voluntary associations of American students for the promotion of scholarship and friendship. The occasion is one of grateful memory and hopeful forecast.

Those romantic young Virginians who bound themselves together in 1776 by a solemn oath of fidelity to their "happy spirit and resolution of attaining the important ends of society," were a company of gentlemen adventurers enroled under a new flag. Their modest enterprise has a dramatic touch.

HENRY VAN DYKE, *of Princeton, New Jersey, as he appeared at the Phi Beta Kappa celebration. During his veteran service as pastor, teacher, and author he has lighted many candles which in later years shine back to cheer him.*

It was a time of storm and stress. All around the world there was a distant thunder of mighty changes on the way. Electric flashes between opposing theories of ethics and politics troubled the horizon with oncoming fulguration. In America the tempest had already broken. The struggle of the Colonies for the right to life, liberty, and pursuit of happiness was begun. The crimson waves of a warfare almost fratricidal in in its fierceness rose higher and higher around the frail bark of American independence which Washington and Franklin, Jefferson and Adams, and their comrades had launched. The ship was tossed and shattered. Confusion lay on the face of the waters. The fortune of the voyage was in peril.

Yet these brave lads in the College of William and Mary, preparing themselves for their future duties, were not dismayed. Their present duty they saw in devotion to scholarship and friendship. They avowed their faith in philosophy as a helmsman of life. To that star they hitched their wagon. And when the time for them was ripe they went forth greatly to serve their country in camp and council, at the bar and on the bench, in the ministry and in diplomacy, and wherever an honest man may prove that patriotism is not a

BY THEIR PRESENCE at the dedication of the Phi Beta Kappa shrine at Williamsburg, Virginia, distinguished guests paid high tribute to education as the cornerstone of civilization. In this picture reading from left to right are Paul Shorey, Oscar M. Voorhees, Edwin A. Alderman, W. A. R. Goodwin, John Erskine, Henry van Dyke, Francis W. Shepardson, Charles F. Thwing, John Stewart Bryan, Mary E. Woolley, Mrs. Berton L. Maxfield, Ellen F. Pendleton, John D. Rockefeller, Jr., Clark S. Northrup, John H. Finley, Benno Lewinson, J. A. C. Chandler.

selfish passion and religion not an idle dream.

From the fine example of the fifty founders of Phi Beta Kappa; from the success of their enterprise and its extension from the Atlantic to the Pacific and from the Great Lakes to the Gulf; from the friends their creed had won and enemies it had made, a topic worthy of our thought today springs out to meet us.

Well do I know that the very choice of such a theme is a challenge to vulgar misunderstanding, cheap ridicule, and hidden hostility. Perhaps that is one reason why I am drawn to it, being born of militant blood. The adjective democratic will awaken the mistrust of those who cling to an inheritance of place and privilege. The noun aristocracy will offend those who are afflicted with demotic dementia and insist that massed ignorance counts for more than selective intelligence. The conjunction of the noun and the adjective will be derided by pale theorists of logic as a contradiction in terms. So much the better! Life is not logical; it is vital; and paradox is one mark of truth. Knowledge can neither be entailed nor taxed. Wisdom is not the product of a plebiscite, and yet without wisdom the people perish. Scholarship and friendship, both voluntary, both personal, are the Jachin and Boaz, the twin pillars of beauty and strength which uphold the starry dome of the republic.

It is a popular error to assume that a main object of democracy is to overthrow and destroy everything aristocratic. On the contrary, its high purpose should be to develop an aristocracy of its own begetting, after its own heart, and dedicated to its service. Unless it can do this, democracy spells confusion of mind, fickleness and feebleness of action, and final decay hastened by the increase of material wealth. The fatter it grows the more it degenerates.

As an army and a ship require officers, so a republic needs leaders and commanders, equipped with special knowledge for their task and trained by the discipline of selfmastery for wise exercise of power. Government, which is the making and execution of laws, is no child's play, no lucky trick of dominance to be picked up haphazard by any man who has a pile of money, a gift of the gab, or a taking way of mixing with the crowd. It is a science, an art, a philosophy, demanding special fitness in the men to whom it is intrusted.

How shall these men be found and designated? Not by heredity, says the republic, for she is a shifty goddess, bringing forth strange and often malformed offspring. Not by environment, the sanctions of class and caste, for this method mistakes the glitter for the gold. But by the free will of the people, for this is not only the fairest, but also the safest and the sanest way.

Work

HENRY VAN DYKE

LET ME but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me to astray,
"This is my work; my blessing, not my doom;
"Of all who live, I am the one by whom
"This work can best be done in the right way."

Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

From Music and Other Poems, Scribner's, 1919.

That it is not infallible is proved by the story of our fatheads in high office. That it is not incorruptible is shown by the recent record of money influence in popular primaries. But that on the whole it works well we may see by comparing the succession of American Presidents with the line of heirs, apparent, presumptive, or actual, of any royal house in Europe or Asia. In spite of popular whims and delusions, in spite of class animosities and regional jealousies, it has preserved for us that great ideal which Daniel Webster, anticipating Lincoln, proclaimed to the Senate in 1830: "A government made for the people, made by the people, and answerable to the people."

This is what Lincoln meant by his phrase about the impossibility of "fooling all of the people all of the time." This is what Lowell meant by saying that the characteristic of democracy is its "habit of asking the powers that be whether they are the powers that ought to be." This is what Grover Cleveland meant by his affirmation that "in the long run you can trust the honest judgment of the rank and file." Do not forget the long run.

For the perpetuity of this ideal popular education is an absolute necessity. The children who are growing up to the high and perilous privilege of suffrage, must be prepared for it. All of them, without exception, must have the key to the door of elementary knowledge through which they may enter, if they have the will and the wit, into the higher house of wisdom. The three R's are the deliverers of the state. Reading opens half-blind eyes; writing releases half-dumb souls; arithmetic casts out the deceptive devil who babbles that two and two make five, if the people vote to have it so.

Illiteracy is the biggest enemy within our gates; but moral ignorance is the most dangerous. Our public schools are worth more to the republic than all her other forts and navy yards. They ought to cost more. They deserve protection from scheming politicians and wily ecclesiastics. They are handicapped, perhaps, by an overload of educational fads and fancies; possibly, by a lack of thoroughness in laying mental and moral foundations; certainly, by the want of a more generous provision for the teachers on whom their life depends. But they have survived; they have improved; they are doing wonderfully well. There is no place in the world where I would rather have my books read than in the public schools of America. For it is there that the children of the people get power to conceive, bring forth, recognize, and follow a native aristocracy of leadership.

What then is the quality of this democratic aristocracy?

In old English usage and in Colonial Virginia "the Quality" (with a capital Q) was a word employed to denote a certain set of families, inheritors of rank and wealth, arbiters of dress and fashion —as if those tailorish accidents had evolved a separate species of the *genus homo sapiens!* That sense of the word is now marked in all the dictionaries as "obsolete," "archaic," or even "vulgar." It has gone out. Goodby to it. Quality now means something real: nature, character, disposition, ability.

A person of quality is one who by natural gifts and by wise training is able to observe more closely, think more clearly, imagine more vividly, and will

more nobly than other people. One purpose of the common schools is to discover those who have the capacity and the working will to make good use of further training. Education should be not only a means of development, but also a process of sifting. The waters of instruction and discipline must flow through the pan in order that the dross may be washed out and the pure gold remain. Primary education is the right of every child of the republic; but a claim to the privilege of higher education can be established only by good work.

Heaven forbid that after twentyfive years as a teacher of reading in a New Jersey school, I should cherish the delusion that tests and examinations are infallible detectors of merit. But some virtue is in them, no doubt, and a pressing problem of the educational world today is how to better them. One thing I would do if the power were mine: restore the oral examination to a place beside the written test. This would have the advantage of bringing teacher and pupil eye to eye, and might perhaps remind the pedagog that he is not dealing with a chemical compound but with a human person. After all every good teacher will admit it is harder to examine fairly than to teach well. It is not easy to exclude the influence of unconscious favoritism. For my part I think that a natural liking for honesty, industry, and modest ambition in a pupil need not be shut out. *Palmam qui meruit, poenam qui commeruit, ferat.*

American institutions of the higher learning have suffered in these later years a portentous increase in numbers and size. The figures of university enrolment are incredibly vast. Some point to them with unmitigated pride. Others have a doubt whether there may not be in this some touch of that strange ailment called giantism, in which the body of a boy outgrows his vital and virile powers. At all events it is sure that there is still a place and a work for the small college. In passing, I confess a special fondness for the university which dares to limit its numbers in order that it may keep its work well in hand, remain true to its type, and preserve the democratic unity of that mass of vibrant young life which is known as the student body.

No mistake could be greater than to make an academic degree the only ticket of admission to the higher circle of the republic. That would let in many who are unfit, and keep out some who are supremely fit. Jefferson, the two Adams, Madison, Monroe, Hamilton, Webster, Grant, Roosevelt, Taft, and Wilson had an academic training. Washington, Franklin, Marshall, Jackson, Clay, Lincoln, and Cleveland were non-collegians. But they were not uneducated. Theirs was the education that comes from contact with nature; from conflict with difficulties; from converse with all sorts and conditions of men; from reading a few books well; from noting appearances sharply and cogitating causes profoundly, from living freely, vigorously, intensely, not on the surface but in the deeps of life. These men won out without a college course, yet almost all of them wished they could have had it. The ablest monarch in Europe, the queen of the Netherlands, once told me of her great regret that she could not go to the university because she was crowned too young. The reply was inevitable: "Madam, you have lost nothing."

It may or may not be true that our universities are over-populated. But one thing is undeniable. Of the throngs assembled in those academic halls, the most promising, the most worthy of advancement, are the young men and women who are keen and diligent to use the studious opportunities which they now enjoy. Therefore Phi Beta Kappa makes her first choice from the honor rolls of the colleges. True, all the good ones are not inside that group. Some students are awakened only by the rude shock of barely bumping through the final tests; and after that they do surprisingly well. But it is also true that somewhere outside of that honor group are most of the shirks and slackers, the fops and fribbles who have no business to be in college and no value for society, except as models for the fearful and wonderful advertisements of tailors, milliners, and cigarette makers.

Scholarship and friendship are the two treasures of the golden key. Scholarship means more than mere learning. It means knowledge digested and wisdom to use the power that it confers. It means the mastery of one field, even if it be no larger than to "settle Hoti's business," as Browning puts it. But beyond that field it means sympathy with all true research and interpretation in all the wide regions of this atom-built, star-sprinkled, spirit-inhabited universe of space and time. The scholar treads firmly on the shore of the known and looks out reverently upon the ocean of the unknown. His daring is coupled with modesty. His lore is not a decoration but a tool. He regards books as people, but knows that he cannot read people like books. The scholar lives from the past, in the present, for the future; and his motto is, "I think; therefore I am."

More than other men the scholar needs friendship, to sweeten and enlarge his life. The university that bans student fraternities closes its windows. Without the fresh breezes of love and laughter the academic atmosphere grows noxious with the carbon monoxide gas of vanity and envy. Friendship means more than the choice of personal companions. It means the benevolent spirit, rooted in goodwill, and blossoming in the desire to give and to bless. That is a poor friend who does not help you to feel and act more friendly towards all other human beings—yes, and towards the do-

The Unknown Teacher

HENRY VAN DYKE

AND WHAT OF TEACHING? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind.

I sing the praise of the unknown teacher.

Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

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mestic animals who are so loyal and appeal to us so touchingly with their mysterious eyes.

Of dress our true aristocrat thinks little. Clean it must be if he can keep it so; and if possible he likes to have it fit the occasion and the work or pastime that engages him. He does not make the blunder of that silk-stocking candidate for Congress in a Bowery District of New York who took off his coat on the platform and spoke in his shirt sleeves to make his audience feel at home. They did—and they kept him at home, feeling that he would not do them credit at Washington.

Of manners our true aristocrat thinks more. But he saves five dollars by dispensing with a code book of etiquette, and behaves naturally in such a way as to make nobody uncomfortable and to add what he can to the pleasure of the company. To be a bumptious bounder would shame him. To be a social climber would make him sick. To be himself with due regard for others is what he aims at. Of one who behaves thus we say that he has good manners; whether he learned them from his father or worked them out himself makes no difference; he is one of nature's gentlemen.

Let us no more pretend and palter with the silly notion that all men are on a level in a democracy. Born equal they may be, but stay equal they do not, except in their political rights. Life sorts them out. Intelligence is superior to ignorance. Courtesy is above rudeness. There are ranks and degrees among men, conferred not by family entail or royal favor, but by scholarship and friendship. Let us have the courage to declare the fact, even if we lose the favor of Demos and his demagogues.

Enough incense has been burned on the altars of the ancient caveman and the modern barbarian. It is not true that they are more admirable than civilized men. Emerson, himself a Brahmin of Boston, was wrong when he claimed superiority in health and bodily prowess for the savage, "the naked New Zealander." In fact the savage is weaker, more subject to disease, less able to throw it off. Powerful muscles he may have, but he cannot use them as well. Cooper's *Last of the Mohicans,* Uncas, was a fine figure of a man, but old Leatherstocking could beat him at anything except noiseless scouting. Two Mexican Indians lately ran sixty-two miles in nine hours and a half, but forty years ago Dixon, an Englishman, ran fifty miles in six hours and a quarter, outpacing the savages by an average of seven and a half minutes against nine minutes to a mile. The Scandinavian Nurmi could probably distance them all. No team of Emerson's naked New Zealanders could hold the football line long against a Yale or Princeton University eleven. The legend of savage superiority is a myth, *nidus equae,* a mare's nest. The physical and mental leadership of the world is with civilization.

Of all the men that I have known in the past (I speak not of the living), the finest and most distinguished were Alfred Tennyson of England; Robert E. Lee of Virginia; and Charles W. Eliot of Massachusetts. These were men of quality.

It only remains to consider briefly the ideals of that kind of aristocracy which we have in mind as fit and favorable to the republic. If I mistake not its highest aims are three: selfcontrol, serenity, and service.

"Know thyself," was Solon's motto, inscribed on the Delphian shrine. But if knowledge is power, this means also control thyself. Keep the body out of the sensual mire, and the mind above the body, and the eternal laws of God above the mind. In two great points of goodness the world is growing better—the sense of justice and the sentiment of mercy. But in the third element of virtue, selfcontrol, it seems to be standing still or slipping back. The popular gospel of the day is selfexpression, which means let yourself go, follow your passions, gratify your appetities, acknowledge no inhibitions. This is cynic doctrine, the doctrine of dogs imperfectly housebroken. But the philosophy of manhood is nobler. It calls us to "move upward, working out the beast." It bids us bring our passions and powers into subjection to reason and conscience. Trust no outward agent to do this for you. No Congress can legislate you virtuous, no church can enchant you good. You must do it yourself. By the grace of God above you and within you, you must possess and captain your soul.

According to the measure of this selfmastery comes the serenity of life. The man who has it is thrice-armed against all adversities. He may be troubled and distressed, but he is not cast down, nor destroyed. The clamors of the world may annoy him, but they cannot break his steadying converse with the eternal every day. His tasks, however humble, are lifted up and lightened by the clearness with which he views them in their complete relations. He lives like an immortal, having overcome the fear of death.

Such serenity sets a man free to enter into the joy of service and the recreations which refresh and strengthen him for it. He can follow the calling that attracts and pleases him, looking more for the gladness he may find in it than for the gold he can get out of it. Farming, manufacture, commerce, banking, transportation—what does it matter, provided he can see the use of it; and find a satisfaction in doing it well? Law, medicine, the ministry, journalism—choose according to your gifts, my son, but do not sell yourself to the slavery of an uncongenial task in order that you may come out of it as a rich freedman. And what of teaching? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind.

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THE MAKING of friends who are real friends is the best token we have of a man's success in life.—E. E. Hale.

Happiness in Teaching

FLORENCE A. ALLEN

2532 University Avenue, New York City

ACCIDENTS are generally considered in a negative sense. Sometimes, however, an accident can produce a more favorable situation than could possibly have been the case if circumstances had taken their natural course. I have in mind now the happy accident of my becoming a teacher, or, rather, the accident of my becoming a happy teacher.

When a sudden turn in the family fortune, due to post-war conditions, necessitated my becoming a teacher instead of a lawyer, I considered myself the victim of the world's greatest tragedy. I thought I was born to be an attorney. My father was one, and I had always been led to believe that I would follow in his footsteps. I knew nothing, and cared less, about children. To me they were young nuisances created for no other purpose than to make one appreciate how beautiful this world could be—in their absence. As babies, they kept one busy trying to keep them presentable, an occasion which was not very often. A little older, they took great pains to find out what one didn't want them to do, and then did it. Of school age, they were taken off one's hands for five hours each day, to be inflicted upon a poor teacher who was in no way responsible for their existence. All in all, they were a necessary evil that had to be endured; but I didn't see why I should be made to suffer on their account.

However, that the ability to adapt oneself to any situation was a sign of intelligence, I well knew. Hence it was necessary for me to become adapted. My first step in preparation for the profession so arbitrarily thrust upon me was to develop a cold-blooded, scientific interest in children. That I could ever learn to love them did not occur to me.

I undertook work among settlement children. As if the poor kiddies didn't have trouble enough of their own! The work at the time seemed to me to be comparable to that done in a dissecting room—I was the surgeon; the children, the subjects; the particular region of exploration, their minds. What the results of my probing would be, I had no idea. In fact I doubted very much if there would be any results. And yet, apparently working through some secret channels of their own, those children got a hold on me. I do not know just when the transition from my conscious study of child life, to a real, active, vital interest in children took place. What I do know is that before long, I loved them. I loved them as a group, and I loved them as individuals. They loved me, too. I say that positively. You feel a child's love just as it feels yours. Those settlement children were hungry; hungry in all respects; but most of all they were love hungry. They accepted me before I even appeared, as a love-bestowing creature; a God-sent messenger bringing weekly love gifts. Whatever interest I took in them, they translated into terms of love. That love was reflected. Such a superabundance of it could not help being reflected. Little by little, the cold scientist, the interested psychologist vanished, and I began coming to the settlement, not as a student, but as an eager sister; not as a guest, but as a playmate. So was the teacher within me awakened. For what is a teacher but a lover of children?

With love comes understanding. To teach, one must live in a child's world. Childish troubles are very real. In fact they generally cause more anguish to the child than an adult's troubles. Children's imaginations engulf such an extensive world of possible misfortune that their fantastic images far exceed the possibilities of the real world. And children are so helpless. Their little troubles magnify a hundredfold. Isn't it as important for Johnny to get an "A" in conduct so that he may remain on the baseball team as it is for his father to save a thousand dollars in order that he may buy an automobile? And isn't it important that the dress Helen is making for dolly fit? Helen's dresses always do. Just think how she would feel if her little blouse did not quite reach the top of her skirt!

A sense of humor often accompanies understanding and love. One afternoon I was rehearsing a dance with the children for an entertainment to be given in the assembly. Before dismissing them, I, with exaggerated seriousness, warned them not to tell anyone of the program we were arranging. It was to be a surprise. In my brief absence, a neighboring teacher stepped in. Surprised at seeing such a large assemblage of kiddies, she asked them the reason for their presence at that late hour. Mindful of my behest, they looked at one another and blushed; they stuttered, looked sheepish, but remained silent. When pressed for an answer, one blurted out, "We were helping teacher." At that moment I stepped in, and, grasping the situation, burst into a gale of laughter, accompanied by the children and Miss Stern when she was "let in on" the secret. "Sure they were helping me," I winked, "helping me prepare an entertainment."

With love, understanding, and a sense of humor, the pedagogy takes care of itself. Very often I come in contact with a teacher who to all appearances is a model one: her procedure is excellent; her lessons are conducted according to the best psychologic principles; her aim is clear, and her devices perfect; her scholarship is superior. Yet her results are mediocre. Why? When I have made an earnest study of the teacher as well as of the teaching, I frequently find that the fault, or rather, the lack, lies, not in the presentation of the subject-matter, but in its presentor; not in the topic taught, but in the tutor. She does not love her profession and is not personally interested in the children. Too often she forgets that it is the child and not the subject she must teach. She fails to see that the minds of children who are not held to her by strong bonds of love, sympathy, and confidence cannot be receptive even to the most temptingly coated piece of knowledge. Perhaps my actual, formal presentation does not equal in excellence that of my colleague. Perhaps my scholarship isn't all that it might be. Yet results cannot but be excellent when children and teacher are happy. We work together and play together. There isn't a thing those children wouldn't do for me; and I do all in my power for them. If you would be a happy teacher, you must carry Leigh Hunt's "Love thy fellowmen" one step further: "Love thy LITTLE fellowmen."

The **Journal** *of the*
National Education Association

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***President,* Francis G. Blair**

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

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The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

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1201 Sixteenth Street N. W., Washington, D. C.

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

Among Ourselves

A TEACHER from Mount Vernon, New York, writes, "Teachers are beginning to realize that if we stand together we may accomplish that which seems impossible when going it alone. The magazine contains so much that is outside our own activities and so much that is vital to us as teachers that I am sure all who are real teachers are members of our great Association."

"We are looking forward to the annual roll call in the January number," writes a friend. "It helps to bring us all face to face with our personal responsibility for progress."

"We are proud," writes another teacher, "that our Association protested against the removal of President Suzzallo of the University of Washington." Says another correspondent, "When things like that can happen no teacher is safe."

"The way you make statistics live in THE JOURNAL is helping us in this state," confides still another correspondent. "The children in our seventh grade made problems out of the table *Can America Afford Education?* We talked about it also in the class in citizenship. Figures are not dry when they deal with conditions that touch us directly."

"We hope you will call special attention to Bertrand Russell's book *Education and the Good Life,*" writes an alert classroom teacher. "It is one of the most readable and revealing books I have read in many years."

"Miss S——— and I decided to take out life membership because we want to be factors in the development of the forwardlooking program the Association is putting on," writes an appreciative and enthusiastic teacher of Lincoln, Nebraska.

"I want to express the appreciation which I am sure a great many art directors and supervisors in the United States share because of the splendid pages which you have given to art in THE JOURNAL," says a noted supervisor of art.

"All success to your efforts to magnify and elevate teaching and teachers," encourages a thoughtful layman. "When I think of schools my thoughts go back to my own boyhood to a teacher in this town who has meant more to its welfare than anyone else here. I think of the hundreds of boys and girls now out in the big world making America a great nation who have felt the influence of this kindly, gentle soul. She taught them truth, the joy of labor, and the love of home."

And so the letters go! How helpful they are! Truly, professional organization is ourselves working together. We may make our profession as noble and as useful as we will. On this threshold of a new year may we all take a firm grip on the problems of our profession—an awakening profession on the eve of a new day.

Things Done

THE MISSOURI State Teachers Association recently voted to erect at Columbia a permanent headquarters building especially suited to its work. This act is a milestone not only in the growth of a great state association, but also in the advance of the profession as a whole. It is in line with the action of the National Education Association which owns its home in Washington and with the Pennsylvania association which purchased property in Harrisburg opposite the state capitol. It foretells a day when in every state in this great union the teachers will own a beautiful building—the home of their professional work and the symbol of their unique service to society.

THE WISCONSIN JOURNAL OF EDUCATION presents a significant editorial urging teachers to work earnestly on the problem of prohibition. The teachers of Wisconsin have revitalized during recent years the organization that was formed in that state in 1853. With the support of the thinking people of the state they are moving ahead to an educational program which will mean much to the children. Among the planks in that program are: equalization of opportunity, better trained teachers, physical education, nine months school term, more emphasis on music, tenure for qualified teachers, and the removal of illiteracy.

PERIODICALS that live a hundred years are rare. It is notable that a periodical which has had a big place in the education of several generations of boys and girls should celebrate its centennial as *The Youth's Companion* is now doing. With its roots back in the days when Boston was the recognized literary center of the new world it has gone on through the decades revealing the adventure in high living.

© Harris-Ewing.

THIS IS DR. HENRY SUZZALLO *who was recently relieved from duty as president of the University of Washington by a Board of Regents selected by the governor for that purpose. The action has stirred the citizens of the state of Washington who are demanding the recall of Governor Hartley and the reinstatement of Doctor Suzzallo as president of the University.*

The Journal's Annual Roll Call

In February, 1923, The Journal published its first annual record of educational achievements, state by state. Since then this feature has become an institution in itself. This is only the fifth roll call and already students of education and yearbook makers look forward to this annual bringing together of the threads which show the educational progress of the nation.

Each year the letters have been sent to three persons in each state asking for the most significant educational achievement of the year—to the state superintendent of education, the secretary of the state education association, and the state National Education Association director.

At times the notes seem much alike in the points emphasized. Yet this very likeness shows how fundamental the policies involved are. It is indeed revealing to trace through the period of the five roll calls the records of the individual states and many whose Journal files are complete may wish to do so.

Among the points especially emphasized are better rural schools, longer terms, more generous financial support, development of professional organization, and increased preparation for teachers. No one point stands out so clearly for the five years as the improvement of the nation's teaching staff in training and working conditions. The teacher is the pivotal factor in the whole educational effort and what we wish the children to become that must the teacher be—in personality, in spirit, in intellectual enthusiasms.

Alabama—The State Department of Education and the Alabama Education Association have endeavored to interpret our educational needs to the people of the state. Most of those needs relate to revenues. While adequate funds may not be provided by the 1927 legislature, it seems probable that material increases will be made.—John W. Abercrombie, state superintendent of education, Montgomery.

This cartoon *appeared on the editorial page of the San Francisco Examiner during American Education Week under the title "Lesson for the Week," with the following legend: "Today's theme for American Education Week offers the citizen something to think about. Here it is: Courses of study and methods of instruction are the business of teachers; but the AIMS, IDEALS, and particularly the NEEDS of education are the business of every citizen. And the reason for that, as the cartoon indicates, is simply that the public schools are the factories that make citizens."*

The apparent acceptance by all of the proposal—*An equal chance for every child.* Election of a governor committed to increased school revenues, looking toward the establishment of an equalization fund and other education improvements.—R. W. Cowart, secretary, Alabama Education Association, Montgomery.

The awakening of the people of the state to educational needs as a result of a campaign carried on during the last two years by the state association. The governor-elect comes out with a very forward looking program which we believe will go over during his administration.—J. D. Williams, N. E. A. state director and principal of Avondale school, Birmingham.

Arizona—The division of the state into four sections with a meeting of the State Teachers Association in each section. The president of the state association was in charge of the program in the sectional meeting. The same instructors appeared at all the meetings and many more teachers were in attendance than formerly when only one meeting was held in the state.—F. A. Cotton, N. E. A. state director, Phœnix.

Arkansas—The adoption of constitutional amendment No. 13 raises the maximum tax a local district can vote from twelve to eighteen mills.—A. B. Hill, state superintendent of public instruction, and N. E. A. state director, Little Rock.

California—The defeat for reelection of a governor who attacked public education and representatives thereof during his term

Pennsylvania children deserve a minimum school term of six months said these men and they got it. Here they are celebrating the fact by having their picture taken. Hats off to the Pennsylvania State Education Association of 1888. The Journal thanks the *Pennsylvania School Journal* and County Superintendent Leech of Media, Pennsylvania, for the photograph.

of office. We have held all the ground won for education in California in recent years and by our victory made it improbable that any strong political factor will attack education again during the next quarter of a century.—Will C. Wood, state superintendent of public instruction, Sacramento.

Profound change in tide of public thought resulting in defeating a reactionary governor and electing a progressive governor favorable to the best interests of education. Passage of a constitutional amendment authorizing legislature to organize and classify school districts, thus clarifying many heretofore cloudy and contested points.—Arthur H. Chamberlain, secretary, California Teachers Association, San Francisco.

The rapid development of the junior college and the election of a group of state officials who will assure a progressive program for education.—Anna G. Fraser, N. E. A. state director and viceprincipal of Oakland Highschool, Oakland.

Colorado—The adoption of amendments to the constitution of the Colorado Education Association at its recent annual session. The outstanding feature of this new organization is that we have adopted the delegate assembly plan for the control and direction of the affairs of the association.—W. B. Mooney, secretary, Colorado Education Association and N. E. A. state director, Denver.

Connecticut—A plan of cooperation between the state board of education division of rural education, and the department of education of the Yale University Graduate School has been set up, providing for field service in the schools of the state for selected students studying supervision at the university.—A. B. Meredith, state commissioner of education, Hartford.

The state board of education in conjunction with radio station WTIC has inaugurated a series of bimonthly music appreciation programs. The programs are adapted to primary, upper, and highschool grades. A descriptive program is sent to teachers so that classes may be prepared to listen intelligently.

The State Teachers Association has placed in the hands of all its members copies of a proposed revision of its constitution. The contemplated change when adopted will place the organization upon a representative basis.—John A. Young, N. E. A. state director, and assistant superintendent of schools, Bridgeport.

Delaware—For the first time in many years, every teaching position in the state has been filled by a teacher with a regular teacher's certificate, thus eliminating all teachers holding provisional certificates.—H. V. Holloway, state superintendent of public instruction, and N. E. A. state director, Dover.

One hundred percent enrolment of white teachers outside the city of Wilmington in the Delaware State Education Association for 1926-27.—Robert E. Shilling, secretary, Delaware State Education Association, and superintendent of schools, Milford.

District of Columbia—Passage of a revised teachers retirement law, which substantially increases retirement allowances to teachers and officers in the District of Columbia.—Frank W. Ballou, superintendent of schools, Washington.

Florida—The submission by the legislature of 1925 of a constitutional amendment making appropriations by the legislature a part of county school funds and the ratification of this amendment by the voters of the state at the general election held on November 2, 1926.—W. S. Cawthon, state superintendent of public instruction, and N. E. A. state director, Tallahassee, and J. W. Norman, dean of the Teachers College and editor of the Journal of the Florida Education Association, Gainesville.

People ratified constitutional amendment to permit legislature to make appropriations for lengthening school terms in counties where badly needed.—A. B. Johnson, secretary, Florida Education Association, and superintendent of Orange county schools, Orlando.

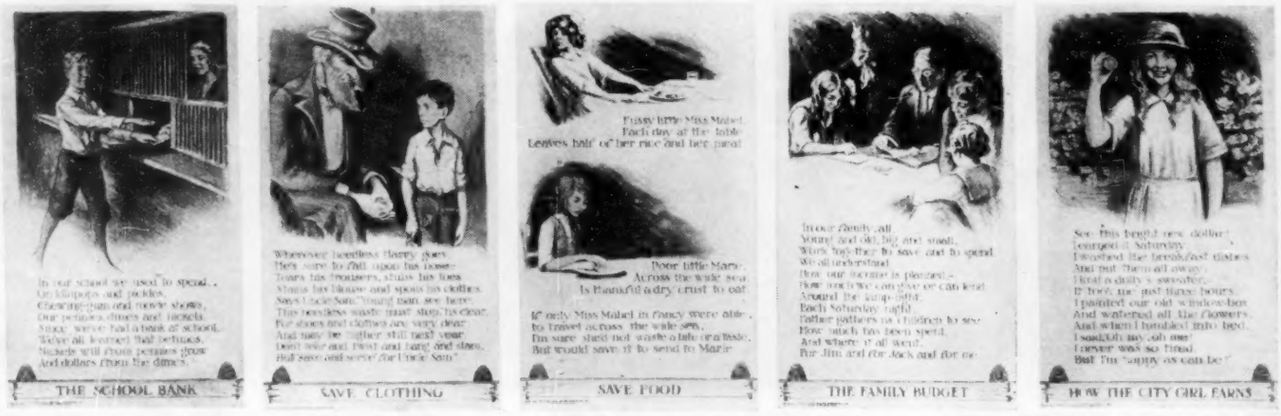
Georgia—An act to authorize the general assembly to make an extra appropriation to the common school fund for the purpose of equalizing educational opportunities to the children of the several counties of the state. Municipal, or independent local school systems authorized to merge with the county school system. A budget law. Increase of the borrowing power of the governor from $500,000 to $3,000,000 for the prompt payment of teachers.—Fort E. Land, state superintendent of schools, and N. E. A. state director, Atlanta.

Ratification by the people of the following three amendments to the constitution of the state: (1) To permit the governor to borrow $3,500,000 to pay the public school teachers promptly, the interest on the loan to be paid by the state and not out of public school fund; (2) Authorizing the collection of vital statistics; (3) Permitting Fulton County board of education to levy an extra county-wide tax to run the rural schools of that county nine months. The extra session of the general assembly in the spring passed the equalization law. The legislature is expected to give one million dollars to that fund for rural schools at its next session. The Georgia Education Association at its April convention reached 8600 members, elected a full-time secretary, and began the publication of its own *Georgia Education Journal*.—Kyle T. Alfriend, secretary, Georgia Education Association, Macon.

Hawaii—Professional development on the part of teachers through extension, summer school, and individual work; development of the junior highschool curriculum; and development of vocational education.—Will C. Crawford, superintendent of public instruction, and N. E. A. director, Honolulu.

Idaho—Awakened interest in rural schools. Added rural supervision laws presented to legislature, raising the standard of certification of teachers.—Elizabeth Russum, state superintendent of public instruction, and N. E. A. state director, Boise.

Illinois—Important and widely quoted findings by research department of State Teachers Association; cultivation of public understanding of educational problems by publicity campaign; honor to state by election of superintendent of public instruction as president of the National Education Asso-



THESE POSTERS on thrift education are furnished through the courtesy of the National Child Welfare Association, 70 Fifth Avenue, New York City.

ciation.—Robert C. Moore, secretary, Illinois State Teachers Association, Carlinville.

Indiana—Regulations requiring teachers in certified and commissioned highschools to be college graduates, and teachers in elementary schools to have two years of training.—Henry Noble Sherwood, state superintendent of public instruction, Indianapolis.

The recognition by the major political parties that the organized school teachers are factors in commercial and political life as well as social, religious, and educational life in Indiana and as such are to be consulted in the making of party platforms, selection of candidates and appointees for educational positions, in the levying of taxes and upon general educational policies. —Charles O. Williams, secretary, Indiana State Teachers Association, Indianapolis.

Crystallization of sentiment in favor of a good strong tenure law for superintendents and teachers. The State Teachers Association assisted by the State Federation of Public School Teachers will endeavor to secure the passage of a tenure law at the 1927 meeting of the legislature.—Martha A. Whitacre, N. E. A. state director, Richmond.

Iowa—The election by the people of the state of Iowa to leadership in its affairs of school officials who have the confidence and support of the educational forces of the state. Thirtynine counties adopted uniform textbooks for a term of five years.—Charles F. Pye, secretary, Iowa State Teachers Association, Des Moines.

Kansas—The enactment of a library law which requires each school district to make an annual expenditure of at least five dollars for library books, these books to be approved by the state superintendent of public instruction.—Jess W. Miley, state superintendent of public instruction, Topeka.

Kentucky—County boards of education are permitted to levy a maximum rate of 75 cents for school purposes instead of 50 cents as heretofore. The qualifications of all superintendents raised to seventy semester hours of standard college work. Heretofore no definite qualification. All certificates renewed upon presentation of additional college training. Heretofore no college training required.—O. J. Jones, assistant superintendent of public instruction, Frankfort.

The governor's veto of House Bill No. 34, known as the "Jones Bill," which sought to replace the present method of selecting county school superintendents by boards of education with the old pernicious method of electing them by popular vote. A determined effort on the part of the politician to repeal the statute, providing for the appointment of county superintendents by boards of education, has been successfully met by the educational forces of the state since 1920, when it became effective, this victory having been maintained during the last session only through the veto of the governor.—R. E. Williams, secretary, Kentucky Education Association, and N. E. A. state director, Louisville.

Louisiana—The enactment of the tobacco tax law which will add something like one and one half million to two million dollars to state school funds. The importance of the achievement is not so much the addition to the state school funds as the ability of the school forces to secure the legislation in the face of the most terrific opposition by the tobacco trust and other selfish interests.—T. H. Harris, state superintendent of education, Baton Rouge.

A 50 percent increase in the state school fund through the enactment, by the 1926 legislature, of a tax on all forms of tobacco sold in the state.—P. H. Griffith, secretary, Louisiana Teachers Association, Baton Rouge.

Maine—Marked advance in professional qualifications of teachers. Contributing factors have been higher certification requirements, increased normal school facilities and much larger attendance at summer schools.—Adelbert W. Gordon, secretary, Maine Teachers Association, Bangor.

Maryland—Maryland's educational program of 1922 is working out as planned. It is based on equality of educational opportunity for all county children, both urban and rural; it provides for a well-trained teacher in every teaching position; it provides for the professional leadership of a trained superintendent in every county, and for expert supervision of instruction in both town and rural schools. At present, this program is eightyfive percent completed.—Albert S. Cook, state superintendent of schools, Baltimore.

Massachusetts—Enrolment in state normal schools at highest point in history of schools. The commonwealth is now able to provide a trained teacher for every pupil in the public schools.—Payson Smith, state commissioner of education, Boston.

Establishing and endowing of Riverbank Lodge by the Massachusetts Teachers Federation as a permanent rest and recreation center for the teachers of the state.—Stanley R. Oldham, secretary, Massachusetts Teachers Federation, Boston.

Michigan—The installation of the child accounting system which functions with the department of public instruction as the central head. This system gives the department of public instruction, each county superintendent, and each superintendent of schools a continuous check on every child of school age in the state.—W. L. Coffin, state superintendent of public instruction, Lansing.

Michigan is placing in operation throughout the state, the child accounting system recommended and endorsed by the Michigan Education Association.—E. T. Cameron, secretary, Michigan Education Association, Lansing.

Minnesota—No new movement has been launched during the year. There has been consistent improvement in the length of term, attendance, teacher standards, school organization and curriculum.—J. M. McConnell, state commissioner of education, Saint Paul.

No one fact is most significant—our teachers are united in their efforts to secure (1) proper revision of present ineffective retirement fund law; (2) a tenure law for the three principal cities; (3) a county board of education act; (4) assured state grants for public schools.—C. G. Schulz, secretary, Minnesota Education Association, St. Paul.

Mississippi—Increased financial support on the part of the state, county, and local units for the support of education in Mississippi.—W. F. Bond, state superintendent of education, Jackson.

NATIONAL THRIFT WEEK will be observed this year January 17-23. Literature on thrift may be obtained from the National Thrift Committee, 347 Madison Avenue, New York City.

The establishment by the Mississippi Education Association of an elementary school accrediting commission to set up standards of qualifications for elementary teachers, school equipment, elementary curriculum, etc.—W. N. Taylor, secretary, Mississippi Education Association, Jackson.

Movement to standardize grammar school courses. There is no doubt that our high schools have been given the best of the deal lately, and that our grammar school teaching has been neglected. The highest paid teachers, those with the best training, have been put into the highschool. This is manifestly a grave error. Mississippi has set about correcting this error.—H. V. Cooper, N. E. A. state director and superintendent of schools, Kosciusko.

Missouri—Unanimous indorsement in both the Republican and Democratic party platforms of (1) More liberal support for the public schools and the state educational institutions; (2) A retirement fund for teachers.—E. M. Carter, secretary, Missouri State Teachers Association, Columbia.

Montana—The establishment through scientific survey of experts of a site for a new normal school in eastern Montana, and the establishment also on September 1 of the minimum educational requirement of highschool graduation and twentyfour quarter credits of professional training for all teachers certificated in the state.—May Trumper, state superintendent of public instruction, Helena.

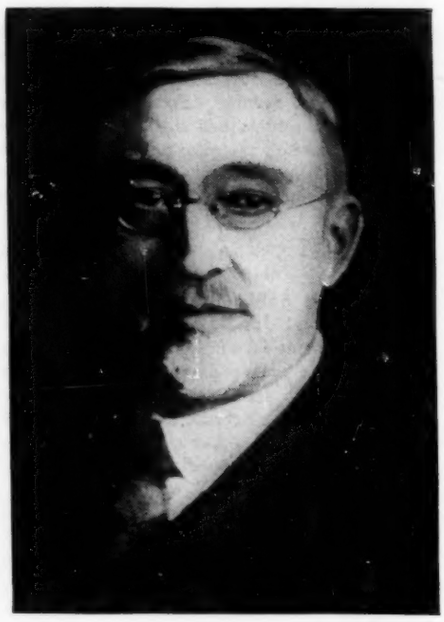
Consideration was secured for referendum measure No. 29 in the November election. Without any assistance worth mentioning from the state press, and without special financial aid for the support of this referendum measure for the equalization of educational opportunities and more nearly equal financial responsibility for the carrying of the cost of education, on the part of our association, the measure received much more favorable consideration than was expected by its most sanguine supporters. We are therefore not discouraged but are looking to a favorable reaction to our educational needs in the near future.—R. J. Cunningham, secretary, Montana Education Association and N. E. A. state director, Helena.

Nebraska—The awakening of an increased interest of teachers in their own professional problems and responsibilities; a continued advance in professional standards initiated by the revised certification law passed by the 1925 session of the legislature; the election of Charles W. Taylor as state superintendent.—E. M. Hosman, secretary, Nebraska State Teachers Association, Lincoln.

The University of Nebraska has taken another advance step in liberalizing its entrance requirements. It has also undertaken to give special guidance to the lower quartile of incoming freshmen.—M. C. Lefler, N. E. A. state director, and superintendent of schools, Lincoln.

Nevada—Improvement in quality of school work through use of achievement tests and measurements and improvement in quality of teacher preparation through increased requirements for the issuance and renewal of teachers certificates.—W. J. Hunting, state superintendent of public instruction, Carson City.

Movement towards consolidation of school districts. This consolidation has to do with the consolidation of elementary and highschool districts, made possible by a new law enacted by the last legislature.—H. A. Whiteneck, N. E. A. state director, and superintendent of schools, Las Vegas.



JAMES E. RUSSELL, *for more than a quarter of a century dean of the most influential teachers college in the world. At the end of this school year he is to yield the deanship of Teachers College, Columbia University, to his distinguished son, William. He will continue as teacher to radiate the fineness and inspiration that have made his administration notable.*

New Hampshire—Through state financial aid and the development of our normal schools for the year 1925-26 every New Hampshire child had for his use a modern school open for the full thirtysix weeks of the school year.—E. W. Butterfield, state commissioner of education, Concord.

New Jersey—The state normal schools were brought under the commissioner of education at the 1926 legislative session. An intensive study is now being made of teacher training facilities and needs in the state.—John H. Logan, state commissioner of education, Trenton.

Normal schools placed under the direction of the state commissioner of education instead of the state board of education. Reaffirmation of the teachers pension and annuity fund by the legislature. Development of elementary and junior highschool courses of study.—Charles B. Dyke, secretary, New Jersey State Teachers Association, and N. E. A. state director, Trenton.

New Mexico—Improvement in highschool standardization together with accurate inspection and sympathetic cooperation. We have no allowance for highschool supervision and the work has been done without any specific appropriation and almost entirely through the extra work of those in the state department office who are only too willing to make their contribution to the advancement of education in New Mexico.—Isabel Lancaster Eckles, state superintendent of education, and N. E. A. state director, Santa Fe.

New York—New York continued development of professional teacher training program. Three years professional course in normal schools has resulted in largest attendance in the history of the state. Increased salary schedules support higher teacher qualifications. State aid for schools again increased. Gradual development of central rural schools.—George M. Wiley, assistant state commissioner of education, Albany.

The modification of recommendation of Assistant Commissioner George M. Wiley of the regents requirements so that regents examinations are not required in highschool, before the eleventh grade thus making it possible to adjust the work of pupils in the ninth and tenth grades of junior or senior highschool to individual needs.—W. H. Holmes, N. E. A. state director, superintendent of schools, Mount Vernon.

North Carolina—Five million dollars loaned to seventysix counties on ninetynine projects in building rural schoolhouses. Five million dollars also voted by the cities of the state for schoolhouses within the same period of time.—A. T. Allen, state superintendent of public instruction, Raleigh.

North Dakota—Promotion of community interest in schools through the organization of parent-teacher associations, North Dakota is carrying on a five-year program cooperating with the National Congress of Parents and Teachers in establishing rural parent-teacher associations. Fifty percent of the schools of the state have organized associations in two years. This movement has done more to create interest in better rural schools than anything ever tried before. School terms have been lengthened, better qualified teachers employed, and more schools standardized.—Minnie J. Nielson, state superintendent of public instruction, and N. E. A. state director, Bismarck.

Ohio—Increased requirements covering the preparation of teachers, with particular emphasis upon entrance examinations, proper subjectmatter background, diagnostic testing and remedial instruction, care in placement of teachers, followup of graduates in service, increased amounts of observation, participation, and student teaching.—Vernon M. Riegel, state director of education, Columbus.

Oklahoma—1800 rural schools standardized by our "model school" score card; 13,000 of our 17,000 teachers in summer schools for further professional preparation; voluntary discontinuation of local county and city certification to material extent, and corresponding increase in certification by the state board of education; state-wide emphasis on health education as our 1926-27 objective; thorough campaign of public information already made throughout the state regarding equalization, to impel practically certain action by January legislature in mak-

ing extensive common school aid appropriations.—M. A. Nash, state superintendent of public instruction, Oklahoma City.

A revelation of the true financial condition of some of our schools and an attempt to remedy this by an amendment to the constitution of Oklahoma which would have caused the state to bear twentyfive percent of the cost of public schools.—C. M. Howell, secretary, Oklahoma Education Association, Oklahoma City.

Oregon—Establishment of southern Oregon normal school and provision by referendum of additional normal school for eastern Oregon.—R. R. Turner, state superintendent of public instruction, Salem.

The authorization of the establishment of a state normal school by a direct vote of the people, to be located so as to serve the part of the state known as eastern Oregon. The majority was decisive, and it means that Oregon will now be well supplied with teacher training facilities, since it already has one state normal school in western Oregon, and one in southern Oregon.—E. F. Carleton secretary-treasurer, Oregon State Teachers Association, Portland.

Pennsylvania—The advancement of the general program of public education, resulting from the cooperative effort of the profession and those generally interested in education. The following are a few of the large fields which have been touched in this way: normal school curricula, rural education, vocational education, extension education, special education, visual education, guidance, reorganization of school programs on a 6-3-3 basis.—Francis B. Haas, state superintendent of public instruction, Harrisburg.

Quickening of the professional spirit, shown by many educational conferences in addition to those of our own convention districts. Fifty of our fiftytwo accredited colleges and universities are cooperating with our association.—James Herbert Kelley, executive secretary, Pennsylvania State Education Association, Harrisburg.

The work of the rural school conference in developing a rural school program. It points out in a very definite way the things needed in the rural schools and suggests remedial measures.—C. E. Dickey, N. E. A. state director, superintendent of Allegheny County schools, Pittsburgh.

Porto Rico—Intensive campaign against illiteracy among the adult people; intensive program on health education work, especially in the rural zone, for the benefit of the whole community; intensive program in agriculture and native industries so as to make the courses of study in our rural schools most practical in harmony with the needs of our rural community.—Juan B. Huyke, commissioner of education, and Francisco Vizcarrondo, N. E. A. director, and assistant commissioner of education, San Juan.

Rhode Island—Popular referendum has authorized bond issues totalling $1,200,000 for new buildings at Rhode Island College of Education and Rhode Island State College. Exclusively state-supported pensions for teachers raised to $500 minimum and $700 maximum annually. Attendance laws revised.—Walter E. Ranger, state commissioner of education, Providence.

By act of the legislature habitual truants and pupils guilty of persistent misconduct may be dealt with as wayward children and children between sixteen and eighteen who are idlers or frequenters of poolrooms, drinking places, gambling places, or houses of ill repute shall be deemed guilty of a misdemeanor. Also extensive amendments were made to the laws relating to juvenile courts and the care of delinquent and wayward children.—Clarence W. Bosworth, secretary, Rhode Island Institute of Instruction, Auburn.

WILLIAM F. RUSSELL, *professor of education and associate director of the International Institute of Teachers College, who on July 1, 1927, will take up the duties laid down by his father. For several years he has ably served the National Education Association as chairman of its Committee on International Relationship.*

South Carolina—Number of white one-, two-, and three-teacher schools reduced from 1468 to 1314 in number; total number of white schools reduced from 2100 to 1921; 31 rural highschools for white children established during the year; third-grade certificates abolished and discontinuance of second-grade certificate formerly issued on highschool diploma plus summer school credits; guarantee by the state of minimum seven months school term to those schools meeting requirements; establishment of 66 Rosenwald schools for negroes and eight training schools for negro teachers, in connection with negro highschools, making a total of thirtythree such training schools now in operation.—D. C. Lewis, state supervisor of rural schools, Columbia.

Growth of the idea of the county unit system, the strengthening of the certification law, and professional improvement of teachers in service.—J. P. Coates, secretary-treasurer, South Carolina Teachers Association, Columbia.

South Dakota—Strengthening of teachers requirements. Applicants from the high-school normal training courses are now required to pass an examination before a second-grade certificate is granted to them. Also the strengthening of the requirements of our normal schools for graduation and certification of their students.—C. G. St. John, state superintendent of public instruction, Pierre.

The progress shown in the large enrolment of members in the South Dakota Education Association and in the projects which it carried through as an organization.—S. B. Nissen, editor, *South Dakota Education Association Journal,* Sioux Falls.

Tennessee—In 1925 the state revised its school code and made it possible through state aid for every child to have the privilege of a minimum eight-month elementary school term. For the year 1925-26, seventy-seven of the ninetyfive counties ran their schools approximately eight months, and in another year we expect every county to operate its rural schools a minimum of eight months. Under the same act the local county administrations have been greatly improved and about sixty percent of the teachers of the state took a course last summer in approved teacher training institutions in order to improve their service. The state salary schedule makes a faithful effort to regulate the salary of all teachers according to their training and their service. Under it the average annual salary of teachers has been increased and the average annual term has been lengthened from 132 to 147 days.—P. L. Harned, state commissioner of education, Nashville.

A minimum term of eight months for all rural schools in seventyseven out of ninety-five counties and a minimum salary schedule, made possible by the acts of the 1925 legislature.—S. L. Smith, N. E. A. state director, Nashville.

Texas—The usual source of income for the state available school fund justified an apportionment of $11.50 for each child between the ages of seven and eighteen. This number for the year 1926 is 1,348,000. The thirtyninth legislature, in special called session, appropriated $3,500,000 from the general revenue of the state to supplement this fund so that the percapita apportionment may be $14. Public sentiment thoroughly endorsed a percapita of $15 which will no doubt be provided by the fortieth legislature which convenes in January, 1927.—S. M. N. Marrs, state superintendent of education, Austin.

The creation, organization, and successful functioning of the Texas Education Commission, a sort of supreme court to pass judgment upon the wisdom and feasibility of such propositions relative to education as shall be submitted to it for judgment. This commission was created and its expenses will be paid by the Texas State Teachers Association. The commission now has about fifty members representative of the most powerful educational, commercial, and civic organizations in this state.—R. T. Ellis, secretary, Texas State Teachers Association, Fort Worth.

Educational commission created for study and solution of our problems. Constitution

amended giving county boards instead of legislature power to create independent districts. Bringing Department of Superintendence to Dallas. Added state apportionment.—J. O. Webb, N. E. A. state director, superintendent of schools, Harrisburg.

Utah—The state school survey, including the institutions of higher learning, by sixteen experts in elementary, secondary, and higher education under the leadership of John J. Tigert, U. S. Commissioner of Education. Also that no person may now teach in the public schools of Utah unless he holds a valid certificate issued by the state board of education. A beginning teacher must have had a two-year standard normal school course.—C. N. Jensen, state superintendent of public instruction, Salt Lake City.

The law requiring that our teachers employed in the state be properly certificated by our state board of education became operative this year.—D. W. Parratt, N. E. A. state director, and secretary, Utah Education Association, Salt Lake City.

Vermont—Substantial gain in number of normal school students and of those completing two-year courses. Notable activity in improving (standardizing) rural schools. —Clarence H. Dempsey, state commissioner of education, and N. E. A. state director, Montpelier.

Virginia—Increase in the qualification of teachers. The state board is practically in the position now to assert that no one can teach in the public schools of Virginia with less than one year of professional training over and above highschool graduation. Great improvement in schoolhouse construction under the division of school buildings is another item of encouraging progress.—Harris Hart, state superintendent of public instruction, Richmond.

Washington—Advancement of qualifications of teachers; greater progress in school consolidation, thus affording larger taxing and administrative units; and increase of one thousand highschool graduates.—Josephine Corliss Preston, state superintendent of public instructions, Olympia.

Millage support of higher schools was increased approximately one third by the legislature, notwithstanding the governor's veto. Efforts of the governor to gain political control of the schools has converted passive approval of public education into militant defence. The Washington Education Association is largest and strongest in its history.—Arthur L. Marsh, secretary, Washington Education Association, Seattle.

An awakening of the public consciousness to the support of education, coupled with a constructive program of curriculum revision whereby the schools can better serve the individual child.—T. R. Cole, N. E. A. state director, superintendent of schools, Seattle.

West Virginia—Completion of the work of the Commission on Highschool Curriculum headed by Professor Lakin F. Roberts of West Virginia University; studies in collegiate curricula, by J. Frank Marsh; the financing of education in West Virginia, by L. V. Cavins; improvement and qualification of teachers and the teachers salaries, by L. V. Cavins.—George M. Ford, state superintendent of free schools, Charleston.

A gradual crystallization of public opinion favorable to more nearly equal educational opportunities and to a better distribution of cost of school support. Continued growth of professional consciousness was manifest in increased enrolment in state and national education associations, and in the employment by the state association of a full-time secretary.—W. W. Trent, secretary, West Virginia Education Association, Charleston.

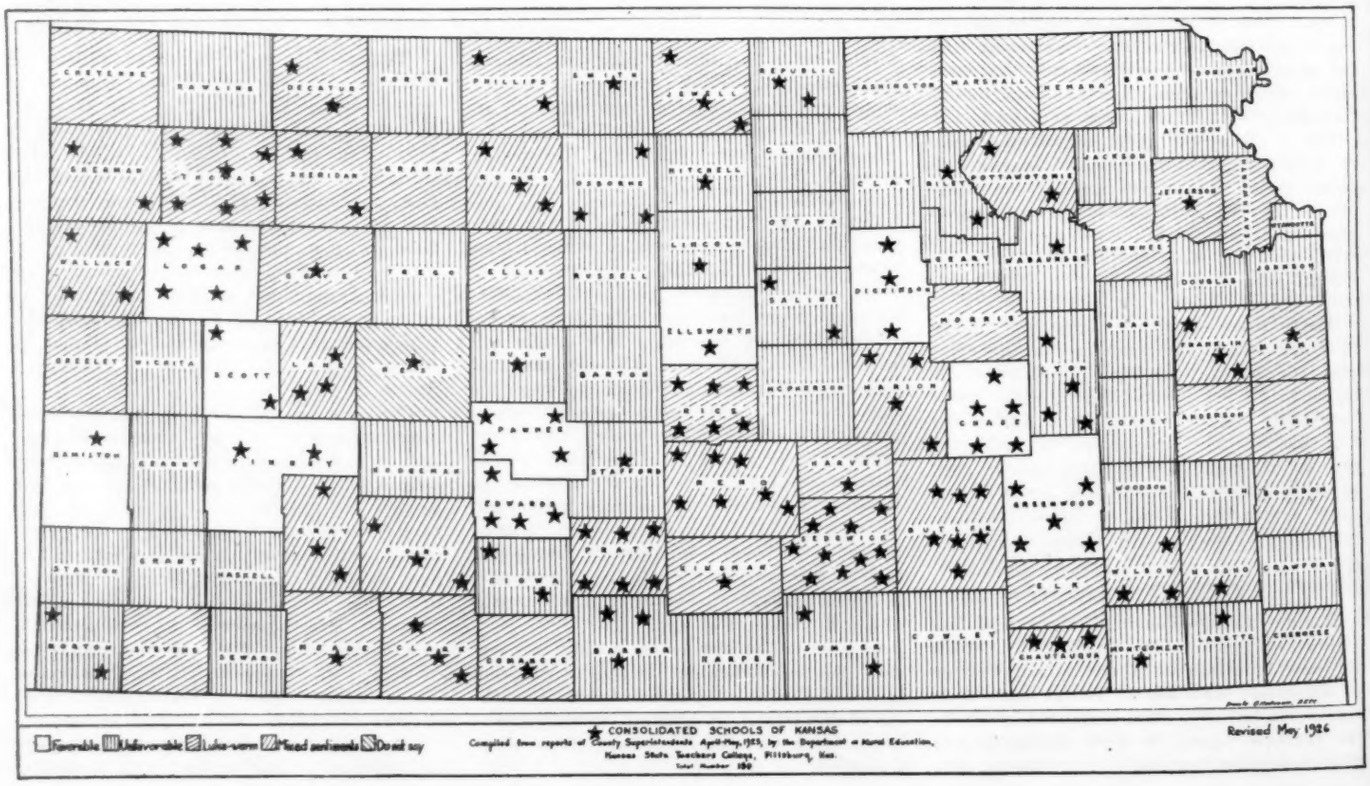
The insistent desire for such school legislation as will produce satisfactory and adequate revenues for the state's rapidly growing school system; regulations requiring increased qualifications for securing teachers certificates; high professional attitude of teachers.—J. H. Hickman, N. E. A. state director, and superintendent of schools, Hinton.

Wisconsin—After September, 1927, no license or certificate to any person to teach in any public school unless they acquire one year of professional training after highschool graduation. County rural normal schools and highschool training departments enrol highschool graduates only.—John Callahan, state superintendent of public instruction, Madison.

The tremendous growth in summer school attendance, more genuine interest in the profession of teaching, and a hopeful attitude toward legislation.—E. G. Doudna, secretary, Wisconsin Teachers Association, and N. E. A. state director, Madison.

Wyoming—Rural school reorganization plan lengthens class periods; reduces long study periods; increases size of classes; individualizes instruction. Fourteen class periods daily for eight-grade one-room school. New rural course of study.—Katharine A. Morton, state superintendent of public instruction, Cheyenne.

Continued growth of the University of Wyoming, especially the summer school. Laramie, Wyoming, has an altitude of 7000 feet. Because of its delightful summer climate it has become known as "the coolest summer school in America."—A. A. Slade, N. E. A. state director, and superintendent of schools, Casper.



The Teaching of Handwriting

RESEARCH is aiding progress. Handwriting was one of the first subjects to come under the influence of the modern movement for the scientific study of education. The results of a considerable number of thoroughly scientific studies are available in published form. The findings of these investigations should be considered by those who would draft modern courses of study in penmanship, and by progressive teachers.

What are the fundamental aims in teaching handwriting? These are nine of the general aims and objectives agreed upon by the Handwriting Committee of the 1926 Yearbook of the Department of Superintendence of the National Education Association:

1. To develop sufficient skill to enable pupils to write easily, legibly, and rapidly enough to meet present needs and social requirements.
2. To equip the child with methods of work so that he will attack his writing problems intelligently.
3. To diagnose individual writing difficulties.
4. To aid the child to recognize and make use of his peculiar individual learning capacities.
5. To provide experiences which will tend to develop in the child more power to direct his own practice and more ability to judge whether or not he is succeeding in that practice.
6. To provide the means for each individual to progress at his best rate.
7. To develop an appreciation of the relationship between correct body adjustment and an efficient writing production.
8. To secure acceptable and customary arrangement and form for written work—margins, spacing, etc.
9. To develop a social urge to use the skill attained in all writing situations.

These modern goals in penmanship teaching differ from the traditional in that pupils now write, not for the sake of imitating a set model, but for the sake of conveying ideas. The first step is to stimulate the child to a purpose in writing—a desire to write a letter or to fill out a bank slip. The second step is so to equip him with methods of work that he will attack his writing problems intelligently.

General instruction in handwriting, however, is not sufficient; specific instruction in the particular skills which the class or the pupil has not acquired is necessary. This means remedial work. Hence the third step is to discover each pupil's writing difficulties so that they can be corrected.

What factors should be considered in diagnosing a pupil's skill in handwriting? These eight factors are the ones usually observed: (1) Habits of letter formation, (2) slant, (3) size of letters, (4) muscular coordination and motor control, (5) unit stroke, (6) spacing of letters, words, and lines, (7) neatness, and (8) way in which the learner passes from one word to the next.

The basic principles underlying this new method, according to a progressive teacher, are as follows:

1. Present a definite objective goal for each child.
2. Let him try to reach it.
3. Have him measure his own success or failure.
4. In event of failure, supply such assistance, as he may ask for, and encourage him to try again.
5. In event of success, present a new and slightly more difficult objective until the ultimate goal is reached.

One's enthusiasm for this new method rises as he watches children write, who have something which they are eager to express, and take pride in seeing how nearly their writing reaches the *standard for children of their particular grade.* Contrast this with the old writing grind, when children at the age of eight imitated this line twenty times in their copybooks: "Milton wrote his best poems after he became blind." It is little wonder that the twentieth copy was often poorer than the first.

How much time should be devoted to handwriting? Table I shows the average number of minutes allotted to the teaching of handwriting in 49 large cities in 1924. These allotments pertain to the eighth-grade type of elementary school. It is possible that they do not apply to the upper grades where the junior highschool organization exists. Like all averages of current practice, they may not be the best for a particular city. Column 3 of Table I shows the weekly time apportionment in handwriting recently made in the Seattle public schools.

TABLE 1.—AMOUNT OF TIME DEVOTED TO HANDWRITING

GRADE	MINUTES PER WEEK DEVOTED TO HANDWRITING	
	AVERAGE IN 49 LARGE CITIES	SEATTLE PUBLIC SCHOOLS
1	2 (2)	3 (2)
I	67	50
II	72	75
III	77	75
IV	78	75
V	77	60
VI	75	60

(1) Based on data in Table 48, p. 131, Fred C. Ayer, *Studies in Administrative Research* Vol. II, Department of Research, Seattle Public Schools.
(2) Based on time schedule in *Course of Study in Handwriting*, Seattle Public Schools, August 1, 1926, p. 14.

It is assumed that handwriting will be taught in connection with all elementary-school subjects. While the special handwriting drill plays an important part, permanent standards can only be achieved through the practical handwriting situations which arise in connection with other school subjects.

When the entire responsibility is placed on the penmanship period this is what frequently happens: "Pupils write the drills beautifully, but when they write anything outside the penmanship class, they forget all about the movement."

Five References on Improving Penmanship Teaching

RESEARCH IN CONSTRUCTING THE ELEMENTARY SCHOOL CURRICULUM. **Third Yearbook, Department of Superintendence, National Education Association. February, 1925. Chapter VI.**

The nation at work on the public school curriculum. **Fourth Yearbook, Department of Superintendence, National Education Association. February, 1926. Chapter V.**

Keeping pace with the advancing curriculum. **Research Bulletin of the National Education Association. Vol. III, Nos. 4 and 5, September and November, 1925. pp. 128-131.**

Ayer, Fred C. ***Course of study in handwriting, grades one to six,*** **Department of Research, Seattle Public Schools, Bulletin No. 3, August 1, 1926. Includes a bibliography of 141 titles.**

Freeman, Frank N. ***Handwriting, Second report of the Committee on Minimal Essentials in Elementary-School Subjects,*** **pp. 60-72. Sixteenth Yearbook of the National Society for the Study of Education, Part I. Public School Publishing Co., 1917.**

What quality and speed in handwriting can children attain? Freeman, through the testing of thousands of children has found the speed and quality which is attained under various amounts and kinds of training. The standards given in Table 2 represent the actual achievement in speed and quality on Ayres Scale in a large number of selected schools taught by teachers with good

TABLE 2.—ACTUAL ACHIEVEMENT IN SPEED AND QUALITY OF HANDWRITING ON AYRES SCALE IN SELECTED SCHOOL SYSTEMS

	Grade						
	II	III	IV	V	VI	VII	VIII
Speed	35	48	56	65	69	73	78
Quality	44	46	49	55	59	65	68

Read table thus: In a large number of selected school systems where writing is taught under the best conditions, children in the second grade on the average write 35 letters per minute of a quality 44 on the Ayres Scale Similarly read the figures for the other grades.

training and ability using good methods of instruction. Where figures are given for "speed" in penmanship, they mean number of letters per minute. Quality is measured in terms of the standards of the Ayres Handwriting Scale, Gettysburg edition.

What standards for quality and speed in penmanship are proposed by leaders in the field? After extensive study, Freeman has proposed the tentative norms or standards shown in Table 3.

TABLE 3.—PROPOSED STANDARD FOR QUALITY AND SPEED IN PENMANSHIP ON AYRES SCALE

	Grade						
	II	III	IV	V	VI	VII	VIII
Speed	36	48	56	65	72	80	90
Quality	44	47	50	55	59	64	70

Table 3 shows clearly the effect of age and maturity of pupils on writing. The quality is low in the beginning and gradually increases grade by grade. The speed in writing increases from 36 letters per minute in Grade II to 90 letters per minute in Grade VIII. While these standards are somewhat higher than those which prevail in some cities, they have been attained in other cities without any extra time devoted to penmanship.

According to Fred C. Ayer, in checking the work of any one pupil as acceptable so that he may go on with the next unit, teachers should be guided by the pupil's capacity as well as by the quality of his work. It is better to permit pupils with low capacity to go through the exercises at a level of attainment lower than that which applies to the pupils with high capacity, than to hold them for extended periods on a single exercise.

What quality and speed in handwriting does daily life demand? Hundreds of specimens of social correspondence have been collected and scored. Of these, 86.5 percent rank at a quality of 60 or less on the Ayres Scale. The average quality is 49.5. The judgments of 826 adults, made up of various types of individuals, as to the quality of handwriting adequate for social correspondence were secured. The majority agreed that a quality of 60 on the Ayres Scale is adequate.

Handwriting specimens secured from 1127 employees in 24 vocational groups, where a considerable amount of handwriting is required as in telegraphy, order departments, printing, teaching, etc., led to the conclusion that the quality of 60 on the Ayres Scale is adequate for the needs of most vocations. In a few specialized callings a still higher quality is demanded. Specialists agree, however, that to teach children to write this better quality is the task, not of general but of vocational education.

What should the penmanship teacher expect of a sixth grade pupil? From the evidence at hand, we may tentatively conclude that "at the end of the sixth grade the child should be expected to write a reasonably fluent and a plain, legible hand. More specifically each child should have set before him as a minimum standard a quality equal to fifty on the Ayres Scale and a speed of seventy letters per minute. Those children who have not attained this standard by the end of the sixth grade should be given continued drill in the seventh grade or the junior highschool. The class median standard in quality for the end of the sixth grade should be 60 on the Ayres Scale."

What is the best incentive for each pupil to reach the "grade norm" and week by week to "beat his own record?" The giving of several standard tests

INDIVIDUAL PROGRESS RECORD IN HANDWRITING

Name James Jones School Harrison

Grade Five Teacher Miss Cole

Grade Standard		Dates of Tests	My Record		Points in My Regular Written Work for Special Attention
Quality	Speed		Quality	Speed	
		Standard Test			
		Regular Work			
		Standard Test			
		Regular Work			
		Standard Test			
		Regular Work			
		Standard Test			
		Regular Work			

during the year and having pupils keep "individual progress records" are the two ways most frequently suggested.

The card above is the "Progress Record" form of a fifth-grade pupil. It shows how difficulties discovered in a pupil's writing may be used as bases for pupil purposes in writing practice. The points needing correction are written upon the "Individual Progress Record." If a pupil has many glaring faults he decides which *one* should be corrected *first* and makes his record accordingly. He thus has a definite goal toward which to work, whether his writing is being done with teacher supervision and help or whether he is doing independent practice, whether he is "having a writing test" or answering questions in history.

After each writing test he checks his accomplishment, and records again, revising his objectives as need is shown.

What are the general trends in penmanship teaching? According to the Handwriting Committee of the 1926 Yearbook of the Department of Superintendence, the tendencies are:

1. To limit the time for the teaching of handwriting to the first six grades.
2. To excuse pupils from practice when standards set up have been attained and are maintained in all written work.
3. To place emphasis upon individual and group instruction rather than uniform mass instruction.
4. To prepare and arrange content material so as to allow pupils to progress as fast as they are able.
5. To correlate handwriting practice with other activities.
6. To use a combined action of finger, hand, and forearm.
7. To eliminate daily handwriting drill instruction in the intermediate school except for commercial groups and hospital classes for the poorer writers.
8. To follow up the writing in the intermediate or junior highschool through the English, social science, and exact science classes.
9. To make the daily class practice include material from other subjects in which writing is required, such as spelling, social science, exact science, etc.
10. To stress values and situations which will provide children with opportunities for appraising their own work and directing their own practice.

The important steps to be considered in the building of a course of study in handwriting are: (1) To present the material in such a manner that teachers will focus their attention upon children as well as results; (2) to recognize the need for individual progress and individual assistance; (3) to provide a general method of procedure for the child to attain his goal; (4) to provide objective goals; (5) to measure the effect of teaching; (6) to develop desirable attitudes, habits and purposes as well as to learn to write.—M. M. Alltucker.

For Would-Be Writers

EDWIN E. SLOSSON

Director of Science Service, Washington, D. C.

DON'T overestimate the reader's knowledge and don't underestimate the reader's intelligence. He may not know as much as you about this particular thing—let's hope not anyway—but otherwise he may be as bright as you are—let's hope so anyway.

Don't try to tell all you know in 500 words. Leave some over for another time. The clean plate rule does not apply here.

Don't think that because a thing is old to you it is known to the public. Many of your readers are still living in the nineteenth century; some of them in the eighteenth. Anything new to your readers is "news" to them if hung on a timely peg.

Don't imagine that the readers of a paper are, like your pupils, obliged to pretend to pay attention to you no matter how dull you may be. "First catch your reader," is the rule of successful writing.

Don't leave out the human interest. Your reader is a human being even if you are only a scientist.

Don't forget that your reader is interrupting you every ten lines to ask, "Why?" "What for?" or "Well, what of it?" and if you don't answer his tacit questions he will soon stop reading.

Don't think that you can make your topic more attractive by tricking it out with fairy lore or baby talk or irrelevant jokes or extravagant language. Bring out its real and intrinsic interest as forcibly as you can. Set off the red fire if you like, but be sure it lights up the object instead of drawing attention away from it.

Don't say "this discovery is interesting" unless you can prove that it is, and if you can prove it, you don't have to say it.

Don't suppose you must give bibliographical references to all the literature of the subject, but don't fail to give a clue by which the interested reader can get on its trail.

Don't fail to put your best foot forward. Otherwise you may not have a chance to use the other foot. Note the construction of the news story in any first-class paper. It is built up on the same logical system as the symphony or opera overture. The opening paragraph gives in succinct fashion the main point of interest, the gist of the story, just as the first movement of a musical composition expresses the theme or motif.

Don't expect the editor to explain why he objects to your manuscript. He is probably right in his verdict, but if you would make him give a reason for it he will have to invent one and it would probably be wrong.

THESE concrete suggestions by the director of Science Service to would-be writers of scientific articles for the public press grow out of wide experience in handling manuscripts. They are definitely helpful to:

1. Persons writing on education for newspapers and magazines.

2. All teachers wishing to perfect their use of the language.

3. Editors of school papers and others who may wish to pass them on to their contributors.

4. Teachers guiding the practice of writing by young people in the schools.

Don't say you can't find anything to write about. Every number of a scientific journal contains from $15 to $25 worth of good popular stuff. A man can make a good living translating doctors' dissertations into English. As Chesterton says: "There are no uninteresting subjects, there are only uninterested persons."

Don't back up too far to get a running start. Remember the man who wanted to jump over a hill. He ran a mile to work up momentum and was so tired when he got to the bottom of the hill that he had to sit down and rest. So will your readers. Ninety percent of the manuscripts that I have handled in twenty years as an editor would have been improved by cutting off the first page or paragraph. Yet authors, like hens, kick on decapitation.

Don't imagine that you must add a pretty but superfluous paragraph at the end, like the coda of a sonata. The most effective close is to quit when you get through.

Don't shoot in the air. Aim at somebody. You may miss him, but you are more likely to hit somebody else than if you aim at nobody. Look out of your window and note the first person coming along the street. Imagine yourself stopping this man or woman on the sidewalk and, like the Ancient Mariner, holding his or her attention till you have told your tale to the end.

Don't forget that when you are writing for the papers that you are broadcasting to a million potential readers. But how many of them are listening in depends on how you write.

Don't refer to notes or books while writing. Read up on the subject as thoroughly as you can, and take as many notes as you need; then put away all your notes and books out of reach and next day or at least an hour later lay clean sheets of paper on a clear desk and write out what you know about it, in your own way. Afterwards, preferably next day, read over your manuscript critically, verify your facts, correct your data, revise your English and add any essential points, but don't expect the reader to be interested in what is so uninteresting to you that you cannot keep it in mind a single hour.

Don't define a hard word by a harder word. Vladivostok is a hard word, but when a press correspondent arrives at Vladivostok he goes right on inland without stopping to explain that "this is a city south of Khabarovsk and east of Tsitsikhar." So you, if you want to say "calorie," say it, but don't make it worse by "explaining" it as "the quantity of heat necessary to effect a rise of temperature of one degree Centigrade of a cube of water each dimension of which is one tenth part of the length of a bar of platinum and iridium alloy lying in the observatory of St. Cloud." If you think you must define the calorie, say causally something like this, that 100 calories of energy can be derived from three cubes of sugar or from a small pat of butter, or explain that a man needs to expend a hundred calories an hour to keep his body running, and 160 calories if he is working hard.

Don't think you must leave out all the technical terms. Use them whenever necessary without apology, and, if possible, without formal definition. People

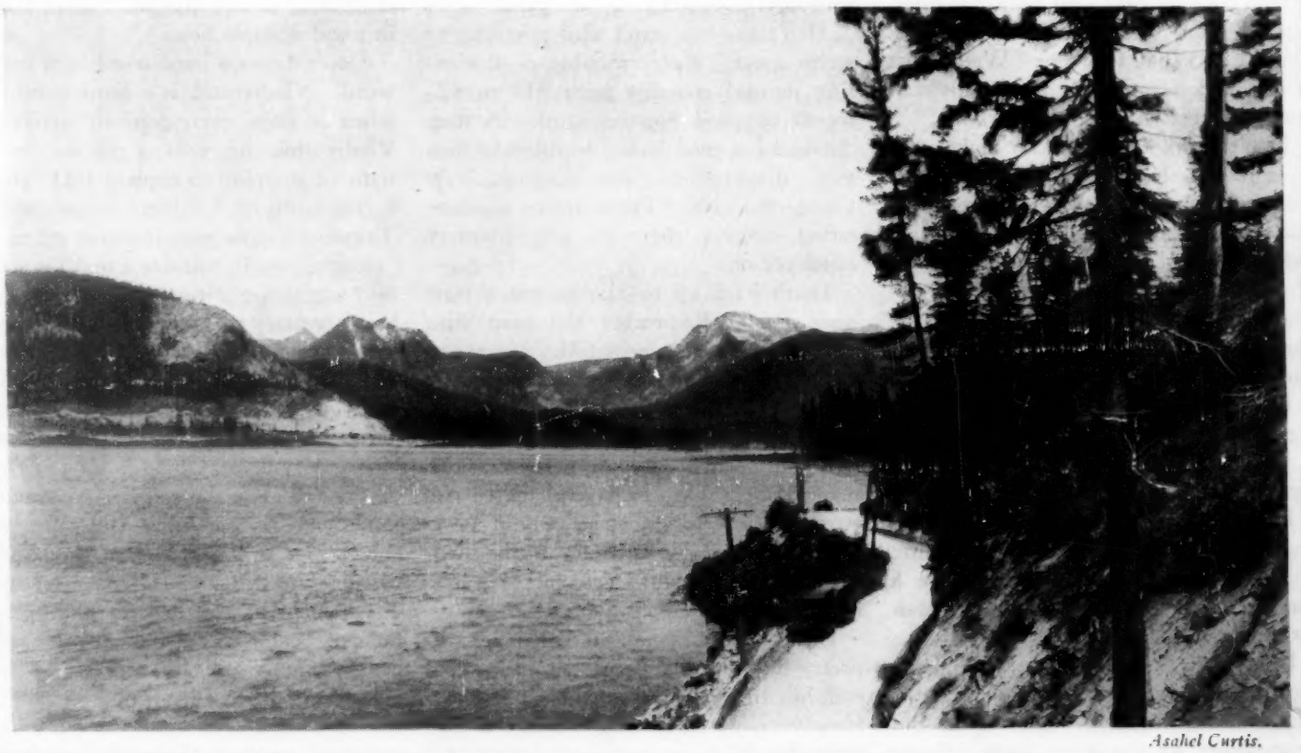
are not so easily scared by strange words as you may think. They rather like 'em. Kipling is read with delight by old and young, yet his prose and verse are crammed with technical terms. Having exhausted the military, nautical, and mechanical vocabularies, he invented a new and unknown nomenclature for his story "With the Night Mail," and didn't stop to define one of the technical terms. In his "Just So" stories for the kiddies he sticks in long names like plums in a pudding. A Kipling dictionary has been published, but even the editor could not run down all the peculiar words Kipling had picked up. But the ordinary reader does not need the dictionary. He gets the meaning from the run of the story, for the story is so written that he will get the meaning as he runs. When the Great War broke out everybody had to learn a new language for which there was no dictionary. But the war correspondent wrote without hesitation: "At zero hour the barrage was raised and the poilu and the doughboy sprang over the top, sticking their bayonets into the boche." And the man in the street read it without batting an eye, although the sentence contained half a dozen words not to be found in his vocabulary before. But if this sentence were being written by one of our conscientious scientists he would probably word it in this fashion:

"At zero hour—to use the military term for the time set for the beginning of an offensive—the barrage—that is to say the line on which the artillery fire is directed—was raised and the poilu—this is a French slang term for soldier, meaning "hairy" and corresponding to our "rough-neck" — and the doughboy—this is an American slang term for infantryman derived either from the round buttons worn in the Civil War or the "dobe-huts" inhabited in the Mexican War or the pipeclayed belts of the Revolutionary War or because the Secretary of War was named Baker—sprang over the top—that is to say surmounted the parapet of the entrenchments—sticking their bayonets—a weapon invented at Bayonne, France, in 1650—into the boche—a contemptuous term referring to the Germans, probably an abbreviation of *caboche* or blockhead originally applied to Alsatians."

Suggestions to Contributors to Science Service—In order to make a scientific article "as interesting as a story" it must be as well written as a story. The author should be willing to take as much pains in writing a 500-word scientific sketch, or even a fifty-word caption to a picture, as he would in composing a sonnet or a bit of fiction. Care in composition in the case of popular science does not imply seeking to embellish the theme with flowers of rhetoric, but it means hunting for the plainest words and most effective form of presentation and getting as many points of contact as possible with the previous knowledge and interest of the reader. The sonnet may gain from obscurity and the fiction by inaccuracy, but the scientific sketch should be clear and correct.

Cut out all unessential details. Avoid overloading the story with dates, figures, names, places, and descriptions of apparatus. Put only such details as are necessary to the understanding of the question or help to make the story more complete, vivid, personal, or picturesque. Do not include facts simply because they are facts and you happen to have them in your notes, but choose such facts as have significance.

A brief scientific article for popular consumption should be confined to a single topic. Devote the entire space to making that one point perfectly clear and effective and save your other ideas till next time. Make every article, however brief, complete in itself and comprehensible to one who has never read anything on the subject before. Remember you are not writing an installment of a serial story.



Asahel Curtis.

VISITORS to the National Education Association Convention in Seattle, July 3-8, 1927, will enjoy the beauty of mountain lakes set high in the Cascades and Olympics.

Association Publications During 1926

CONVINCING PROOF of the value of service rendered by the National Education Association to the teaching profession is evident in the wide distribution of the Association's publications for 1926. The orders for these publications received at headquarters during the year have surpassed all previous records.

Members of the Association from all sections of the country have commented favorably on THE JOURNAL and have stressed its importance and usefulness to teachers and administrators alike. It is now widely used in normal schools and teachers colleges for reference and study, and in teachers meetings as an aid in solving the problems of the profession.

The annual reports of the committees and commissions of the National Education Association, distributed at the Philadelphia convention, have been in constant demand. Unusually larger orders for the Report of the Committee of One Hundred on the Problem of Tenure necessitated an early reprinting of that report. Another best seller has been the Report of the Committee of the Department of Classroom Teachers on the Evaluation of Instruction. Other reports presented at Philadelphia include retirement allowances; health problems; international relationships; classroom teachers problems; rural teachers problems; standards, requirements, and credits of teachers in the service; community relations; homes for retired teachers; and behavior problems of children.

Among notable reports of other years which are still in demand are the Report of the Joint Committee of the National Education Association and the American Medical Association on Health Problems, which is in its fifth edition with a total of 25,000 copies printed, and the Report of the Committee on Schoolhouse Planning.

The large orders for the Fourth Yearbook of the Department of Superintendence, *The Nation at Work on the Public School Curriculum,* received from many state universities and teachers colleges are evidence of its wide use in those institutions. The Official Report of the Washington meeting of the Department of Superintendence was doubly acceptable this year because of its prompt delivery immediately following the meeting.

The publications of the Research Division of the National Education Association have set new standards in the practical presentation of research findings. The March, 1926, issue of the Research Bulletin, *The Ability of the States to Support Education,* is particularly helpful to superintendents, commissioners, and boards of education as it presents a comparison by states of the relative wealth, resources, and expenditure for education in the United States. The November, 1926, bulletin, *Major Issues in School Finance,* is a study specially prepared for the use of state legislatures in dealing with the problems of school finance. The September and November, 1925, bulletin, *Keeping Pace with the Advancing Curriculum,* set a new mark for distribution. Unprecedented demand forced the third reprinting of this bulletin, making a total of 27,500 copies.

PUBLICITY

NATIONAL Education Association Press Service interprets the Association and its ideals for the profession and the public; announces and reports conventions; arouses enthusiasm by telling of worth-while activities

- Widens interest in two large conventions by gathering programs, speeches, interviews, and photographs for use by newspapers throughout the country
- Advances movement for a Department of Education by keeping before editors of magazines and newspapers progress of the measure
- Calls attention of magazine editors by special letters to unusual articles and books on education
- Sends lists of special honor schools and life members to state and local magazines and newspapers
- Maintains a large collection of photographs, electros, and mats, covering educational leaders, cartoons, graphs, and charts for newspaper use
- Sends out announcements of important features of the Journal, Proceedings, Reports, Research Bulletins, and other Publications

Arranges radio programs in connection with conventions and American Education Week and encourages the use of this new tool as a means of keeping the successes and needs of the schools before the people

A featured publication of the Association during 1926 was the *Drama of American Independence,* containing pageant episodes for schools and colleges published for use in the schools in connection with celebration of the sesquicentennial of American independence. This timely volume has been popular with both teachers and children throughout the country.

The quarterly bulletins of the Department of Elementary School Principals have helped to increase the membership in that active group. Articles on the activities of the elementary school principal, the all-year school, character training, experimental studies in children's reading, together with reports of active committees on salaries, standards, and educational progress, make these bulletins a real service to principals seeking to improve the profession. The Fifth Yearbook of the Department of Elementary School Principals, published as the fourth issue of the bulletin, in July 1926 is a notable contribution. Under the editorship of Arthur S. Gist of Seattle, Washington, this volume discusses the equipment for service and the various activities of the elementary school principal.

The continued and steady growth of departments in the Association brings forth new publications each year as these sections become stronger and more ambitious. The First Yearbook of the Department of Classroom Teachers was published during the year, and the yearbook of the American Association of Teachers Colleges, a department of the National Education Association, was handled this year at headquarters.

The 1926 Volume of Proceedings was issued in October, and has been enthusiastically received. This volume is regularly sent to life and five-dollar members of the Association and may be purchased for $3 by regular members or by nonmembers. The volume contains the addresses delivered before the general sessions of the Association, the National Council of Education, and the Association's sixteen departments, together with reports of committees and other Associational records and information. The addition of a section on related national associations will also be helpful in a study of the year's work in education.

The National Education Association is the largest publisher of literature on the problems of the teaching profession in the world. The total amount of printed matter published by the Association in 1926 was 129,682,256 pages. This enormous output is being consumed, which means that among educators everywhere there is more and more interest and activity for professional improvement.

Growth of Public Library Service

Arranged by the Research Division of the National Education Association
from figures gathered by the American Library Association

States	Population 1920 census	Total library income or expenditure in 1925	Expenditure per-capita in 1925	Rank of column 4	Total public school expenditure in 1923–1924	Percent library expenditure is of school expenditure	Rank of column 7	Books circulated percapita 1925	Rank of column 9	Percent of population without service in 1925	Rank of column 11 in order of least percent
1	2	3	4	5	6	7	8	9	10	11	12
United States	105,710,620	$35,347,156	$.33	.....	$1,820,743,936	1.94	.....	2.14	.....	43	.....
Alabama	2,348,174	112,783	.05	45	14,386,394	.78	36	.37	44	73	39.5
Arizona	334,162	46,323	.14	33.5	7,975,366	.58	40	1.10	31	71	34.5
Arkansas	1,752,204	36,856	.02	48.5	9,440,786	.39	46	.19	49	85	46
California	3,426,861	3,709,682	1.08	1	124,240,978	2.99	7	7.34	1	3	3
Colorado	939,629	277,928	.30	21	22,960,826	1.21	29	2.59	18	47	21
Connecticut	1,380,631	671,764	.49	13	24,996,771	2.69	9	3.93	4	2	2
Delaware	223,003	51,044	.23	25	3,203,492	1.59	20	1.95	24	41	18
District of Columbia	437,571	226,508	.52	9	6,668,393	3.40	5	2.49	20	.....	.....
Florida	968,470	175,636	.18	29.5	12,398,902	1.42	25.5	.60	38	57	25
Georgia	2,895,832	198,498	.07	39.5	17,292,969	1.15	32	.50	39	70	32.5
Idaho	431,866	72,236	.17	31	8,972,918	.81	34	1.52	27.5	70	32.5
Illinois	6,485,280	2,490,826	.38	18.5	115,677,301	2.15	15.5	2.91	14	31	11
Indiana	2,930,390	1,586,887	.54	8	51,169,383	3.10	6	3.70	7	31	11
Iowa	2,404,021	743,073	.31	20	48,194,125	1.54	22	2.52	19	62	27
Kansas	1,769,257	276,675	.16	32	35,286,038	.78	36	1.36	29	60	26
Kentucky	2,416,630	229,075	.09	38	17,195,004	1.33	27	.74	36	67	29
Louisiana	1,798,509	108,608	.06	42	19,432,339	.56	41	.39	43	69	30.5
Maine	768,014	154,168	.20	27.5	10,129,601	1.52	23	2.33	21	18	8
Maryland	1,449,661	306,642	.21	26	20,489,898	1.50	24	.86	34	36	16
Massachusetts	3,852,356	3,310,244	.86	2	70,107,400	4.72	1	4.81	2	.....	.....
Michigan	3,668,412	1,848,507	.50	11	82,858,435	2.23	13	2.66	15	30	9
Minnesota	2,387,125	1,203,024	.50	11	55,392,199	2.17	14	2.63	16	45	20
Mississippi	1,790,618	37,366	.02	48.5	9,833,452	.38	47	.26	48	83	45
Missouri	3,404,055	920,782	.27	22	45,989,850	2.00	18	1.63	26	55	23.5
Montana	548,889	137,412	.25	23	10,750,093	1.28	28	1.94	25	51	22
Nebraska	1,296,372	309,623	.24	24	26,772,818	1.16	31	1.98	22	55	23.5
Nevada	77,407	9,984	.13	35	2,111,709	.47	43	1.03	32	65	28
New Hampshire	443,083	261,411	.59	4.5	5,832,089	4.48	2	3.92	5	1	1
New Jersey	3,155,900	1,234,634	.39	16.5	78,968,680	1.56	21	1.96	23	10	6
New Mexico	360,350	19,993	.06	42	4,757,151	.42	45	.40	42	73	39.5
New York	10,385,227	5,243,378	.50	11	243,455,088	2.15	15.5	3.04	13	12	7
North Carolina	2,559,123	114,364	.04	47	30,980,022	.37	48	.46	40	69	30.5
North Dakota	646,872	77,672	.12	36	16,706,696	.46	44	.78	35	80	43
Ohio	5,759,394	3,269,709	.57	6	123,976,218	2.64	10	3.09	10	31	11
Oklahoma	2,028,283	277,863	.14	33.5	32,649,784	.85	33	.87	33	76	40
Oregon	783,389	442,299	.56	7	16,392,026	2.70	8	4.23	3	33	14.5
Pennsylvania	8,720,017	1,787,234	.20	27.5	149,909,783	1.19	30	1.19	30	40	17
Rhode Island	604,397	357,427	.59	4.5	8,606,771	4.15	3	3.46	9	.....	.....
South Carolina	1,683,724	88,414	.05	4.5	12,825,341	.69	39	.28	46.5	79	42
South Dakota	636,547	117,545	.18	29.5	15,570,870	.75	38	1.52	27.5	72	37
Tennessee	2,337,885	239,056	.10	37	16,832,091	1.42	25.5	.64	37	72	37
Texas	4,663,228	293,930	.06	42	55,687,875	.53	42	.45	41	71	34.5
Utah	449,396	175,000	.39	16.5	9,349,516	1.87	19	3.07	11.5	33	14.5
Vermont	352,428	150,112	.43	14	4,026,555	3.73	4	3.86	6	6	4
Virginia	2,309,187	159,156	.07	39.5	20,306,675	.78	36	.36	45	72	37
Washington	1,356,621	574,214	.42	15	27,362,702	2.10	17	3.54	8	43	19
West Virginia	1,463,701	70,928	.05	45	22,453,950	.32	49	.28	46.5	81	44
Wisconsin	2,632,067	998,429	.38	18.5	44,331,449	2.25	12	3.07	11.5	32	13
Wyoming	194,402	142,234	.73	3	5,835,164	2.44	11	2.60	17	7	5

HOW DOES your state compare with other states in the amount of public library service rendered? You can obtain the figures for your state by reading table as follows: Alabama, with a population of 2,348,174 (column 2) expended a total of $112,783 (column 3) or 5 cents (column 4) percapita for public libraries in 1925. During the school year 1923-1924, the cost of public elementary and secondary schools in Alabama was $14,386,394 (column 6). The ratio of expenditures for library to school costs was 78 hundredths of one percent (column 7). For every person in Alabama there was 37 percent (column 9) of one book, or, approximately one book to every three persons. Seventy-three percent (column 11) of the population of Alabama, or approximately three persons out of every four, were without library service. Alabama ranks 45 (column 5) in per capita expenditures for libraries; 36 (column 8) in percent library expenditures is of school costs; 44 (column 10) in books circulated percapita; and ties with New Mexico for 39th place in percent of population with library service. Similarly read data for other states.

Source of data: Figures for library service from American Library Association, *Library Extension*, 1926; those for education from U. S. Bureau of Education.

Members of the Association will wish to give the figures covering their respective states to the local newspapers. Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example, the people of Nebraska read 1.98 books percapita in 1925. The people of California, which ranks first in this matter, read 7.34 books percapita. 7.34 divided by 1.98 shows that Nebraska must do 3.7 times as much reading to compare with California. Similar problems may be worked out for other items in the comparison.

School Health and Physical Education at Philadelphia

PHYSICAL education, because of the teaching and administrative unit of activities it directs, furnishes the broadest and deepest setting for an effective method in teaching health," said Clark W. Hetherington, professor of physical education at New York University, when addressing the first session of the Department of School Health and Physical Education in Philadelphia, Tuesday afternoon, June 29, 1926. Dr. Hetherington stated that the teaching of a habit-building, interest-driven, thought-controlled conduct is one of the chief objectives of physical education. He declared:

Physical education, because of the teaching and administrative unit of activities it directs, furnishes the broadest and deepest setting for an effective method in teaching health. It is the natural foundation for the building of interests in health. Other units of activities may supplement the building of interests and expand the information, but physical education is the natural correlating center for such efforts. The teaching of a habit-building interest-driven, thought-controlled conduct is one of the chief objectives of physical education. . . .

The prejudice must be eliminated. It must be replaced by an intelligent public opinion. The progress of child welfare, health, and morality, depends upon it But the need for this change has greater social significance than the progress of physical education alone. The stability or progress of civilization itself depends upon a sound organism or "physical" as a national trait. There can be no sane, wholesome, moral national life in the long prospective without a people with sound bodies. In the achievement of a sound physical as a racial ideal, eugenics holds the key to latent capacities, medicine holds the key to the elimination of diseases, physical education holds the key to the development of the fundamental latent capacities as they function in activity or behavior.

Other speakers at this meeting of the department were Grover W. Mueller, special assistant, Department of Physical Education, Philadelphia, Pa.; Captain Percy R. Creed, secretary, National Association The Sportsmanship Brotherhood, Inc., New York City, and Daniel Chase, chief of state bureau of physical education, Albany, N. Y. Grover W. Mueller told of the efforts being made in Philadelphia to gain the child's interest and cooperation in health by correlating health education with a program of physical activities.

The plan emphasizes to the child the intimate relation between the observance of health habits and physical efficiency. It includes athletic ability tests, competition and intraschool activities, vitalized health education, and character education.

FLORENCE D. ALLEN, *secretary of the Department of School Health and Physical Education, and director of the department of physical education for women, University of Oregon, Eugene. The photograph of President Stewart was published in January, 1926.*

Mr. Mueller stated that the project is being introduced in a few additional schools each year, and they seem well pleased with the results.

The second session of this Department was held on Thursday afternoon, July 1. Clifford J. Scott, superintendent of schools, East Orange, N. J., discussed Health and Physical Education in the Public Schools, saying that the aims of physical education programs should be definitely to seek to serve not only the wellbeing of the present boy and girl, but also to give interests and attitudes and activities that carry over into later life. He concluded:

It is important that physical education leaders fully realize that the school administrator must count heavily on their understanding of these aims and clearly see the great significance of their work in the attainment of the objectives for which the present day school must strive.

Elma Rood, teacher training staff, George Peabody College for Teachers, Nashville, Tenn., gave an address on teaching and supervising health education. She said:

Teaching and supervising health education involves a clear translation and analysis of the life situations and activities in order that the classroom teacher may appreciate all available factors which influence the health, behavior, and attitude of each child, excluding from the child's experience those factors whose influence is unfavorable, and searching for and bringing into the child's experience those which contribute to his fullest development. Every child in the country now has at hand thousands of these experiences which may be drawn from home, school, and community. The job of the health education supervisor is to bring these possibilities into the consciousness of the school administrator and to help them become constructively critical of all the factors in the lives of children.

The Prevention and Control of Common Contagious Diseases Among School Children was the subject of Philip M. Stimson, Cornell Medical School, New York City. Dr. Stimson stated that any intelligent campaign aimed at preventing the spread of common contagious diseases, such as diphtheria and scarlet fever, measles and whooping cough, should be primarily directed against common colds. He declared:

All children should be immunized against diphtheria, scarlet fever, and smallpox. School health authorities should have records kept in their respective schools, which will show the percent of possible school attendance which is lost through absence due to various causes, particularly due to respiratory infections, to contagion, and to quarantine. By a comparison of methods used with results obtained, standardization of the best methods can be worked out.

The officers of the Department of School Health and Physical Education as elected at the Philadelphia meeting are: *President,* Melville Stewart, state supervisor of physical education, Charleston, W. Va.; *vicepresident,* Mary E. Gross, director of department of physical education and hygiene for women, University of Washington, Seattle, Wash.; *secretarytreasurer,* Florence D. Allen, director of department of physical education for women, University of Oregon, Eugene, Ore.

Adult Education at Philadelphia

AMERICA'S CHALLENGE TO HER TEACHERS—Education for Citizenship for Young and Old was the theme of the Philadelphia meeting of the Department of Adult Education on Monday, June 28. The session was called to order by President Robert C. Deming, who stated that the U. S. Bureau of Education had called upon the Department for three things which were considered essential: (1) Cooperative state and local programs in adult education for native and foreign-born; (2) Normal school courses for the prospective teachers of such pupils; and (3) A cooperative program between the Bureau of Naturalization and the schools in citizenship training. Other speakers on this program were L. R. Alderman, specialist in adult education in the U. S. Bureau of Education; Miss Willie Lawson, deputy state superintendent of public instruction, Little Rock, Ark.; Edward L. Thorndike, Teachers College, Columbia University; and Read Lewis, director of Foreign Language Information Service, New York City. Miss Lawson spoke about the native illiterate and offered suggestions as to progress and problems in their instruction. She said:

> Where does the native illiterate live? In your mind, there is the invariable answer, "In the south," which is only partially correct. He is ours and we do not deny that a large portion of his family lives with us. But he is as innumerable as the stars and as migratory as the robins. Hither and yon upon the face of the earth he has wandered, leaving a part of his family wherever he went. Today he lives not in the south alone, but in every state in the union.

The second session of the Department was held on Tuesday afternoon, June 29. Miss Wil Lou Gray, state director of adult education in South Carolina, spoke on Training Teachers in Service and the Enrolment Problem and described the method used in the summer-schools of South Carolina to train teachers for adult education service. In conclusion, Miss Gray said:

> It is the duty of the public schools to insist upon such training and equipment of teachers that the adult shall have every facility and encouragement in his belated search for that knowledge which shall open to him the gates of opportunity.

In speaking on An Articulated Program in Elementary Adult Education, Robert T. Hill, secretary of the Council on Immigrant Education, New York City, made this statement:

> Those engaged in adult education, including its elementary forms, should appreciate the fact that for a long time public libraries have been carrying on their service; that the Young Men's and Young Women's Christian Associations have been doing their work; that the public evening and extension schools have been operating for years; that employers have conducted classes for employees; that social settlements and what are increasingly known as neighborhood houses, have been carrying on activities among adults since their institution, twenty-five or thirty years ago. But for increasing usefulness on the part of all, more cooperation and more articulated effort among all on a more definite community basis is desirable.

WILLIE LAWSON, *secretary of the Department of Adult Education, and deputy state superintendent of public instruction, Little Rock, Arkansas. The photograph of President Deming was published in January,* 1926.

William C. Bagley of Teachers College, Columbia University, addressed the group on Determinism as Applied to Our Treatment of the Foreign-born. He pointed out that although in many instances immigrant children are backward or undeveloped, the schooling and training which they received here was more important, saying:

> It does make some difference what kind of materials we put into the melting-pot; but I have a notion that the kind of melting-pot that we put them into is vastly more important.

On Wednesday afternoon, June 30, members of the Department visited Wilmington, Del., where they had an opportunity to observe a demonstration with native illiterates, naturalization hearing, and a naturalization ceremony.

The final session of the Department was held Thursday morning July 1. William P. Holaday, United States Representatives from Illinois, gave an address on Immigration Problems. He gave facts relative to restrictive immigration laws and the Alien Criminal Deportation Law, and said that for the fiscal year beginning July 1, we will permit the entry of 162,000 immigrants. A desire for admission to the United States has been indicated by 1,600,000 more. He declared:

> To maintain and improve the public school system of America is to insure the future of our nation. Our public schools are doing more for the complete Americanization of the foreign-born than any other agency or combination of agencies is doing.

Frank Cross, national director of Americanism, American Legion, Indianapolis, Ind., discussed The Teaching of Americanism. He concluded thus:

> It is well—it is highly desirable to teach a child or adult to respect the flag, but it is far more important to teach him to respect truth. The flag is worthy of respect just so long as, and no longer than, it is the emblem of truth. It is excellent to teach a child or adult to revere Washington and Jefferson and Lincoln, but it is far more important that he revere the courage, the devotion, and the honesty which these men embodied.
>
> The great fight of American patriots today is not against the forces of red radicalism; it is against the forces of black obscurantism, militant ignorance. The forces of obscurantism are frequently powerful and well-accepted. To oppose them requires the utmost fearlessness and devotion to principle. The teacher who goes at his task, always carrying high the banner of wholesome truth and enlightenment, is worthy in the highest degree of the title of patriot.

The officers of the Department of Adult Education as elected at Philadelphia are: *President,* Robert C. Deming, state director of Americanization, Hartford, Conn.; *vicepresident,* Wil Lou Gray, supervisor of Adult Education, Columbia, S. C.; *secretary,* Willie Lawson, deputy state superintendent of public instruction, Little Rock, Ark.; *treasurer,* Ethel Richardson, assistant state superintendent in charge of immigrant education, Los Angeles, Calif.

Department of Superintendence

The Texas Convention

FOR THE FIRST TIME the Department of Superintendence of the National Education Association has chosen the great southwest for its annual meeting. The fiftyseventh convention of this oldest department of the National Education Association will be held in Dallas, Texas, February 27 to March 3, 1927, inclusive. The midwinter meetings of the Department of Superintendence have come to be considered the greatest gatherings of educators in the world. It is at these meetings that the administrators of our state and city school systems, large and small, come together to discuss their common problems.

On the fifteenth of October the Dallas Chamber of Commerce announced an unparalleled demand for accommodations. Over 6000 hotel reservations had been confirmed by that date. Applications for reservations are now being filed for early assignment to apartment houses and private homes. All indications point to a record-smashing attendance at the convention this year.

Headquarters—Convention headquarters will be located in the center of exhibit hall which is immediately adjacent to the Fair Park Auditorium where the general sessions of the Department of Superintendence will be held. Both the auditorium and the exhibit Hall are at the main entrance to Fair Park and are easily accessible from downtown hotels by direct routes on plainly marked cars. The auditorium, which is a beautiful building with a capacity of 6000, is one of the finest halls ever used by the Department of Superintendence for its conventions. Comfortable lounging rooms and a restaurant and tea room will be welcome features of the exhibit hall.

Exhibits—All available exhibit space has been taken by eager exhibitors who are planning interesting displays for the educators in attendance. The exhibits will number about 178 besides a large school exhibit, sponsored by the Department of Superintendence and under the direction of W. H. Vogel of Cincinnati, who has been active in the arrangement of all the Department's educational and building exhibits in recent years. Mr. Vogel was largely responsible for the remarkable art exhibit at the Cincinnati convention in 1925. The booths will be comfortably arranged and attractively decorated. Both exhibits and registration desks will be open each day of the convention from 8.30 A.M. to 6 P.M. except Sunday, February 27.

Special Railroad Rates

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

Roundtrip tickets will be sold in the Southwestern Passenger Association territory February 22, 23, 24, 25, 26, 27, 28. When validated at regular ticket offices in Dallas, tickets will be good for return to reach original starting point not later than midnight of March 10. Dates of sale and return limits for more distant territory, governed by other passenger associations, may be obtained from local ticket agent.

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

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

The convention will be officially opened with a vesper service on Sunday, February 27, at 4 oclock, in the auditorium of the Southern Methodist University. The Reverend George W. Truett, pastor of the first Baptist church of Dallas, will be the speaker.

The general sessions and topic group meetings of the Department of Superintendence will extend over Monday, Tuesday, Wednesday, and Thursday of convention week. A notable feature of the convention will be a national highschool orchestra, a unit of 250 performers representing the highschools of the nation. Every state of the union will be represented. The first appearance of this orchestra was in connection with the National Council of Music Supervisors at their meeting in Detroit in April. Representatives from the highschools of over thirty states were brought together for training preparatory to a concert which surpassed all expectations in the artistry and perfection of the performance. The orchestra is under the direction of Joseph E. Maddy, supervisor of music at Ann Arbor, Mich.

The Department of Elementary School Principals has planned three full programs for Monday, Tuesday, and Wednesday afternoons in Fair Park Auditorium, besides the annual midwinter dinner meeting which will be held on Tuesday evening, March 1, at 6 o'clock in the Baker Hotel, and the official breakfast meetings which will be held each morning in the Baker Hotel. On Monday, February 28, Henry Turner Bailey of Cleveland, Ohio, and Mary McSkimmon, principal of the Pierce School of Brookline, Mass., will address the group under the general theme "Fundamental Values of Life and How to Reach Them." The principals will be greeted by President Blair of the National Education Association. The theme for the second meeting on Tuesday, March 1, will be "The Responsibility and Opportunity of the Principal." Elizabeth Hall of Minneapolis, Superintendent Lefler of Lincoln, Nebr., and Anna Laura Force of Denver, Colo., will be the speakers. Greetings will be extended by President Condon of the Department of Superintendence. Fannie Fern Andrews of Boston, Mass., Augustus O. Thomas, president of the World Federation of Education Associations, and Annie C. Woodward of Somerville, Mass., will be the speakers at the third and final session of the Department on Wednesday afternoon, March 2, 1927. The theme will be "World Citizenship—The School's Responsibility."

The Department of Deans of Women will hold meetings on Wednesday, Thursday, Friday, and Saturday, February 23, 24, 25, and 26. All except the Saturday meeting will be held in the Baker Hotel in Dallas. The sessions on Saturday, February 26, will be held at the Texas State College for Women at Denton, Tex., about one hour's ride from Dallas. The highschool section of the Department is to have three separate meetings—two in the morning and one Friday evening, February 25. The

college and university sections are to have a joint meeting Thursday morning, February 24, and separate ones on Friday morning. The normal school deans will have two section meetings. The formal dinner will be held Thursday evening, February 24, with the honorary members of the National Association of Deans of Women as special guests, and with Lois K. Matthews Rosenberry and Iva Lowther Peters as the after dinner speakers.

The Department of Vocational Education has planned three sessions to be held in the auditorium of the Bryan Technical Highschool of Dallas on Tuesday morning and afternoon, March 1, and Wednesday afternoon, March 2. The Tuesday morning meeting will listen to a discussion of "A Vocational and Practical Arts Education Program" from the viewpoint of the city vocational director as presented by O. H. Day of Kansas City; from the viewpoint of the city superintendent as presented by O. H. Hughey of El Paso, Tex.; and from the viewpoint of a deputy state superintendent of public instruction as presented by L. H. Dennis of Harrisburg, Pa. Tuesday afternoon will be devoted to an excursion to various points of interest in Dallas including the industrial plants. Additional viewpoints on a vocational education program will be presented at the Wednesday afternoon meeting. The viewpoint of industry will be taken by C. L. Bailey of Pittsburgh, Pa.; the viewpoint of the dean of a state college of education by William S. Taylor of the University of Kentucky; and the viewpoint of the president of the American Vocational Association by Edwin A. Lee of the University of California.

The National Council of Kindergarten Supervisors and Training Teachers will hold two joint meetings with the National Council of Primary Education. "Character Education" will be the general theme of both sessions. The first meeting on Tuesday morning, March 1, over which Alice Temple, president of the National Council of Kindergarten Supervisors and Training Teachers will preside, will bring forth addresses from Charles H. Judd of the University of Chicago, Florence Bamberger of Johns Hopkins University, and others. The Kindergarten Supervisors and Training Teachers will also have a breakfast meeting on Wednesday morning of convention week.

Hotels in Dallas

NO HEADQUARTERS HOTEL has been designated.

Single rooms in hotels are exhausted.

The hotels which are members of the Hotel Men's Association are booked to capacity. Some rooms in smaller hotels and in apartment hotels are still available.

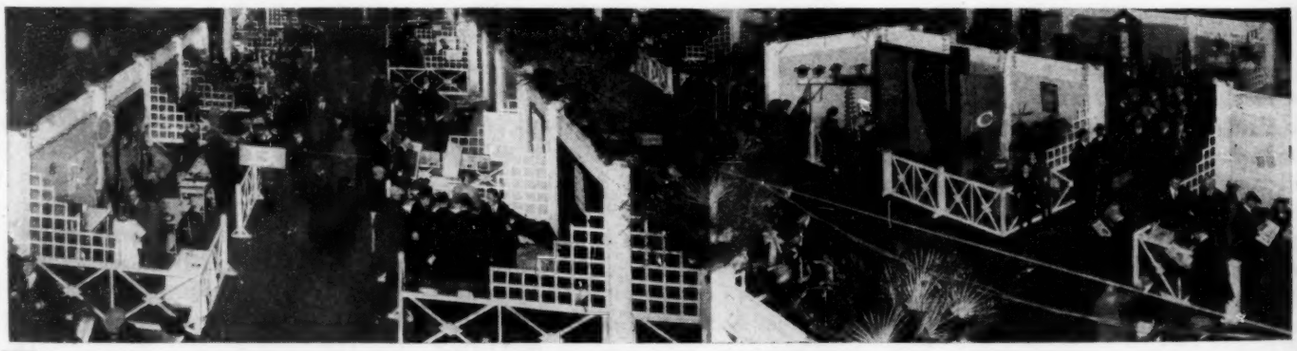
All sleeping room reservations are handled through the Housing Bureau of which Z. E. Black, Convention Manager, Dallas Chamber of Commerce, is chairman. Inquiries regarding sleeping room reservations should be addressed to Mr. Black, Chamber of Commerce, Dallas, Texas.

The National Council of Primary Education will have a luncheon on Thursday, March 3, besides the two joint sessions which are to be held with the National Council of Kindergarten Supervisors and Training Teachers on Tuesday morning and Wednesday afternoon. Lucy Gage, president of the National Council of Primary Education, will preside at the Wednesday afternoon joint session. Her general theme will be "The Effects of Informal Teaching upon the Emotional Life of the Child."

There will be two meetings of the *City Teacher Training School Section at Dallas*. One meeting will be devoted to the discussion of curriculum reorganization. Dr. Charters of the University of Chicago will speak on "An Inductive Procedure for Determining the Objectives of Teaching." E. George Payne of New York University will discuss "The Sociological Principles Underlying the Making of the Curriculum of Teacher Training Institutions." William C. Bagley of Columbia University will close the assigned program with an address on "The Bearing of General Curriculum Policies on Teacher Training Curricula." A general discussion will be led by L. A. Pechstein of the University of Cincinnati. The second meeting will be in the form of a symposium with the subject "Administrative Policies in City Teachers Colleges and Normal Schools." Topics have been assigned for discussion to the presidents of various city teacher training institutions.

The National Society for the Study of Education will hold two meetings at Dallas in conjunction with the meetings of the Department of Superintendence. The first meeting will be Saturday evening, February 26, the second meeting Tuesday evening, March 1. The program for the latter, which will be a joint meeting with the Department of Superintendence, is being arranged by conference between this society and the Commission on the Curriculum of the National Education Association.

The National Society of College Teachers of Education will hold its meetings on Monday and Tuesday, February 28 and March 1. The morning meetings will be for members only and the Tuesday afternoon meeting will be a joint session with the Educational



THE EDUCATIONAL EXHIBITS afford the convention visitor an opportunity to see the best in modern school equipment and practice.

Research Association. President Walter S. Monroe of the National Society of College Teachers of Education has arranged a program for the open meeting Monday afternoon on "Graduate Work and Research" which should be of great interest to all teachers of education. The titles of the papers to be presented are as follows: "Some Distinctions Between Graduate and Undergraduate Work in Education," by C. A. Buckner of the University of Pittsburgh; "New Harvard Requirements for the Degree of Master of Education," by Henry W. Holmes of Harvard University; "Studies of Highschool Teaching from the Standpoint of Graduate Students," by Douglas Waples, University of Chicago; "A Personnel Study of Students Who Have Received the Master's Degree from the University of Chicago," by H. T. Buswell of the University of Chicago; "Divining Rods for Locating Data on Administrative Problems and How to Equip the School Administrator with Methods of Locating Data on his Problems which will Carry Over When He is on the Job," by Carter Alexander of Teachers College of Columbia University; and "What Superintendents Want from Graduate Schools of Education," by J. R. Barton, superintendent of schools of Oklahoma City, will conclude the program.

The National Council of Education will hold three meetings at Dallas during convention week. President Henry Lester Smith has announced the following speakers: Charles H. Judd of the University of Chicago, who will speak on "The Fallacy of Treating School Subjects as Tool Subjects"; Jesse H. Newlon, superintendent of schools of Denver, Colo., who will speak on "Educational Progress during the Past Year"; S. A. Courtis of the University of Michigan, who will discuss the "Technic of Cooperation"; and David E. Weglein, superintendent of schools of Baltimore, Md., whose topic has not yet been announced.

Builders of Our Profession

WE ARE ASKING the public to magnify teaching—to honor teachers, to pay them well and treat them well, to give them larger opportunities for genuinely fine living that children hay have contact with life at its best. We are asking the nation to elevate teaching, to make it the greatest profession as it is the most numerous. But how shall we do this if we do not begin with ourselves? We are beginning with ourselves! That is the glory of these lists of builders. Is your name among them? Are your friends there? Has your town, your county, your state made up its quota to this great army of the educational advance?

ARIZONA—Ruby E. Fulghum, G. S. Hansen, Martin Mortensen, Jr., C. E. Rose.
ARKANSAS—Essie Lee Duncan, Edgar Holcombe, Henry G. Hotz, J. A. Larson.
CALIFORNIA—B. F. Beswick, Norabelle Davidson, Julia L. Hahn, Doris E. McEntyre, Mrs. Kathryn Ray, Virginia Rowell, Mrs. Opal Risdon Switzer, Thomas A. Walton.
COLORADO—Alice Burnett.
CONNECTICUT—Frank H. Beede, Marshall W. Hurlin, Martin B. Robertson.
DISTRICT OF COLUMBIA—Frank William Hubbard.
FLORIDA—Ernest L. Robinson.
HAWAII—Philip H. Cooley, Palmyra Reis.
IDAHO—Retta F. Martin.
ILLINOIS—C. G. Sawyer.
INDIANA—W. P. Dearing, Elizabeth Leeds, Marvin J. Schmitt, Samson G. Smith.
IOWA—Wilbur Lee Peck, Frank T. Vasey.
LOUISIANA—Charles H. Stumberg, Eugenie Suydam.
MARYLAND—Edward F. Buckner.
MASSACHUSETTS—C. Edward Fischer.
MICHIGAN—W. R. Booker, A. McDonald.
MINNESOTA—Sister Antonia.
MISSISSIPPI—Robert L. Bedwell.
MISSOURI—I. I. Cammack, E. L. Hendricks, Uel W. Lamkin, George Melcher, Robert E. St. Clair, L. E. Ziegler.
NEBRASKA—J. A. Doremus, Rose Shonka, Harriet E. Towne.
NEVADA—A. L. Kelly.
NEW HAMPSHIRE—Fred S. Libbey.
NEW JERSEY—Caroline S. Goff, Susie P. Herbert, Mrs. Mary W. R. Hoover, Halliday R. Jackson, Adela B. Monette, Hester Shaw, Charles V. Wolverton.
NEW YORK—Bess L. Chisman, Page E. Cole, William F. Russell, Arthur W. Silliman.
NORTH CAROLINA—Charles L. Coon, George Howard, A. J. Hutchins, R. S. Proctor.
NORTH DAKOTA—C. L. Codding, Hazel McCulloch, Huldah L. Winsted.
OHIO—Howard A. Kellum, E. E. Lewis.
OKLAHOMA—Dorothy Frances Barnes, William T. Bawden, Andrew J. Lovett.
OREGON—Mrs. Susanne Homes Carter, James T. Hamilton.
PENNSYLVANIA—Grace Noble Lacock, Ezra Lehman, Elizabeth B. Scarborough, R. M. Sherrard, William R. Straughn.
PORTO RICO—Francisco Vizcarrondo.
RHODE ISLAND—George R. Dolloff, Nathan G. Kingsley.
SOUTH DAKOTA—John C. Lindsey, Walter W. Ludeman, Emma Meistrik, O. B. Phillips.
TEXAS—Frank M. Black, E. W. Chaney, Edwin D. Martin, J. J. Montgomery.
VERMONT—Ernest G. Ham, Donald W. McClelland.
VIRGINIA—Richard Olin Bagby, Hannah Cohn.
WASHINGTON—C. H. Fisher, Frank B. Kepner, Frank Nalder, Kirby J. Smith.
WISCONSIN—Thomas W. Boyce, C. D. Donaldson.
WYOMING—Clayte Hume, T. O. Ruch, A. A. Slade.

Organization Pays

OFFICIAL BULLETIN OF THE CINCINNATI TEACHERS ASSOCIATION

THE impact of the National Education Association in cooperation with local associations has been felt in every corner of the civilized world. Had it not been for organized effort, it is practically certain that teachers would have been farther down in the social scale than they now are. The teacher organization movement, although comparatively young, is gaining momentum as never before and this great movement will be rendered effective or ineffective in proportion to the support it gets from all the teachers. Every teacher at work upon the problems of the profession is our slogan. Join local, state, and national associations and if you do nothing except support them and boost you will do a great work for yourself, for the children, for your fellow teacher, and for generations yet unborn.

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 arranged by states. Under the name of each state cities are arranged alphabetically, set in italics. Under the name of each city, schools are arranged alphabetically, the word "school" being omitted to save space.

FIVE OR MORE YEARS

ARIZONA—*Globe*, Noftsger Hill; *Mesa*, Union High, Washington; *Phœnix*, Phœnix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Fillmore, Franklin, Garfield, Grant, Jackson, Jefferson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Washington.
CALIFORNIA—*Berkley*, Cragmont, Jefferson, John Muir, Le Conte, Longfellow, McKinley, Oxford; *San Francisco*, Golden Gate, Harrison, Le Conte, Pacific Heights.
COLORADO—*Arvada*, Grade; *Denver*, Lincoln; *Fleming*, Fleming Centralized; *La Junta*, La Junta Public Schools, Boy's Club, Columbian, Junior High, Lincoln, North La Junta, Park, Senior High; *Wray*, Wray Public Schools.
CONNECTICUT—*East Hartford*, Union; *Meriden*, Robert Morris.
GEORGIA—*Americus*, High.
ILLINOIS—*Jacksonville*, Morton; *Moline*, Central Grammar; *Waukegan*, Glen Flora.
INDIANA—*Anderson*, Anderson Public Schools, Central Avenue, Columbia, Hazelwood, Jefferson, Junior High, Lincoln, Main Street, Mount Hope, Park Place, Riley, Senior High, Seventh Street, Shadeland, Washington; *Terre Haute*, McLean Junior High; *Wabash*, Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.
IOWA—*Sioux City*, Bancroft, Bryant, Cooper, Crescent Park, Emerson, Everett, Floyd, Franklin, Hawthorne, Hopkins, Hunt, Irving, Lincoln, Lowell, McKinley, Roosevelt, Smith, Washington, Webster.
KENTUCKY—*Louisville*, George Washington.
MAINE—*Castle Hill*, Castle Hill Public Schools; *Chapman*, Chapman Public Schools; *Mapleton*, Mapleton Public Schools; *Portland*, Butler, Chapman, Emerson, Hoseltine, Monument Street, Nathan Clifford, Peaks Island, Roosevelt, Ross E. True, Saunders Street, Shailer; *Westbrook*, Forest Street.
MASSACHUSETTS—*Belmont*, Daniel Butler; *Beverly*, Farms.
MICHIGAN—*Detroit*, Chandler, Hely, White; *South Haven*, South Haven Public Schools.
MINNESOTA—*Minneapolis*, John Hay.
OHIO—*Bedford*, Central, Ellenwood, Glendale, High; *Bellefontaine*, Bellefontaine Public Schools, Central, High, Hubbard, Lincoln, McBeth, North, South; *Cincinnati*, Twelfth District; *Columbus*, Fulton; *East Cleveland*, Mayfair; *Huntsville*, Public; *Lorain*, Brownell, Harrison, Hawthorne Junior High, High, Lincoln, Lowell, Whittier Junior High; *Mansfield*, Hedges; *Marietta*, Norwood; *Massillon*, Whittier, *Toledo*, Lincoln; *Youngstown*, Myrtle Avenue.
OKLAHOMA—*Muskogee*, Muskogee Public Schools, Central High, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Sequoyah, Washington, West High, Whittier; *Okmulgee*, Okmulgee Public Schools, Emerson, Franklin, High, Lee High, McKinley, Roosevelt, Webster, Wilson.
UTAH—*Jordan District*, Bingham High, Central, Draper Park, Herriman, Highland Boy, Lark,

Midvale, Riverton, Sandy, South Jordan, Union, West Jordan.
VERMONT—*Burlington*, Adams.
VIRGINIA—*Norfolk*, Henry Clay.
WEST VIRGINIA—*Parkersburg*, McKinley.

FOUR YEARS

ARIZONA—*Phœnix*, Wilson.
CALIFORNIA—*Berkeley*, Lincoln, Willard Junior High; *Santa Barbara*, Franklin, Garfield, McKinley, Washington.
COLORADO—*Colorado Springs*, Whittier.
DELAWARE—*Wilmington*, Number Thirteen.
ILLINOIS—*Blue Island*, Seymour Junior High; *Dundee*, Grade; *Jacksonville*, David Prince Junior High; *Pontiac*, Pontiac Public Schools, Central, Ladd, Lincoln, Special Teachers, Washington; *Waukegan*, Waukegan Public Schools, Andrew Cooke, Glenn Flora, North, South.
INDIANA—*Fort Wayne*, Jefferson; *Huntington*, Central, High, Horace Mann, John Tipton, Lincoln, Riley, State Street.
IOWA—*Council Bluffs*, Longfellow; *Sioux City*, Horace Mann, Longfellow, Riverview, Whittier; *Waterloo (West Side)*, Waterloo West Side Public Schools, Edison, Emerson, High, Irving, Kingsly, Lowell, Sloane Wallace, Whittier.
KANSAS—*Lawrence*, New York.
MAINE—*Houlton*, Houlton-Littleton-Hammond School Union; *Portland*, Morrill, Oakdale, Vaughan; *Westbrook*, Valentine Street.
MASSACHUSETTS—*Beverly*, Brown, Centerville; *Gloucester*, Haskell; *New Bedford*, Charles S. Ashley.
MICHIGAN—*Cadillac*, Cadillac Public Schools, Cass, Cooley, Emerson, Franklin, High, Lincoln, McKinley, Whittier; *Hastings*, Hastings Public Schools; *Ludington*, Foster; *Saint Joseph*, Saint Joseph Public Schools, Garfield, High, Washington.
NEBRASKA—*Omaha*, Jungmann, Saratoga.
NEW JERSEY—*Hackensack*, Number One, Number Four, Number Six; *Haworth*, Haworth Public.
NORTH DAKOTA—*Minot*, Roosevelt, Sunnyside.
OHIO—*Barberton*, Highland; *Bedford*, Bedford Public Schools, Central, Ellenwood, Glendale, High, Interstate; *Columbus*, Eighth Avenue; *Lorain*, Irving Junior High, Longfellow Junior High; *Mansfield*, Bowman, Carpenter; *Norwood*, North, Norwood View; *Wooster*, Beall Avenue, Walnut Street; *Youngstown*, Adams, Harding, Poland Avenue; *Zanesville*, Zanesville Public Schools, Columbia, Garfield, Grant, Grover Cleveland Junior High, Hancock, Jackson, Lincoln, McIntire, Madison, Monroe, Moxahala, Munson, Pioneer, Senior High, Sheridan, Stemler, Theodore Roosevelt Junior High.
OREGON—*Hood River*, Junior High, Park.
PENNSYLVANIA—*Erie*, Burns; *Upper Darby*, Cardington-Stonehurst.
SOUTH DAKOTA—*Sioux Falls*, Irving, Lincoln.
TEXAS—*Beaumont*, Averill; *Houston*, Southmore.
UTAH—*Jordan District*, Bluffdale, Granite; *Murray City*, Bonnyview.
VIRGINIA—*Lynchburg*, Garland-Rodes, White Rock; *Norfolk*, James Monroe.
WEST VIRGINIA—*Charleston*, Roosevelt Junior High.
WISCONSIN—*Kenosha*, Weiskopf.
WYOMING—*Casper*, Frances E. Willard.
VIRGIN ISLANDS—*Saint John*, Benjamin Franklin, Bethany, East End.

THREE YEARS

ALASKA—*Skagway*, Skagway Public Schools.
ARIZONA—*Flagstaff*, High; *Tempe*, Grammar.
CALIFORNIA—*Avalon*, Santa Catalina Island Schools; *Bakersfield*, William Penn; *Berkeley*, Emerson; *Danville*, San Ramon Valley Union High; *Hayward*, Fairview, John Gamble, Orchard Ward; *Lompoc*, Migueleto; *San Francisco*, Balboa; *Santa Ana*, Alamitos; *Santa Barbara*, Kindergarten Group, Lincoln, Wilson.
COLORADO—*Denver*, Garden Place, Globeville, Lawrence, McKinley, Steele, Stevens, Washington Park; *Louisville*, Louisville Public Schools; *Pueblo (District One)*, Bradford, Hinsdale, Irving, Parkview, Riverside, Somerlid, Thatcher; *Trinidad*, East Street, Park Street.
CONNECTICUT—*Darien*, Baker, Hindley Junior-Senior High, Royle; *Stratford*, Sedgwick.
DELAWARE—*Wilmington*, Number Five.
IDAHO—*Boise*, Garfield, Roosevelt; *Pocatello*, Lincoln.
ILLINOIS—*Chicago*, Parker Practice; *Dundee*, Carpentersville, Dundee Community High; *Havanna*, Community High; *Jacksonville*, Jacksonville Public Schools, David Prince Junior High, Franklin, High, Independence, Jefferson, Josephine Milligan, Lafayette, Morton, Washington; *Mount Sterling*, Grade; *Naperville*, Ellsworth, Napier; *Oak Park*, Oliver Wendell Holmes; *Pekin*, Community High; *Rockford*, Kent.
INDIANA—*Fort Wayne*, Miner, South Wayne; *La Porte*, La Porte Public Schools, Central Junior High, High, Lincoln, Maple, Park, Riley Washington; *South Bend*. Foster, Marouette, Oliver Junior High, Washington; *Terre Haute*, Fairbanks.
IOWA—*Council Bluffs*, Washington; *Dubuque*, Jackson; *Keokuk*, High School Teachers and Principals Club; *Sioux City*, Grant, Joy; *Waterloo (East Side)*, Junior High, Senior High.
KANSAS—*Cherryvale*, Garfield, Junior High, Senior High; *Hutchinson*, Avenue A, Fourth Avenue, Roosevelt.
KENTUCKY—*Louisville*, F. T. Salisbury, Henry Clay, J. Stoddard Johnston.
MAINE—*Fort Fairfield*, Grammar; *Portland*, Lincoln Junior High, Longfellow, McLellan, Presumpscot, Riverton, Sherman Street Kindergarten.

Teamwork Among Teachers

GEORGE N. CHILD, SUPERINTENDENT OF SCHOOLS, SALT LAKE CITY

IN ALL LINES of human endeavor the present age is characterized by cooperation. In industry and commerce people have organized and worked together for the sake of economy and the highest results. No longer does the tradesman work alone. If he is successful he must join with his fellows not only in carrying on his work but in improving the trade. One of the tests of efficiency is the ability to associate profitably and pleasantly with others, and to "team well" without losing identity. Indeed, individuality and cooperative group work are not only compatible, but quite necessary each to the other.

It is both a privilege and a duty for teachers to belong to their professional associations. The teacher who thinks she cannot afford to pay membership fees is "penny wise and pound foolish." Her vision should be extended for her chief business is to grow and to increase her usefulness and to serve so that the product resulting from her efforts will be in greater demand by the public. This can be done best only in cooperation with other teachers.—From *Utah Educational Review*.

MASSACHUSETTS—*Belmont*, Winthrop L. Chenery; *Beverly*, Prospect, Washington; *Medford*, Osgood; *Millers Falls*, Highland; *Montague*, Montague Public Schools, Central Street, Highland, Montague Center, Montague City, New Eighth Street, Old Eighth Street, South End, The Grammar, Turners Falls High; *New Bedford*, Horatio A. Kempton; *North Easton*, Junior High; *Woburn*, Wyman.
MICHIGAN—*Adrian*, Central, Jefferson, Lincoln, McKinley, Washington; *Albion*, Central, East Ward, West Ward; *Detroit*, Franklin, Hancock, Logan, Myra Jones, Pattengill, South Strathmoor; *Grand Haven*, Grand Haven Public Schools, Central, Fourth Ward, High, Junior High; *Grand Rapids*, Coldbrook; *Hemlock*, Hemlock Public Schools; *Traverse City*, Union, Oak Park, Junior High.
MINNESOTA—*Minneapolis*, Clara Barton, Cyrus Northrop, Harrison, Irving, Longfellow, Simmons, Thomas Lowry, William Penn.
MISSOURI—*Clayton*, Clayton Public Schools, Attucks, Bellevue, Forsythe, High.
NEBRASKA—*Fairbury*, Central Ward, East Ward, High, West Ward; *Omaha*, Park, Rosehill.
NEVADA—*Clark County, Educational District Number One*, Bunkerville, Mesquite, Moapa, Overton, Saint Thomas; *Elko*, Elko County High.
NEW JERSEY—*Englewood*, Cleveland; *Hackensack*, Hackensack Public Schools, High, Number One, Number Two, Number Three, Number Four, Number Five, Number Six; *Hammonton*, Magnolia; *Long Branch*, Gregory Primary, Liberty Street, School Number Three; *Morristown*, Speedwell Avenue; *Raritan*, Sand Hills; *Rutherford*, Pierrepont, Sylvan; *Summit*, Brayton; *Trenton*, Centennial, Girard, Mott.
NEW YORK—*Oneida*, Washington Avenue; *Yonkers*, Number Fourteen.
OHIO—*Barberton*, Barberton Public Schools, Central, Hazelwood, Highland, High, High Street, Lincoln, Rose Street, Washington; *Columbus*, Fifth Avenue, Medary Avenue, Normal-Douglas; *Cuyahoga County*, Bay Village, Bagley Road, Beechwood, Beehive Rural, Berea Public Schools, Bratenahl, Brecksville, Brooklyn Heights, Brooklyn Rural, Brook Park, Butternut, Center, Central, Chagrin Falls, Coe Ridge, Dover, Fair Street, Fairview Public Schools, Garfield Heights Public Schools, Garfield, Gates Mill, Giles-Sweet, Independence Rural, Independence Village, Junior High, Maple Leaf, Mayfield Public Schools, Mayfield High, Oakville, Orange Rural, Park Knoll, Parma Public Schools, Parma High, Pearl Road, Richmond Heights, Rocky River Public Schools, Rocky River High, Roosevelt, Royalton Rural, Solon Rural, State Road, Stop 17, Strongsville Rural, Thoreau Park, Wooster Road, Valley View, Warrensville Rural; *East Cleveland*, Superior; *Lakewood*, Grant; *Logan County*, Belle Center Public Schools, East Liberty, Iron City, Quincy Village, Richland Township, Washington Township, Zane Rural; *Lorain*, Lorain Public Schools, Brownell, Fairhome, Garden Avenue, Garfield, Harrison, Hawthorne Junior High, High, Irving Junior High, Lincoln, Longfellow Junior High, Lowell, Oakwood, Whittier Junior High; *Mansfield*, Prospect, Western Avenue; *Norwood*, High, Williams Avenue; *Toledo*, Anna Pickett, Monroe, Riverside; *Warren*, McKinley, South Park Avenue.
OKLAHOMA—*Pawhuska*, Pawhuska Public Schools, Century, Franklin, High, Lynn, Prudom, Union; *Sand Springs*, Sand Springs Public Schools (White), Central, Garfield, High, Lake, Medio.
PENNSYLVANIA—*Chester*, Morton; *Darby*, Darby Public Schools, High, Ridge Avenue, Walnut Street; *Erie*, Franklin, Harding, Marshall, Washington; *Mahanoy City*, Mahanoy City Public Schools, Bruce Street, Centre Street, D Street, High, Junior High, Mahanoy Street, Pine Street, Twelfth Street; *Mahanoy Township*, Buck Mountain, Coles, Ellengowan, High, Lincoln, Maple Hill, Park Place, Robinsons, Saint Nicholas, Suffolk, Washington, Wiggans, Yatesville; *Munhall*, Munhall Public Schools, Andrew Street, High, Junior High, Ravine Street, Twelfth Avenue; *Palmerton*, Palmerton Public Schools, Delaware, Franklin, Hazard, High; *Shenandoah*, Shenandoah Public Schools, Center Street, High, Jardin Street, Line Street, Lloyd Street, Main Street, New White Street, Old White Street, Plum Street, Turkey Run, Union Street, West Street; *Upper Darby School District*, Garretford, Keystone.
RHODE ISLAND—*Jamestown*, Jamestown Public Schools.
SOUTH DAKOTA—*Chester*, Consolidated; *Mobridge*, East, West; *Wakonda*, Independent Consolidated.
TEXAS—*Beaumont*, Magnolia.
UTAH—*Jordan District*, Jordan District Public Schools, Bingham High, Bluffdale, Butler, Central, Crescent, Draper Park, Granite, Herriman, Highland Boy, Jordan High, Lark, Midvale, Riverton, Sandy, South Jordan, Upper Bingham, Union, U. S. Mines, West Jordan; *Murray City*, Liberty.
VIRGINIA—*Lynchburg*, Ruffner; *Norfolk*, John Goode; *Richmond*, Monroe.
WASHINGTON—*Walla Walla*, Sharpstein.
WEST VIRGINIA—*Charleston*, Union; *Clarksburg*, Monticello; *Grafton*, Grafton Public Schools, Central, East Grafton, First Ward, Garrison, High, South Grafton, West Grafton; *Morgantown*, Flatts.
WISCONSIN—*Madison*, Franklin; *Milwaukee*, Kosciuszko Pre-Vocational Junior High; *Sheboygan*, Franklin, Longfellow; *Wausau*, Wausau Public Schools, Franklin, Grant, High, Irving, John Marshall, Junior High, Lincoln, Longfellow, Vocational, Washington; *Wauwatosa*, Aetna Park.
WYOMING—*Casper*, Grant, Jefferson, Washington; *Midwest*, Grade; *Mills*, Public; *Sheridan*, Linden.

TWO YEARS

ALASKA—*Juneau*, Juneau Public Schools.
ARIZONA—*Douglas*, Seventh Street; *Florence*, Union High; *Inspiration*, Benjamin Franklin.
ARKANSAS—*Little Rock*, Pfeifer; *Texarkana*, Texarkana Public Schools, Central, College Hill, College Hill (Colored), Fairview, Junior High, Orr, Senior High, Washington High.
CALIFORNIA—*Bakersfield*, Williams; *Berkeley*, Thousand Oaks, Whittier; *Buena Park*, Grammar; *Davis*, Davis Joint Grammar, Davis Joint Union High; *Linden*, Union High; *Los Angeles*, San Rafael; *Orcutt*, Union, San Diego, Part Time High; *San Francisco*, Cabrillo, Corrective Speech Department, Denman, Franklin, Fremont, Hillcrest, Irving M. Scott, Patrick Henry; *Santa Rosa*, Fremont.
COLORADO—*Branson*, Branson Consolidated; *Denver*, Alameda; *Fort Lupton*, Fort Lupton Public Schools; *Pueblo* (District One), Pueblo District One Public Schools, Bradford, Centennial High, Fountain, Hinsdale, Irving, Parkview, Riverside, Somerlid, Special Teachers, Thatcher; *Trinidad*, Centennial, Rice; *Wray*, Yuma County High.
CONNECTICUT—*Bridgeport*, Garfield, Hall; *Stratford*, Eli Whitney.
DISTRICT OF COLUMBIA—*Washington*, Bryan.
IDAHO—*Boise*, Central; *Gooding*, Gooding Public Schools, Grade, Junior High, Senior High.
ILLINOIS—*Evanston*, Willard; *Jerseyville*, Jersey Township High; *Rockford*, Montague; *Sherrard*, Community High.
INDIANA—*Fort Wayne*, Harmar Intermediate, McCulloch, Oxford, Rolling Mill; *Indianapolis*, Number Twenty-seven, Number Eighty-two; *Shelbyville*, Number Two; *South Bend*, Boys Vocational, Central Junior High, James Whitcomb

(*Continued to page* A-16)

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(*Continued from page* 36)

Riley Junior High, Madison, Senior High.

IOWA—*Burlington*, Burlington Public Schools, Corse, Grimes, High, Lauman, Lincoln, North Hill, Perkins, Prospect Hill, Salter, Saunderson, Sunnyside, Washington, West Burlington; *Centerville*, Lincoln, McKinley.

KANSAS—*Garden City*, Buffalo Jones; *Lawrence*, Woodlawn; *Pittsburg*, Forest Park.

KENTUCKY—*Louisville*, Eastern Departmental, Emmet Field, George Rogers Clark, George W. Morris, John Marshall, McFerran, Parkland, William R. Belknap.

LOUISIANA—*New Orleans*, McDonogh Number Fifteen.

MAINE—*Albion*, Besse High; *Bar Harbor*, High; *Newport*, High; *Portland*, Allen, Staples, Summit Street.

MASSACHUSETTS—*Beverly*, Cove; *Everett*, Devens; *Gloucester*, Forbes; *Melrose*, Franklin, Roosevelt, Whittier; *Plymouth*, Cornish, Hedge; *Saugus*, Oaklandvale; *Sharon*, High Street; *Stoneham*, East; *West Springfield*, Park Avenue, Riverdale; *Winchendon*, Poland, Wheeler.

MICHIGAN—*Adrian*, Garfield, Junior High; *Albion*, Austin; *Bay City*, Wenona; *Detroit*, Carstens, Columbian, Crosman, Edgewood, Hillger, Montieth, O. W. Holmes, Ruthruff, Scripps; *Grand Rapids*, Fairmount Park, Henry, Kensington, Pine, South Division; *Saint Clair*, Saint Clair Public Schools; *Traverse City*, Traverse City Public Schools, Boardman, Central, Elmwood, High, Junior High, Oak Park, Union.

MINNESOTA—*Cloquet*, Central Grade, Garfield; *Duluth*, Fond du Lac, Webster; *Minneapolis*, George Bancroft, Logan, Lowell.

MISSOURI—*Kansas City*, Sanford B. Ladd; *Saint Louis*, Divoll, Lafayette, Marquette.

NEW JERSEY—*Camden*, Parkside; *East Orange*, Washington; *Englewood*, Liberty; *Long Branch*, Branchport, Senior High, West End; *Lyndhurst*, River Road, Roosevelt; *Maywood*, Public; *Minotola*, Public; *Morristown*, Liberty Street; *Norwood*, Public, *Paterson*, Number Twenty-two; *Plainsboro*, Public; *Trenton*, James Moses.

NEW YORK—*Monroe*, High; *Oneida*, North Broad Street; *Schenectady*, S. B. Howe.

NORTH DAKOTA—*Minot*, Lincoln, McKinley, Senior High.

OHIO—*Akron*, Bryan; *Bellevue*, Ellis, Junior High, Pike; *Cleveland*, Barkwill, Landon; *Columbus*, Beck Street, Dana Avenue, Eastwood Avenue, John Burroughs, Lane Avenue, Stewart Avenue; *Kunkle*, High; *Lakewood*, Harrison; *Logan*, Junior High; *Mansfield*, Brinkerhoff, Bushnell, High; *Springfield*, Washington; *Toledo*, Washington.

OREGON—*Boring*, Public; *Marshfield*, Coos River; *Newberg*, Harding.

PENNSYLVANIA—*Abington*, Abington Public Schools, Elementary, Highland Junior High, High; *Bradford County*, Bradford County Public Schools, Athens Boro, Camptown, Canton Boro, East Smithfield, East Troy, Le Raysville-Pike Joint, Litchfield Consolidated, Luther Mills, Monroeton, New Albany Joint Consolidated, Orwell, Overton Independent School, Powell, Rome, South Waverly, Towanda Boro, Troy Boro, Troy Center, Ulster Independent, Warren Center, Wyalusing Boro, Wysox Center; *Chester*, Martin; *Downingtown*, Downingtown Industrial and Agricultural School; *Erie*, Home; *Greenville*, Penn High; *Packerton*, Packerton Independent; *Pittsburgh*, Glenwood; *Reading*, Tenth and Green; *Upper Darby*, Upper Darby School District, Bywood, Cardington-Stonehurst, Drexel Hill, Fernwood, Garrettford, Highland Park, High, Keystone, Primos, Stonehurst Hills; *Wayne*, Primary.

RHODE ISLAND—*Newport*, Potter, Thayer.

SOUTH DAKOTA—*Bridgewater*, Bridgewater Public Schools; *Lennox*, Lennox Public Schools; *Mobridge*, Mobridge Public Schools, East, Junior High, Senior High, West; *Sioux Falls*, Longfellow, Riverside, General Beadle.

TENNESSEE—*Newport*, Newport Public Schools.

TEXAS—*Houston*, Hawthorne.

UTAH—*Alpine District*, Alpine District Public Schools, Alpine Grade, American Fork Grade, American Fork High, Cedar Fort, Fairfield, Franklin Grade, Highland, Lake View Grade, Lehi Grade, Lehi High, Lincoln Grade, Lincoln High, Lindon Grade, Manila Grade, Mountain Grade, Page Grade, Pleasant Grove Central, Pleasant Grove High, Sego Lilly Grade, Sharon Grade, Spencer, Vineyard Grade; *Murray City*, Murray City Public Schools, Arlington, Bonnyview, High, Liberty.

VERMONT—*Brattleboro*, Green Street; *Newbury*, Junior-Senior High.

VIRGINIA—*Richmond*, Armstrong Normal.

WEST VIRGINIA—*Fairmont*, William R. White; *Fort Gay*, Fort Gay Public Schools; *Hinton*, High; *McDowell County*, Asco, Big Four, Big Sandy, Browns Creek District Public Schools, Browns Creek District High, Burke Hollow, Carswell, Davy, Deegans, Eckman, Erin, Hemphill-Capels, Keystone, Kimball, King, Landgraff, Maitland, Marytown, Premier, Roderfield, Twin Branch, Vivian, Welch Grade, Welch Junior High.

WISCONSIN—*Kohler*, Kohler Public Schools; *Madison*, Brayton, Draper, Harvey; *New London*, New London Public Schools; *Superior*, Lincoln.

WYOMING—*Casper*, Harding, Junior High.

CURRENT YEAR

ALABAMA—*Birmingham*, Elyton.

ARIZONA—*Ash Fork*, Ash Fork Public Schools; *Copper Hill*, Public; *Douglas*, Rural; *Marana*, Union High; *Patagonia*, Union High; *Saint David*, Marcus Consolidated Schools; *Tucson*, Menlo Park.

ARKANSAS—*Warren*, Senior High.

CALIFORNIA—*Alturas*, Modoc Union High; *Anderson*, Union High; *Berkeley*, Burbank Junior High, Edison Junior High; *Burbank*, Theodore Roosevelt; *Lodi*, Salem; *Los Angeles*, Carthay Center; *San Francisco*, Sanchez; *Terra Bella*, Grand View Heights.

COLORADO—*Berwind*, Berwind Public Schools, Corwin, High; *Colorado Springs*, Pike View; *Denver*, Boulevard; *Eckley*, High; *Hasty*, Public; *Hillrose*, Consolidated; *Joes*, Joes Public Schools, High; *Julesburg*, Sedgwick County High; *Kim*, Kim Public Schools; *Longmont*, Central; *Ramah*, Alta Vista Consolidated; *Towner*, Centralized; *Trinidad*, Columbian, Santa Fe.

CONNECTICUT—*Bristol*, North Side; *New Haven*, Roger Sherman; *New London*, Robert Bartlett; *Stamford*, Rice.

DISTRICT OF COLUMBIA—*Washington*, Buchanan, Weightman.

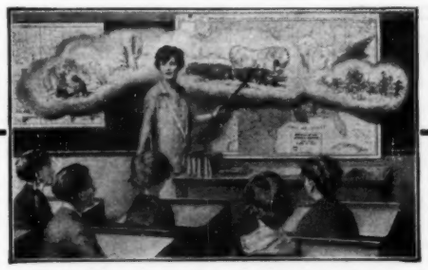
FLORIDA—*Tampa*, Seminole Heights.

IDAHO—*Kuna*, Kuna Public Schools, Grade, High; *Plummer*, Plummer Public Schools; *Rexburg*, Rexburg Public Schools.

ILLINOIS—*Burlington*, Township High; *Elmhurst*, Eugene Field, Hawthorne; *Evanston*, Noyes; *Hartford*, Grade and Junior High; *Marengo*, Marengo Public Schools; *Quincy*, Adams; *Rockford*, Colonel Ellis, P. R. Walker; *Serena*, Community High; *Wheaton*, Lowell; *Wood River*, Wood River Public Schools, Lincoln, Wood River, Woodrow Wilson.

INDIANA—*Freedom*, Franklin Township; *Indianapolis*, William McKinley; *Raub*, York Township; *Rushville*, Belle Gregg; *South Bend*, Sunnyside.

(*Continued on page* A-18)



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She Was All Right Yesterday

(By a Teacher)

Helen Wesley, who teaches in the room across from mine, was not at school today. So, as soon as classes were over this afternoon, I went to the house where she boards. Her landlady let me in and I followed her upstairs to Helen's room. Through the doorway I could see Helen in the bed. A doctor and a nurse were bending over her.

"My!" I said. "What has happened?"

The landlady shook her head.

"She was all right yesterday," she replied, "but last night something happened. I called Dr. Gifford and he has been here four times. This morning he sent for the nurse. He doesn't seem to be able to locate the trouble. I think he will send for Dr. Findlay."

Like a flash I remembered a conversation with Helen one day last spring. She came into my room after school was over, and I showed her my policy of membership I had just received from the T. C. U.

"Oh, I suppose it's all right," she had said, "but I need to save all my money—and I am never sick, anyhow."

Poor Helen! How I wish I could help her. Her savings of a whole month are being wiped out by bills of a single day. I wish by some act of magic I could transfer my membership in the T. C. U. to her.

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(*Continued from page* A-16)

IOWA—*Coburg*, Coburg Public Schools; *Sidney*, Sidney Public Schools; *Sioux City*, East Junior High, Hobson; *Walcott*, Independent.

KANSAS—*Alden*, Consolidated; *Atchison*, Ingalls Junior-Senior High, Martin, Roosevelt, Washington; *Hiawatha*, C. H. Janes; *Lawrence*, McAllaster; *Morganville*, Morganville Public Schools; *Norton*, Norton Public Schools; *Paola*, High, Junior High; *Vilas*, Rural High.

KENTUCKY—*Louisville*, J. B. Atkinson, Johnston, Main, Upper Fulton Grade.

LOUISIANA—*Grand Cane*, High; *Logansport*, Grammar, High.

MAINE—*Augusta*, Cony High; *Portland*, Leland, Thomas B. Reed; *Southport*, Southport Public Schools.

MARYLAND—*Baltimore*, Highlandtown.

MASSACHUSETTS—*Adams*, Commercial Street; *Lowell*, Lexington Avenue Training; *Medford*, Hervey; *Sharon*, School Street; *Springfield*, School Street, Thomas M. Balliet; *Stoneham*, Junior High.

MICHIGAN—*Albion*, Albion Public Schools, Austin, Central, Dalrymple, East Ward, West Ward; *Bay City*, Primary; *Clawson*, Log Cabin High; *Coldwater*, Coldwater Public Schools, First Ward, Fourth Ward, Junor High, Second Ward, Senior High, Third Ward; *Detroit*, Bennett, Birdhurst, Breitmeyer, Calvin Coolidge, Cooper, Emery, Lantz, Grayling, Hubert, Lyster, Marion Law, Peter Vetal, Thirkell, Virgil; *Eaton Rapids*, Junior High; *Ferndale*, Coolidge, Roosevelt; *Jackson*, Bloomfield; *Marenisco*, Township Schools; *Niles*, Niles Public Schools; *River Rouge*, Dunn, Ferguson.

MINNESOTA—*Mankato*, Lincoln Grade; *Minneapolis*, Columbus, Edith Cavell, Fuller, Gresham, Holland, Lymanhurst, Motley, Nathan Hale, Page, Pillsbury, Prescott, Schiller, Sidney Pratt, Sumner, Washington.

MISSOURI—*Fredericktown*, Junior High and Elementary; *Saint Louis*, Susan R. Buder, Woodward, Wyman.

MONTANA—*Great Falls*, Lincoln.

NEBRASKA—*Broken Bow*, North Ward; *Grand Island*, Lincoln; *Harvard*, High; *Princeton*, Public; *Wilcox*, Consolidated High.

NEVADA—*Reno*, Junior High.

NEW HAMPSHIRE—*Bath*, Union High; *East Rochester*, Public; *Madison*, High; *Portsmouth*, Farragut.

NEW JERSEY—*Bloomfield*, Center; *Carney's Point*, Lafayette Grammar; *Leesburg*, Grammar; *Lyndhurst*, Franklin; *New Brunswick*, Lincoln; *Paterson*, Number Seventeen; *Plainfield*, Maxson; *Trenton*, Monument Demonstration.

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NEW MEXICO—*Deming*, Lowell Grammar; *Duran*, Public; *Lordsburg*, Lordsburg Public Schools.

NORTH CAROLINA—*Pinnacle*, High.

NORTH DAKOTA—*Minot*, Grade, Junior High.

OHIO—*Akron*, Continuation, Bowen, Findley, Firestone Park, Henry, H. V. Hotchkiss, Howe, Kent, Leggett, Lincoln, McEbright, Margaret Park, Miller, Rankin; *Alexandria*, Saint Albans Township Rural; *Archbold*, Archbold Public Schools; *Ashtabula*, Columbus Street Grade, Division, High, Pacific Street Primary; *Bowling Green*, Church Street, Lehmann, Ridge Street, South Main Street; *Canton*, Dueber; *Chillicothe*, Central, Eastern, Western; *Cleveland*, Kinsman, Nathan Hawthorne, Rawlings Elementary; *Cleveland Heights*, Quilliams; *Columbus*, Avondale, Felton Avenue, Leonard Avenue, McGuffey, Michigan Avenue, School for Crippled Children, Second Avenue, South High; *Lakewood*, McKinley, Wilson; *Logan*, Logan Public Schools, Central, East, High, Junior High, West; *Millbury*, Lake Township; *New Philadelphia*, Wooster Highway; *Risingsun*, Public; *Warren*, Laird Avenue, Warren G. Harding; *Youngstown*, Caldwell, Hillman.

PENNSYLVANIA—*Carnegie*, Lincoln; *Chester*, Powell; *Clearfield*, Clearfield Public Schools, Elementary, Fourth Ward, High, Junior High; *Coplay*, Coplay Public Schools; *Emporium*, West Ward; *Erie*, Burton, Jefferson, Longfellow, Penn; *Garrett Hill*, Rosemont; *Kane*, High; *Lebanon*, Stevens; *Lewistown*, Logan, Senior High; *Meadville*, Meadville Public Schools, East End, First District, High, Market Street, Second District, Third District; *Muhlenberg Township*, Muhlenberg Township School District, Hyde Park, Junior-Senior High, Rosedale, Temple; *Philadelphia*, Arnold; *Haverford Township*, Haverford Township School District, Brookline, Chestnutwold, Junior High, Llanerch, Manoa, Oakmont, Preston, Senior High; *Phœnixville*, Gay Street; *Wayne*, Grammar.

RHODE ISLAND—*Westerly*, Bradford.

SOUTH DAKOTA—*Elk Point*, Elk Point Public Schools, Grade, High.

TEXAS—*Beaumont*, Penn.

UTAH—*Clear Creek*, Public; *Manila*, Public; *Moab*, Grand County High; *Winter Quarters*, Public.

VIRGINIA—*Lynchburg*, Fort Hill; *Norfolk*, Villa Heights.

WASHINGTON—*Alderwood Manor*, Grade; *Bellingham*, Washington State Normal School Faculty; *Edmonds*, High; *Renton*, Saxtori; *Seattle*, Super-

(*Continued on page* A-20)

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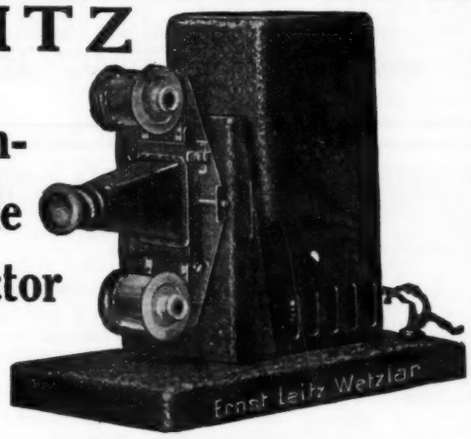

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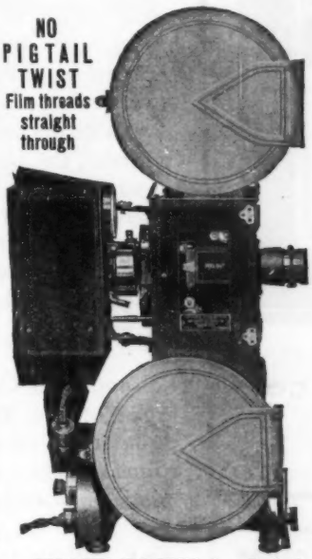

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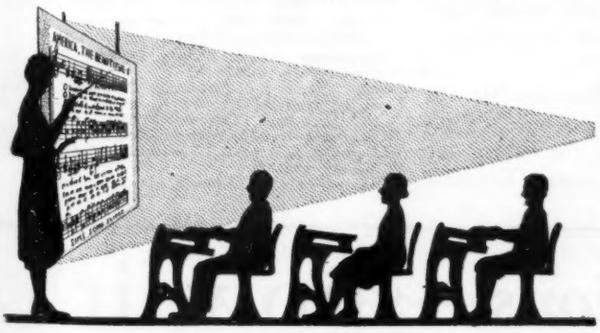

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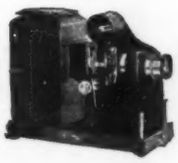

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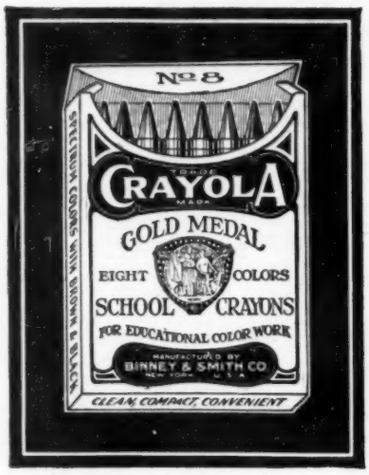

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NOTES *and* ANNOUNCEMENTS

IN FOUR YEARS every teacher in the state should be a member of national, state, and local associations.—*Sierra Educational News.*

ARRANGEMENTS have been made whereby the principals and supervisors of schools in Birmingham, Alabama, will receive a hundred dollars each toward expenses in connection with the Dallas convention. The attendance from Birmingham will be practically a hundred percent.

SCHOOL AND COMMUNITY, the official organ of the Missouri State Teachers Association, carries this slogan on its editorial page: *Every community communing and every association associating.*

THE NATIONAL ASSOCIATION of Secondary School Principals will hold its annual meeting in the Hotel Statler, St. Louis, Mo., February 24-26, 1927.

FRANK T. VASEY, superintendent of schools, Mason City, Iowa, has been elected president of the Iowa State Teachers Association for the coming year. The teachers of Mason City are presenting him with a life membership in the National Education Association.

THE LEVY for increasing salaries for Cincinnati teachers passed on November 2, largely through the efforts of the Bulletin of the Cincinnati Teachers Association. Mary R. Barnette, editor, writes:

> This victory plainly shows what intelligent publicity can do. The educational press of America is now in a position to wield great influence for the betterment of education.

THE VOCATIONAL GUIDANCE Magazine for December, 1926, is a special issue dealing with "Teaching as a Vocation." Mr. Frederick J. Allen, Bureau of Vocational Guidance of Harvard University, is editor of the magazine, which is the official organ of the National Vocational Guidance Association.

THE HIGHSCHOOL principals' sessions of the Dallas meeting will be held Monday, Tuesday, and Wednesday, February 28-March 2, in the auditorium of the Municipal Building at Dallas.

A number of vital subjects have already been listed for discussion, and the program will be blocked out as rapidly as possible. The usual dinner and banquet will be held Monday evening.

This meeting will be for the usual fellowship and good time as well as for an opportunity to hear one or two national leaders in the field of secondary education. (*Continued on page* A-22)

(*Continued from page* A-18)

intendents and Supervisors League; *Walla Walla*, Green Park, Jefferson.

WEST VIRGINIA—*Charleston*, Mercer; *Elkins*, High; *Newton*, Public; *Northfork*, District Public; *Oak Park*, Triadelphia District High..

WISCONSIN—*Hawkins*, High; *Madison*, Longfellow, Lowell; *Sheboygan*, Vocational, Sheridan; *Wauwatosa*, Lincoln.

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World's Food Series, 6 reels; prepared with the cooperation of the U. S. Department of Agriculture.

Amundsen's Polar Flight, the dramatic and unsuccessful attempt of the famous explorer to reach the North Pole by airplane; 2 reels.

The World's Struggle for Oil, 6 reels; the where and how of a major industry.

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(Continued from page A-20)

NATIONAL VOCATIONAL Guidance Association will meet in Dallas February 24-26 with headquarters at the Adolphus Hotel. The program committee is basing the conference essentially on the important developments during the period 1920 to 1926 not only in vocational guidance itself, but also in such closely related movements as are represented by the visiting teacher, the mental hygiene clinic, and the like. Developments in higher education and in personnel research will also be discussed.

REGIONAL CONFERENCES have been held during this school year by the Department of Classroom Teachers of the National Education Association at Bellingham and Seattle, Washington; Montpelier, Vermont; Clarksburg, West Virginia; and Kansas City, Missouri. Additional conferences will be held throughout the year. Among the topics that have come up for discussion are: housing the child, sabbatical leave, retirement, funds, departmental fees, teacher placement, ethics for teachers, single salary schedule, and the Education Bill.

ELEMENTARY SCHOOL PRINCIPALS—One of the highly important demonstrations of the creation of a new education is the functioning of the Committee on Standards and Training for Elementary School Principals, of which W. T. Longshore, Greenwood School, Kansas City, Missouri, is chairman. The meeting of this committee in Washington, October 23-24, was the most constructive of anything of the kind that has been achieved. There were present Chairman Longshore, Ide G. Sargeant, J. Cayce Morrison, James F. Hosic, and John K. Norton, with Secretary J. W. Crabtree of the National Education Association, and S. D. Shankland, of the Department of Superintendence.

Frank W. Hubbard, of Fresno, California, assistant in the Department of Research of the National Education Association, has been assigned to conduct the research work of this committee in finding what is the practice in cities of the United States in the selection of elementary principals; what these principals are required to do; and what they are permitted to do. The aim is to eliminate all unimportant, petty, and fussy service, freeing him for real professional functions. The purpose is to make it possible for the elementary school principal to be a professional leader instead

(Continued on page A-24)

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(*Continued from page* A-22)

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The committee has a budget of $6000 for this year's work, of which the department of Elementary School Principals provides $4000, and the National Education Association $2000. The directive subcommittee in charge of the entire program, in cooperation with the Department of Research of the National Education Association, consists of Chairman W. T. Longshore, Ide G. Sargeant, J. Cayce Morrison, John K. Norton, and James F. Hosic.—*Journal of Education.*

J. H. MILLER, of Lee Summit, Missouri, an old life member of the Association, passed away recently.

ANNA THOMPSON, president of the Department of Classroom Teachers, sent the following letter to local organizations, on behalf of the Department:

The Department of Classroom Teachers of the National Education Association extends cordial greetings. During the past four years the efforts of this Department have been centered largely on improving conditions for the classroom teacher. We have emphasized the desirability of fewer interruptions in classroom work, a sabbatical leave for teachers, a simplified rating system, fair salary schedules, tenure the granting of college credit for successful classroom experience, and reduction of the number of pupils to the teacher.

We shall continue this year to stress all those things which will be of benefit to the classroom teacher. In addition we have turned our attention to the child under our care. As a basis for our second yearbook our committees are studying the child from many angles, and we hope the result will be a deeper understanding of his needs and desires. Let us strive to emulate that chief of all the humanist schoolmasters, Vittorino, and make each schoolroom in the nation a "House of Delight."

Our National Association is a service organization, and each division at headquarters in Washington stands ready to assist. The Research Division functions in supplying information regarding the curriculum, salaries, tenure, retirement laws and latest studies in educational research. The Director of Classroom Service will give prompt attention to requests received from the teachers of the nation.

The Classroom Department hopes that each local organization may have a year full of notable achievements. Since our common objective is the good of the child, we invite your cooperation in carrying out our program for the coming year.

THE NATIONAL ASSOCIATION of College Teachers of Education has appointed a commission on the equity of teacher placement to deal with cases in which there are conflicting claims as between individual teachers and placement agencies. The committee consists of J. B. Edmonson, School of Education, University of Michigan; John W. Withers, School of Education, New York University, and Frank N. Freeman, chairman, University of Chicago. With the rapid increase in college enrolment one of the most difficult problems of recent years has been an adequate supply of instructors to care for the increasing tide of students.

THAT THE NATIONAL ASSOCIATION of Manufacturers is opening the way for a campaign to deprive a large number of American children the benefits of the public schools is the answer of the National Child Labor Committee to the report of the Committee on Junior

(*Continued on page* A-26)

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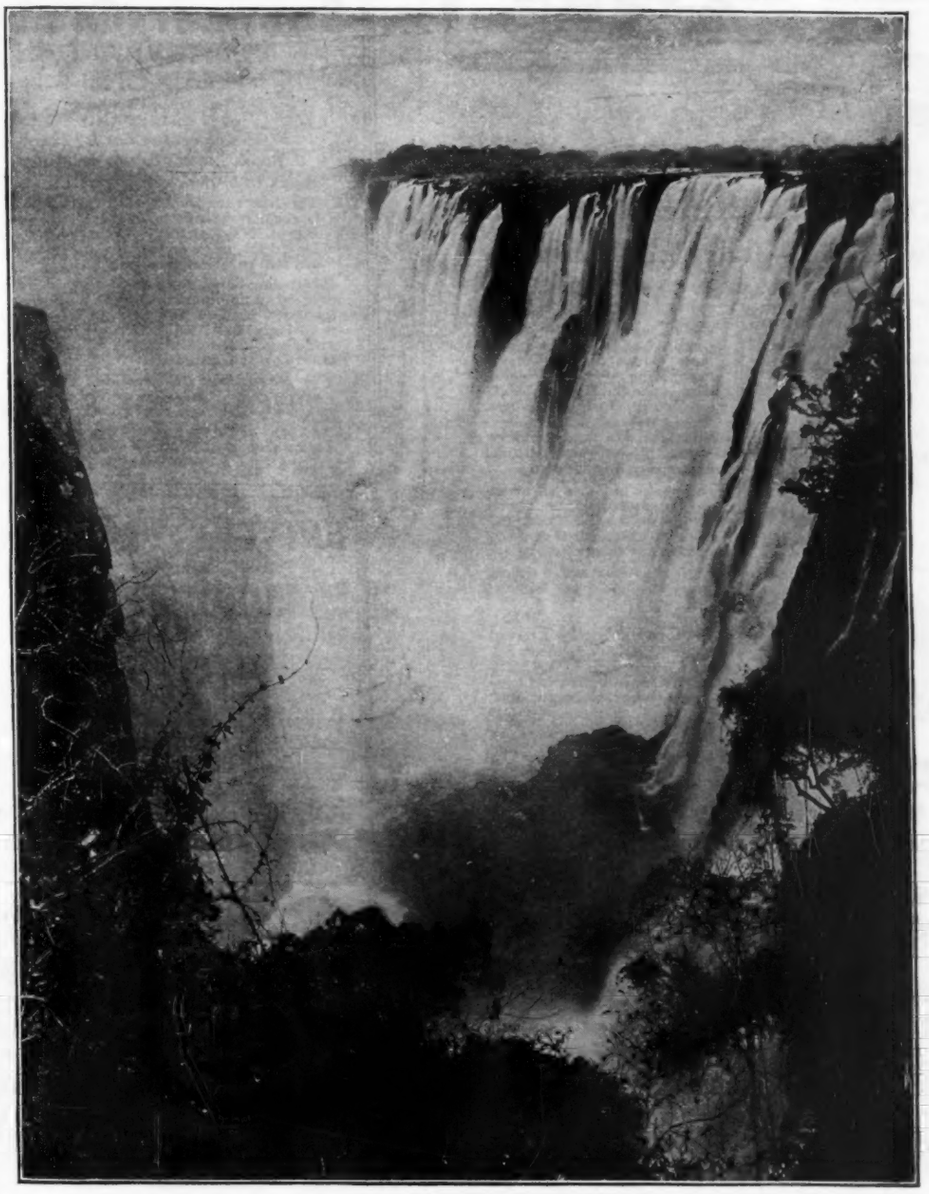

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Professor Mabel Carney, International Specialist in Rural Education, Columbia University, New York, in a recent letter from South Africa, completes her description of the country as follows:

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ART CRAFTS GUILD
Collegiate Tours

(*Continued from page* A-24)

Education and Employment of the Manufacturers Association, which advocates that children should be allowed to leave school and go to work at fourteen, claiming that this is the conclusion of modern educational research. The National Child Labor Committee asserts that, on the contrary, recent scientific investigations justify the position that they have always taken that children should remain in school until they are sixteen.

GAMBLING SCHOOLMASTERS—Another investment scheme in which were schoolmen's dollars has smashed on the rocks. The testimony shows that teachers came into it as the result of their acquaintance with educational workers employed as selling agents. Large dividends were announced as absolutely sure—positively. In the suburbs of dozens of large cities are imposing brick or stone monuments marking the gateway to "Green Gardens," or "Credulous Court," once booming real estate projects for enriching teachers. Within are weeds and rotting signs to mark the streets and avenues. Mexican mines, Peruvian plantations, Almond acreage, taxicab companies, rubber farms—all sorts of financial graveyards, have buried schoolmen's money and still the game goes on. William Arnold, schoolmaster, found himself in possession of thirty thousand dollars by the death of a bachelor uncle. He hastened to the office of a relative, one of the best known brokers in the Wall Street area, and asked what to do with the money. "Put half into United States government bonds and distribute the balance among savings banks," was the expert advice. Who of us would attempt to operate for appendicitis? Success in business requires no less experience or skill. A beneficent paternalism would incline school boards to forbid us to have dealings with those

(*Continued on page* A-27)

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(*Continued from page* A-26)

who would make us rich. But such prescription would keep us in the childish realm that tradition used to say was ours. Again, the wage of teaching is so low that only the big profit venture seems worthwhile. But why not, Oh Teachers Colleges and Normal Schools, insert somewhere a few lessons upon how educational suckers may escape being sucked in?—*William McAndrew, in The Educational Review.*

THE OAKLAND, California, public schools have issued an interesting handbook for course of study committees to guide the curriculum revision that is being carried on within that school system. Under the heading *General Educational Objectives,* the handbook says:

> Each experience which the child has in school should result in growth along three lines:
>
> 1. Breadth of information concerning significant aspects of the life about him. This is one factor, and an important one, in helping him to see *what to do.*
> 2. A growing *disposition to act* upon information in ways that are productive of the greatest good to himself and others.
> 3. In addition to gaining an insight into what is good, together with a willingness to act in accordance with this insight, he must master the *technic for doing* effectively that which he has decided should be done.

HENRY MORGENTHAU is offering one thousand dollars in prizes for the best posters submitted interpreting the humanitarian work being carried on by the Near East Relief, the contest to close March 15, 1927. Information may be obtained from Near East Relief, 151 Fifth Avenue, New York City.

CATHERINE WRIGHT, of Dayton, Ohio, sister of the noted airplane inventors, Orville and Wilbur Wright, was married on November 20 to Harry J. Haskell, associate editor of the *Kansas City Star.* Miss Wright was a teacher in the Dayton schools, and sacrificed youth and pleasures that her brothers might continue in their work. On every occasion since the famous flight at Kitty Hawk, N. C., when the Wright brothers have been honored for their achievement, they have given public credit to their sister.

HENRY FORD advocates work to keep boys from crime. He believes that to give boys a chance to work and learn at reasonably paying jobs will do more to solve the question of crime than will quick, harsh court sentences after crime has been done. He gives this as his explanation for ordering the employment officers of his company to hire 5000 boys between the ages of 16 and 20.

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