The Parent-Teacher Movement

PARENTHOOD is the greatest gift of the gods. It is a form of immortality. Every heart that throbs in a child's breast maintains an unbroken rhythm that stretches back through countless generations of motherhood into the dim beginnings. Like all the great gifts, parenthood is bought with a price. But its trials and responsibilities and cares are all a part of the glorious plan for tempering and sweetening the lives of men and women. The parent needs the child as much as the child needs the parent.

Next to parenthood comes teaching, for the teacher stands in place of the parent. Teaching is also a form of immortality. It is the teacher's privilege so to guide the growth of children that they come into possession of all that the race has found best through the long centuries of experience and study. It is a wonderful organization that unites these two forces into an all-inclusive movement for the service of childhood.

More than a million lovers of childhood are now banded together in the National Congress of Parents and Teachers. The possibilities of the movement are almost limitless as the wider vision spreads. First, the parent discovers his own child. His life and hope go out in dreams of what his son or daughter is to be. A little later he discovers the child across the street, whose very speech and manners he sees repeated in his own offspring. Then he discovers the children in the next town who mingle with his children in school contests. Next he becomes interested in the children who live in other states and who associate with his sons and daughters in college. One college student in every four goes to school outside the state of his residence. Finally the parent, as he thinks of the world in which his children are to carry on, realizes that he has a stake in the vast international forces that shape environment and human destiny.

Likewise, loyalty grows from the local chapter of parents and teachers to the state group and on up into appreciation of the movement as a whole. Ah! there you have the secret! Not the individual in his weakness nor the state in its isolation, but the mighty union of a million individuals and a continent full of states dedicated to the supreme task of the race—the development of better human beings—healthy, happy, intelligent, free in the highest sense. This vast movement aids education at many points.

THIS PHOTO *shows a corner of the headquarters of the National Congress of Parents and Teachers located in the National Education Association building, Washington, D. C. The executive secretary, Mrs. Arthur C. Watkins, is giving dictation on the work of the Congress.*

First, it emphasizes the worth of the human factor. It sets the child in the midst of our enterprises as the loftiest object of our effort. It magnifies parenthood. It elevates the teacher. These values are fundamental.

The race looks forward through the eyes of its children. Through them it has life and growth. This recognition of the importance of the child has been a long, slow struggle. Jesus Christ came into a world where childhood was cheap, but He gave the great charter of childhood for all time when He said, "Suffer little children to come unto me." Pestalozzi did his noble bit, and Dickens, and Horace Mann, and all the rest, but much remains to be accomplished.

The Summer Roundup of the Children, which has already made large progress under the leadership of Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, is a type of effort that should not cease until every child is regularly ready to enter school free from remediable defects. In his notable book *Education and the Good Life,* Bertrand Russell has shown the basic importance of attitudes that are developed during the early years of childhood. From keen observation of his own growing children, he has reached the conclusion that the great character attitudes are largely defined by the age of six. Childhood health profoundly affects these attitudes.

The horrors of child labor are still about us and the battle to free children from exploitation in the name of selfish gain is only partly won. The parent-teacher movement offers to every parent and teacher a share in the great crusade to win new victories for the child.

The parent-teacher movement gives added dignity and significance to fatherhood and motherhood. It is an inspiration to every parent to be the kind of person he desires his child to become. It makes a profession of parenthood—a service with ideals to be preserved and methods of work to be studied and developed. It is a challenge to every parent to enrich the life of his own child.

Another of the human factors which this movement magnifies is the teacher. The school can rise no higher than its teachers. The intellectual life of the community can go no farther than those who lead it. Teachers are the largest public service group in modern society. They have taken the place of the mighty standing armies of the autocratic civilizations of the past. Parent-teacher work emphasizes the place of the teacher—not only in the schoolroom but in the affairs of the community. It develops his leadership, widens his influence, and gives him a share in determining the conditions that surround child life and growth.

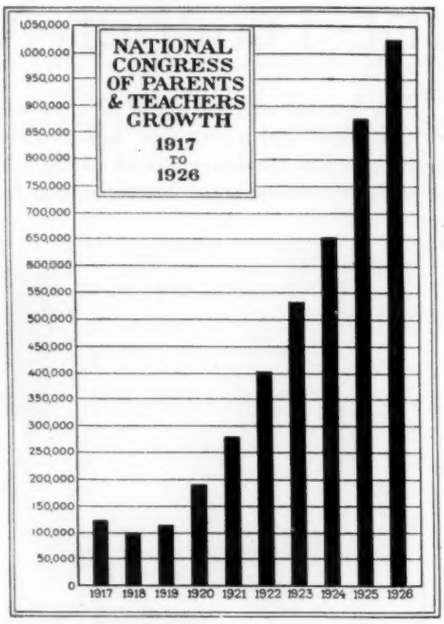
Second, the parent-teacher movement aids in the development of the home as a place for rearing children. It emphasizes the privilege and importance of loyalty

to the home as the most abiding of our institutions. It elevates homemaking to the plane of a great adventure. There are more fine homes today than at any time in the history of the human race. But what a gulf separates the best homes from the worst!

The teaching of homemaking in the school has given higher ideals of home life to many children who could have had them nowhere else. The elements that make a good home are as capable of analysis as the elements that make a good school. Some of the problems of homemaking can be solved only by cooperation. If one child is allowed to keep irregular hours, neighbor children are likely to be tempted by the example. If realtors insist on building homes with no place for children to play, the individual parent is often helpless. Parents working together can arrange for a beautiful common in the place of useless back lots with their unsightly fences. They can find ways of making the home a more "growsome" place for children.

Third, this widening parent-teacher movement is making a large contribution to the improvement of the school. It is supporting boards of education in their efforts to get sufficient money to maintain good schools. It is working for more generous grounds with play space and flowers. It is asking for better equipment of buildings and rooms. Many a brilliant teacher is now struggling with equipment so inefficient and antiquated that it would not be tolerated in even a second-rate business establishment. This movement is helping our people to see that the time and energy of pupils and teachers is really precious—that it is not good economy to deny the school needed equipment, adequate library facilities, and other aids to learning and teaching.

The school curriculum is now in a state of transition. It contains much that is useless and lacks much that is needed. Try asking yourself and your friends two questions. First, what part of the



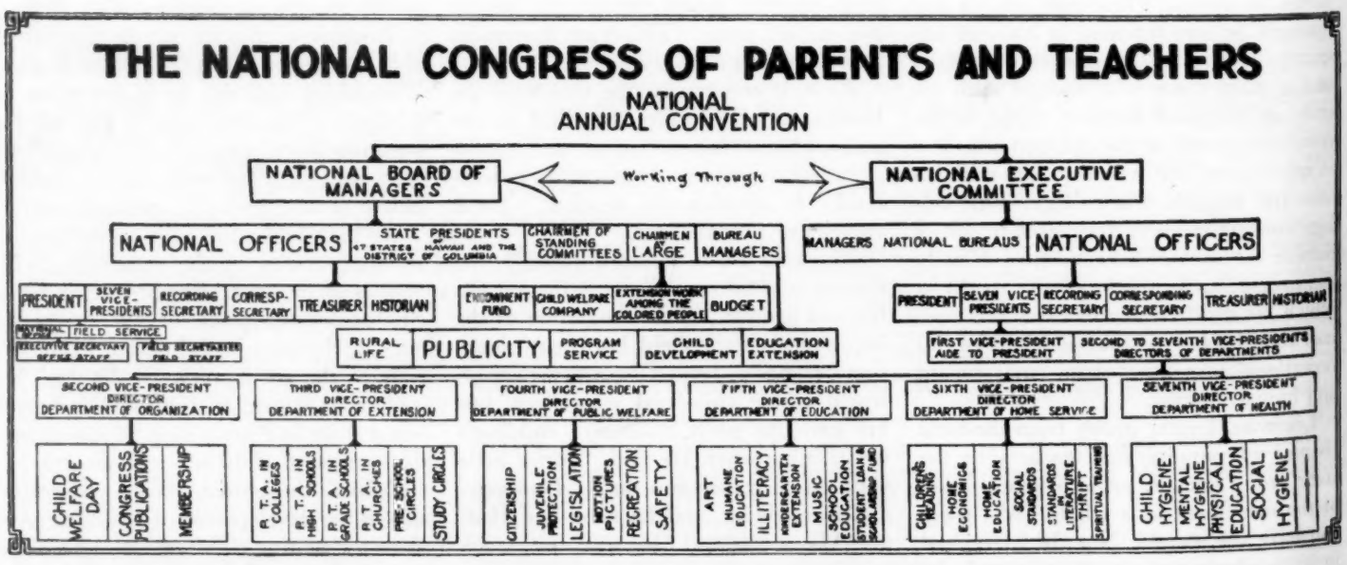
time I spent in school was given to the study of material I have not used since? (Do not hide under the cloak of mental discipline or some vague notion of general culture. There is as much discipline in things needful as things useless and the only culture that really counts is the culture that lasts.) Second, how many things have I learned or needed since leaving school that could have been learned better there than elsewhere? The answers you will get to these questions will show why the curriculum is everywhere being checked against the great objectives of education and life in an effort to make it fit today's values. If progress is not to be hampered, parents must see why the new school is different from the one they attended. A million parents and teachers working shoulder to shoulder are making possible the better school of the new day.

Fourth, the parent-teacher movement helps to create a better community. It exerts a steady and powerful influence on matters of local, state, national, and world policy. Its support of such efforts as the movement to create a Department of Education with a Secretary in the President's Cabinet is typical of the way its power counts for better things.

Two conflicting influences are always playing upon public policy. One is primarily selfish; the other broadly patriotic. One represents some special group; the other is devoted to the whole people. Set over against special interests are such groups as the National Congress of Parents and Teachers and the National Education Association which think not primarily of dollars but of the race.

Parents and teachers working together help to quicken the public conscience. They are influential for better films, law observance, finer radio programs, cleaner newspapers and magazines, higher standards of honesty in political life and in world affairs.

Where could any father or mother or teacher invest a part of his time and influence to greater advantage? What wonderful service these million consecrated men and women are giving their day and generation! Better children, better teachers, better homes, better schools, and better communities; a mighty bringing together of the factors that mean better human beings—the supreme task of the race.—J. E. M.



The Future of School Gardens

DAVID A. WARD

Superintendent of Schools, Wilmington, Delaware

MEASURED by the criterion of usefulness, school gardening should have a future. There are three educational values which the garden, properly used, will contribute to the child's development. The first of these is its utilitarian value. Scientific farmers, landscape gardeners, agricultural experts, and foresters may be discovered through the school garden.

The commonly accepted definition of the school garden includes any garden enterprise from the growing of a plant in an eggshell or a pot on the windowsill to an extensive area of land under supervised cultivation. The time for discovering talent and for developing tendencies is in youth. Many children brought up in the city might develop into agriculturalists or other kindred workers if the opportunity for a first hand acquaintance with nature were provided, but, who, for want of such opportunity follow occupations to which they are less adapted.

Landscape gardening, growing of flowers, and other occupations involving a knowledge of nature, may easily be developed in city children if opportunity is afforded them for the discovery of their aptitudes. Gardening for profit as carried on by some schools, notably in Portland, Oregon; Cleveland, Ohio; and many rural schools of the country, offers opportunity for developing a practical interest in agriculture. There is no doubt that scientific farmers are being developed through the girls and boys clubs of the rural schools. It is not expected that all children would be adapted to such pursuits as nature offers, but the school garden certainly can be the means of discovering occupations for many who would otherwise never be found and who would contribute to one of the fundamental industries of mankind. From the utilitarian point of view then, the school garden has a place in public education.

NARCISSUS *and other growing plants suggest some spring activities of nature, and birds' nests recall the advent of feathered friends.*

Aside from its utilitarian aspect, there is a second value in the school garden. It is the esthetic influence that may be had by the arrangement of plants in the schoolroom, in the schoolyard, and other available places. Beauty is a spiritualizing force. There is no more wholesome source of beauty than nature. With a developed sense of the appreciation of natural beauty, the environment of the home will assume a higher standard whether the garden be on the farm, in the backyard, or on the windowsill of an apartment. Better parks and more attractive city streets will result from a higher and more general appreciation of the beauty of nature. From the esthetic point of view, there is the possibility of supplying a community need through the school garden.

Character development is the highest phase of education and its influence on this important function of the school is the third value which the school garden may contribute to public education.

The school garden is a means of occupying the leisure time of the child and is therefore a deterrent of the evil which comes with idleness. Ownership, a necessary feature of the school garden, develops respect for ownership by others and therefore a respect for private and

FIRST GRADERS in the Wilmington, Delaware, schools keep eggshell gardens. Each child plants a bean, pea, or nasturtium seed in an eggshell and later transplants it. Higher grades use cigar boxes. The plants are dug up at stated times to note the growth of root system and stem and the development of the leaves.

public property in general. To be a producer, and conscious of it, elevates the ideal of the child and develops a sense of importance and responsibility in the community. There is no sham in nature. Fidelity to one's trust is a by-product of the nurture and observation of plants in their growth. There is a wholesome spiritualizing and uplifting influence in close communion with nature.

In our local schools of Wilmington, the school garden is not a part of the curriculum except such indoor gardening as can be carried on in the classroom. Considerable attention, however, is given to the growing of plants in the schools through the nature study department. One distinctly evident result of this work with the related instruction is a higher respect for public and private property. Children have become more interested in the conservation of flowers and trees and there are fewer depredations on private flower gardens. This is an illustration of the civic pride which results from the esthetic and character-forming influence of the school garden.

Historically, school gardening, as an educational movement, had its beginning when, in 1890, the Massachusetts Horticultural Society sent H. L. Clapp to Europe where he studied school gardens in several countries. In 1891, Mr. Clapp instituted in his school at Roxbury, the first school garden in America. Through the encouragement of the Horticultural Society, the movement spread slowly but steadily. In 1897, the president of the National Cash Register Company of Dayton, Ohio, established, as an experiment, one of the largest and most complete school gardens in the country. The experiment proved so successful that the garden became an outstanding feature of the welfare work of the company. That, with the offering of courses of instruction to teachers in several normal schools, gave impetus to the movement and its growth was rapid. In 1915, Congress established a division of school and home gardens in the United States Bureau of Education, with a small appropriation for the promotion of school gardening. The movement spread until, in 1917, school directed home gardens were conducted in 488 cities with an enrolment of 355,715 children, and in 278 cities, there were 29,308 children enroled in school gardens. In March of 1918, the United States School Garden Army was organized on a food production basis as a war measure and 1,500,000 children were enroled in 4390 cities. President Wilson made an allotment of $50,000 from the National Security and Defense Fund for organizing the army and later set aside $200,000 for its promotion.

It is not surprising, with the coming of peace and the consequent disbanding of this immense army of gardeners, that there should be an apparent lack of interest in school gardening generally. If the literature in the Wilmington Public Library is representative, then, the decline in discussion since the war has been marked. Less discussion may not mean less activity, but it does indicate that the gardening movement is not being pushed with the vigor which characterized its earlier periods. It is not a time for discouragement, however. School gardening does make a contribution to education that is worthy of promotion.

A movement that persists after thirty-five years, and still commands the interest of thoughtful leaders and money from public funds, must certainly have demonstrated its right to survive on the basis of usefulness to mankind. Its attainment to a recognized position in the school curriculum rests with its leaders. If school gardening is to have a future, the teaching force of the country must recognize its value to the general product of the schools. It cannot be expected that all teachers will be attracted to the work of gardening any more than they will all elect to teach art or music. To some teachers the direction of a school garden will be a welcome opportunity; to a larger number it will be accepted as a duty to be performed, and to many it will be a positive burden. It rests, therefore, with the directorship of nature study to create in the teachers of America a conception of the school garden as an instrument to aid them in accomplishing the end for which the school exists, namely, the development of citizens with high ideals of economic usefulness, of esthetic standards, and of substantial character. The common sentimental enthusiasm over recognizing the songs of birds or the tedious devotion to the drawing of the maple leaf which so often characterizes the nature study work of the school, will not in itself, convince the teaching force or the public that nature study means something vital in the child's life. Such instruction, interesting as it may be, is bound to be as ephemeral as it is superficial unless related in some way to the fundamental principles underlying the relation of man to nature. To this end, boards of education should finance school gardening by employing well-trained directors and supervisors of nature study.

There is no evidence that in the immediate future there will be a rapid growth of gardening as a part of the curriculum. With its contribution to the economic, the esthetic, and the spiritual standards of citizenship, and with better-trained directors and supervisors constantly educating the teachers and the public in its possibilities, the school garden should slowly assume a significant place as an educational agency in the American public school.

My Workshop

MARY ROBERTA CORCORAN

MY WORKSHOP is an interesting place. You would like it. Thirty-five intelligent little faces, wearing Sixth Grade bodies, fit into these seats each day. They call it school.

It is my workshop. In it I see more than the simple sums and spelling words set in neat rows together. I try to analyze, to get behind these little faces who peer at me each day. It is the most interesting of places—this human shop of mine. I see their woes, their joys, their gay desires.

Because I remember, only too well, the grey-eyed somber little girl I used to be in school (a world of globes, and pointers, dust of chalk, and other things), we make the hard things gay; give them new clothes to wear, talk them, and laugh them.

Now a small boy stalks across the stage. He is brave Charlemagne—world glory in his eyes. Another—Great Columbus. Sometimes I think they all will go to Hollywood. They act so well.

To make the dull hard grind of mathematics easy, we keep a graph, a record of each one's work in which we try to "beat" ourselves—make our own records better.

Sometimes, while walking up and down these avenues of mortals, I bless each busy head. Something joyous—full of gratitude rises within me. Something that thanks the power that gave me my small worldly niche to fill.

Once a small one, busy with his own endeavors, unconsciously—not thinking—called his teacher, "Mother." Dull red confusion mounted up to stain his cheeks with color. He did not know what fierce exultant joy rose up to choke this makeshift of a "Mother."

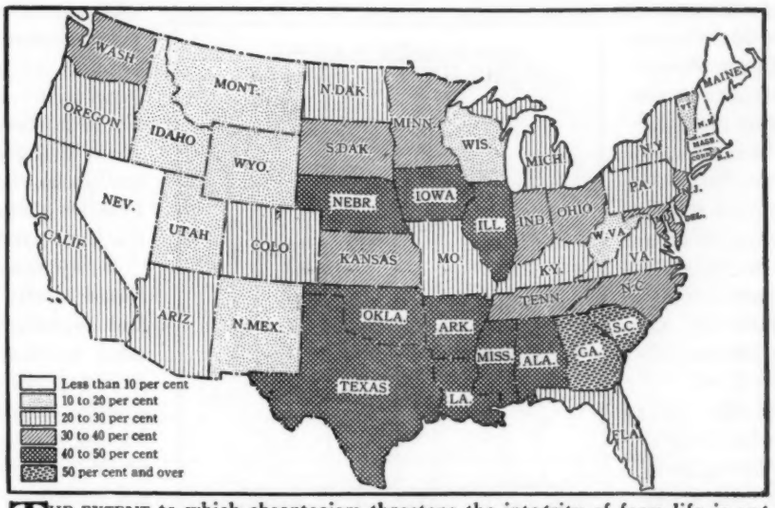
Dear Lord, for such poor stumbling efforts as are mine; Thy recompense is great.

Peasantry or Power?

MACY CAMPBELL

Head, Department of Rural Education, Iowa State Teachers College, Cedar Falls; author, "Rural Life at the Crossroads."

A LONG LOOK once saved my life. Our boat was caught in a jam of floating logs below the high dam. We hoped it would soon drift free and permit us to continue safely down the river. The great jam of logs that hemmed us in seemed to be standing perfectly still; they seemed not to be moving at all. Suddenly we were conscious that the roar of the river plunging down over the dam above us was growing louder. We looked once more at the logs about us; they seemed to stand perfectly still. But the roar of the river was growing louder and louder. Then we lifted up our eyes and took a long look at distant objects; we were not standing still! We were moving slowly, steadily, remorselessly, straight toward destruction. The logs that seemed to be lying so quietly about us were carrying us steadily toward the place where the great river bristling with floating logs came plunging and roaring down over the dam. No boat could live a moment there. The near look had deceived us; the long look told us of our peril. 'Twas the long look that saved us from destruction. What does a long look show us about the farm people of America? What has it to tell us of the way in which we are drifting? Are we standing still as a near look seems to indicate or are we drifting toward destruction?



THE EXTENT to which absenteeism threatens the integrity of farm life is suggested by this map which shows the percent of improved farm land operated by tenants in the various states for 1920.

A long look backward over our history shows us that there were no finer farming lands in all the world than those which lay waiting for man in North America. These farm lands were settled by the very choicest people from the dominant nations of Europe—a people of great virility, industry, enterprise, courage, and high ideals. These farm families were the leading families of the new nation; they produced the author of the Declaration of Independence—Thomas Jefferson; the first president of the Republic—George Washington; the leader of northern thought—Daniel Webster; the leader of southern thought—John C. Calhoun; and those towering figures of the Civil War period—Abraham Lincoln of the north, and Robert E. Lee of the south.

What does a long look at the drift of agricultural conditions since that early period show us? What do the farm people themselves say about it? During the past fifteen years I have gone into farm homes and have talked with farm families from ocean to ocean and from Canada to Mexico. I talked with these people about farming in their communities and about the hopes they have for their children in the future. The things they tell, often with quivering lips, set one thinking. They suggest a problem which is greater and more farreaching than the problem of slavery which brought on the Civil War. That was a problem of the freedom or servitude of three million blacks. This is a problem of the economic freedom or servitude of thirty million white people—the very people who form the economic foundation of the nation.

In making these studies I investigated farm communities in Virginia, Delaware, Maryland, and Maine from 250 to 300 years old; farm communities in Tennessee, Ohio, and Michigan from a 100 to 150 years old; farm communities in Illinois, Wisconsin, Missouri, Iowa, Arkansas, Kansas, Nebraska, and Texas from 60 to 100 years old; and farm communities in Minnesota, North Dakota, South Dakota, Oklahoma, and California from 20 to 60 years old. The age of the farming community is important because of what happens as one generation goes and another comes.

The farm people tell me that those who do the actual work of farming in their communities are losing the ownership of the land; that every year the people who till the soil own less of it than they owned the year before—that "dirt" farmers are becoming landless—that they are steadily losing the ownership of the farms. They say that farm land is now so high and the earnings of the farm so low that many young people just starting out in farming will never be able to pay for their land and must remain tenants for life. The United States Census records confirm this; they show that by 1880, 26 percent of the farm people had become landless and that by 1920 the proportion of landless farmers had increased to 38 percent of the entire number of farmers in the United States. In nine leading agricultural states nearly 50 percent of the farmers are now landless and in two states more than one half the farmers are without land of their own.

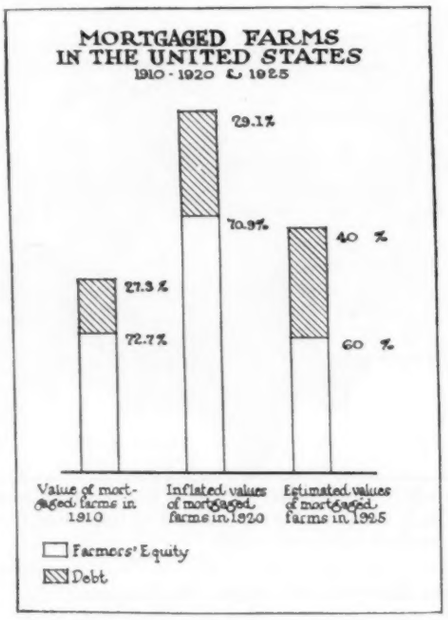
What about increasing landlessness by the mortgage route? The farm people tell me that the mortgages against the farms in their communities constantly increase and that the farmers who till the soil actually own a smaller share every year in the mortgaged farms than they owned the year before. The census records verify this statement. They show that by 1890, 28 percent of the farms were mortgaged and that by 1920, the number of farms mortgaged had risen to 40 percent of all the farms in the United

States. In 1920 the farmers who tilled these mortgaged farms owned 70 percent of the value of the farms; the holders of the mortgages owned 30 percent of their value. By 1925, the share which the farmers owned had shrunk to 60 percent and the share which the holders of the mortgages owned had increased to 40 percent. Before the World War the mortgaged indebtedness against American farms was about 4½ billions; at the close of the war it was about eight billions, and it is estimated to be now about eleven billions. Every year American farmers lose more of their land by the mortgage route and the burden of interest on the increasing farm mortgages is bleeding many farm communities white. The mortgaged indebtedness of the father is growing so great that the children will never be able to pay it off.

What would we say of the great United States Steel Corporation if every year it owned less of its producing properties, its furnaces and mills, than it did the year before? What would we say of Henry Ford's great business if every year he owned less of his producing properties than he did the year before? Would we say that in the long run they were headed toward success or toward failure?

Serious as is the loss by the farmers of their basic producing properties it is not as serious as the loss of the best brains from the land. The farm people tell me that their more capable young people will not stay on the farm. They say that their brighter ones see that the farm is a losing business—that it is losing its buying power and losing its land and these farseeing young people go to join prosperous big business in the cities. The farm people say that their smartest young people leave the losing game on the land and go to join in the winning game in other lines of business which enjoy the prosperity that President Coolidge and Secretary Hoover talk about.

Recently I heard a brainy farm leader in Iowa remark that he did not know whether his son, a capable young man of twentyone, should stay with the farm or accept one of the many better opportunities that are offered him elsewhere. Not long ago I visited the farm home of the most famous farmer in Nebraska—J. Sterling Morton—who was chosen by Grover Cleveland to be Secretary of Agriculture. On the mantle over the fireplace in the living room of this farm home I saw a photograph of this farmer, his wife, and four fine, intelligent sons. I said, "Where do these boys farm now?" A Nebraskan standing near said, "None of them farm now; they have gone into other lines of business. That keen looking older boy is now the head of a big organized business —Morton's Salt, one of the largest in the country." In Illinois they called my attention to a farm on which was reared a bright young man who asked himself the question, "Shall I stay on the farm or is there a larger opportunity for me in other lines of business?" He left the farm and today is the head and directing brains of the largest organized business in the world—the United States Steel Corporation. In Michigan, they pointed out the farm where a capable young man grew up, who decided to leave the farm and use his business genius in developing another great industry. He is today the head of one of the largest industries in the world and he is one of the world's richest men. Maybe you've heard of him; his name is Henry Ford. So the most competent young people continue to leave the farm and build great business enterprises elsewhere.



When the brightest and most capable young people leave the farms, what of those who are left? This is the crucial point. This is the matter which is of most grave concern to those of us who are of the farm, ourselves. What does a long look show? The investigations which I conducted in farm homes of the states mentioned above show that from 85 to 90 percent of the cream of the young people in the farm homes—the brightest and most competent—are leaving the farm and going into other lines of work. We need not be concerned about the fact that many young people are leaving the farm communities. That is a wholesome economic readjustment. There is not room on the farm for every boy and girl born there. What is of vital concern is the fact that it is the big potatoes that are going, leaving the little potatoes to be the parents of the next generation in the farming industry. Every housewife knows what will be the result if she constantly shakes the barrel and picks the big potatoes off the top. Finally, there will be nothing left but the little potatoes.

Every farmer knows that if he continually sells off all of his best animals and reproduces his herd from inferior stock his herd will deteriorate. If the most capable young people are constantly drained out of the farming communities, leaving the inferiors to be the parents of the next generation, the race of farmers will gradually deteriorate. This is nature's inexorable law. Investigations conducted in rural communities in Indiana[1] by mental experts at the request of the state legislature revealed the fact that in some of the most runout old rural communities, from which the more capable young people had been drawn away generation after generation, as high as 27 percent of the children in the rural schools were found to be feebleminded. Pintner[2] reports identical intelligence tests with the children of the big potatoes in the city schools and with the children of the little potatoes in the rural schools of some old rural communities in the same state. He reports that the average intelligence quotient among the city children was approximately 100, while that of the rural children was but 77. Pintner says, "Abraham Lincolns come from the country, but they never go back."

A farmer in Louisiana said to me as he looked off across the fields toward the other farm places we could see, "I have farmed this farm for more than forty years and have known the neighbors about here for that length of time. As I take a long look backward I see that the land isn't as good as it used to be; we have taken more out of it than we have put back. The fences and the buildings aren't in as good repair as they

[1] Report of the sixth conference of educational measurements. Extension division, Indiana University.

[2] Rudolph Pintner, Intelligence testing, p. 250.

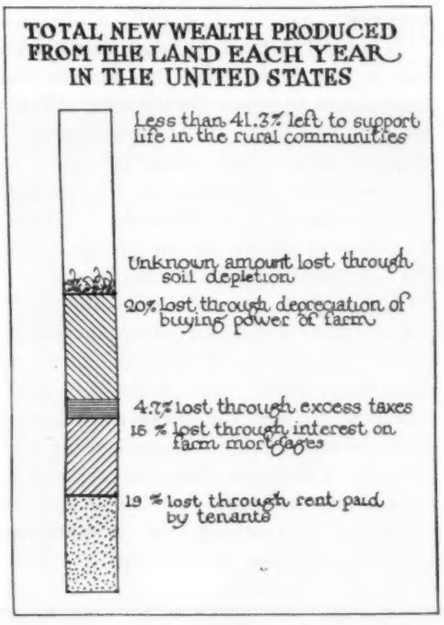
used to be; but the worst thing I see is that our brightest and best young people are leaving us for the oil wells and the cities and a class of tenants is taking over the farms that is not as competent as the old families used to be." A New England farmer expressed the same idea this way—he said, "Our best young people have left us until this old farming community is like a fish pond with all the game fish fished out; all we've got left now are the suckers and bullheads."

You can't expect 77 percent people to compete with one hundred percenters in the game of business and win. It is highly important to discover before it is too late what is causing our farm people to lose their buying power, what is causing them to lose the ownership of their land, and what is causing the brightest young people to leave the farms and go into other occupations.

Here come two football teams running on to the field to play a game. Each team has the same number of men; the men are equal in weight and speed. One team is thoroughly organized; it has been trained to strike all together as one man on offense and hold all together as one man on defense. It has learned all the most effective plays in the game. It has drilled over and over on these plays until it can execute them with great speed and power. It is led by one of the brainest quarterbacks in the game of football. The other team has just as many men. They are as heavy; they are as fast. There is one striking difference. This team is unorganized; it cannot crash through its opponents' line as one man; it cannot hold against attack as one man. It has not learned any team-play. It has not drilled on any team game. It has no quarterback. Each man plays as best he can for himself. Often the men on this team actually play against each other. We know before hand that one of these teams will win every game; the other will lose every game. One team will "bring home the bacon"—the other will have only defeat.

The greatest American game is not the game of football, it is the game of business. More people play the game of business than play any other game. They play it more earnestly than they play any other game. Bread and butter depend on it. In the game of business, as in the game of football, the well organized, skilfully led team wins; the unorganized team without team-play and without a leader loses. That is why business everywhere in the cities is now organizing into stronger and stronger teams and selecting as quarterbacks the keenest business brains in the world.

A big organized team like the United States Steel Corporation with 87,000 stockholders and thousands of workers, with a keen quarterback who knows the game of steel as well as anyone in the world, wins its games. It takes home winnings that enable it to pay a good rate on the money invested in the game, to pay the steel workers a good wage, to provide for depreciation and depletion and to cut a 40 percent melon now and then.



The farm team by contrast is unorganized. It has no teamwork in the different farm commodities to play the game of business to win; it has no quarterback. It loses every time; it loses in bargaining power; it loses in buying power; it loses in the comparative conditions of its homes and schools; it loses the ownership of its land; it loses every game. But worst of all it loses the best brains from the farm.

The ablest business leaders from the farm go over and lead the big business organizations in the cities. Brains from the farm are running the biggest business in the world. Elbert Gary from the farm is now the quarterback of the steel team and plays the game of business to win. He plays to win from the farm people. He wins every time a farmer buys steel machinery, steel implements, steel fencing, steel hardware, or an automobile. Henry Ford is another great quarterback from the farm who has now gone over to lead the other team to win. Is it not time for the farm people to set up their own big organized business? To make agriculture what it ought to be —the biggest, most prosperous business in America? Is it not time for the farm people to keep their own best business brains to lead their own teams by making organized agriculture the biggest and most attractive business in America?

The way to make the best brains stay on the farm and lead in the battles for the farm people instead of going into the other big industries and working against their own people is through organization! Through cooperative marketing! Through making agriculture what it ought to be, the biggest and most prosperous business in America! When I say cooperative marketing, I am speaking of the time when all the little cooperatives handling one farm commodity come together; when we tie the little cooperatives in one commodity all together into one big business like United States Steel, or Standard Oil. Then when Standard Oil says, "Gas is going up a cent today," our quarterback can reply, "Yes, John D., and hogs are going up a cent today, too." I see the time coming when we are going to do this. Then farmers will be as able as are other great industries to meet depletion and depreciation and to hold the ownership of their producing properties.

This is a matter of education for organization and of teamwork to win. We can change the football rules and make them fair for both teams. We can secure fair umpires. Congress can make fair rules for the game of business. But Congress can never pass rules that will make the unorganized team win against the organized team. To win the game of business, agriculture must play the team game.

Before farmers can win in the game of business, they must learn to stick together. Learning to stick together is a matter of education. The problems of cooperative marketing are too big and too difficult to be solved by ignorance. Intelligent, enlightened cooperation by the membership is absolutely necessary to the success of cooperative marketing. Lack of intelligent understanding of what constitutes sound, cooperative business practices, lack of cooperation on the part of the membership, unwillingness to follow the leadership of the business manager, disloyalty to the group, lack of vision, lack of faith, lack of courage, lack of spirit, and lack of ability to stick, are all spawn of that arch enemy of successful cooperative business—Ignorance. There is but one weapon against Ignor-

ance and that weapon is Education.

The cooperatives, the Farm Bureau and other general farm organizations, the agricultural press, the agricultural colleges, and the United States Department of Agriculture are all hard at work attempting to educate farmers in these matters. They all understand that these problems are too difficult to be solved by ignorance; that the very nature of cooperative teamwork demands the enlightenment to a high degree of the individual farmers who engage in it; that there are certain essentials to cooperation that members must possess; and that this is the problem of education. Present educational efforts are all being made with adults. Many of these adults have worked and thought and lived for years as individualists. It is hard for them to change their mode of business life; many of them will never be able to do it.

We know that intelligent comprehension of the principles of successful teamwork in business, loyalty to an ideal, faith in one's fellows, obedience to a self-chosen business manager, willing cooperation in group action, and indomitable courage in economic affairs are qualities of slow growth through the years. They cannot be put on quickly like a new coat. They must grow slowly from within; this growth should begin in childhood. The largest and most permanent success lies in beginning with the boy; teaching the man must remain at best an uncertain risk.

It is hard to teach old dogs new tricks, but if you begin with the puppies you have better success. As the twig is bent, the tree is inclined. Theodore Roosevelt stated a great truth when he said, "If you would do anything for the average man, you must begin before he is a man. The hope of success lies in working with the boy and not with the man."

The purpose of public education is to prepare the people for more successful living. To enable the public schools to educate the farm youth in the principles necessary to win the game of business through teamwork, a committee of the National Education Association, headed by former Governor F. O. Lowden, is preparing a textbook on cooperative marketing for use in the schools. The lessons in this textbook are drawn from the most successful cooperative marketing organizations now in operation in the United States. The principles by which farmers stick together and win in the great game of organized business are clearly set out. The causes of failure are carefully pointed out. It is clearly understood by the writers of this school text that years will be required to perfect cooperative marketing in America—that in a great undertaking like this the people must learn to creep and then to walk before they can run successfully the exacting race of business.

This is a matter of concern not only to the farmers, it concerns every man, woman, and child in the nation. In the end all go up or all go down with the farmer.

American farmers have no superiors in the world in the production of new wealth from the soil. It is the concern of every citizen that, before it is too late, they shall organize to play the game of business successfully and thus maintain an intelligent, productive, prosperous people on the land as a permanent foundation on which to build a great nation.

Educational Victory in Land Bill

PROFESSIONAL ORGANIZATIONS have won an important victory in the passage of the School Land Bill, which was signed by President Coolidge, January 25. When the western states were admitted to the union, the federal government granted certain sections of public lands to the states for the support of public and common schools, and during the recent years the value of these sections has been greatly impaired by the fact that the states' title to sections of mineral character was frequently questioned and often denied. This legislation affects primarily the school funds and means millions of dollars for educational support in the following states: Arizona, California, Colorado, Idaho, Montana, New Mexico, Oregon, Utah, Washington, and Wyoming. Congressmen and other officials from the public land states, have voiced their appreciation of the united efforts of educational groups throughout the country, in bringing about the passage of this Bill.

W. Halverson Farr, assistant attorney-general of Utah, who was one of the most active workers in behalf of the Bill, has said that the enactment of this legislation brought to an end an earnest effort which extended over a period of six years. Much of the credit for the final accomplishment, according to Mr. Farr, is due to the interest of three groups—educators in the land states, the secretaries of state associations throughout the country, and the National Education Association. This legislative achievement emphasizes the willingness of the country to support movements for the benefit of its great citizenship-building institutions, the public schools. The supporters of the School Land Bill appealed to Congress, not as a partisan political body, but as citizens seeking to preserve to the full, educational facilities for all the people. The Bill was originally introduced by Senator Jones of Washington and was amended by the House Committee on Public Lands after full consideration of all the interests involved.

The statesmen and educators who finally secured the enactment into law of the School Land Bill reechoed the note struck by writers of the great Ordinance of 1787, who said: "Religion, morality, and knowledge being necessary to the government and to the happiness of mankind, schools and the means of education shall be forever encouraged."

Beauty in Birds and Flowers

HENRY TURNER BAILEY

Director of the Cleveland School of Art and of The John Huntington Polytechnic Institute, Cleveland, Ohio

MRS. BAILEY and I have five children—three boys and two girls. They all have a love of beauty and are attempting to make beautiful the work of their hands: one in the designing of machinery and mechanical devices, one in the designing of printed matter, one in the designing and making of clothing, one in the designing and making of a home and a hospital on the other side of the world.

When the children were little they were our constant companions outdoors. In the home library are fascinating illustrated pamphlets, handmade, giving detailed accounts of days spent in the woods, or on Bound Brook and the Musquashcut River in the big family canoe, or along the fascinating shores of Cohasset Harbor. These pamphlets contain lists of the birds we saw and of the trees and flowers we identified.

Our youngest son is now of college age. With him I spend a half-day every week in the wild places in and about Cleveland. For two years we have kept a census of the birds found in Lakeview Cemetery, in the middle of the easterly metropolitan area. We know just when the redwings go in the fall, and just when the fox sparrows pass through on their way to Canada in the spring. We know that on the third Saturday in January falls the low tide of the year in bird life; and that a few brave song sparrows spend the winter by the brookside in a bog full of cattails.

For thirty years before coming to Cleveland, I persistently refused flattering offers of positions in large cities at double the salary I was receiving because Mrs. Bailey and I believed our children should have the advantages of a home in the country, where experiences with nature at first hand would permanently enrich their lives.

This enrichment took place without their knowledge. They received a sort of surreptitious education.

One time when the older boys were eight and ten years of age we were entertaining an artist, born and educated in a city and working in New York. At the dinner table one night the talk drifted to bird life—it was the nesting season, and the boys had been to the Reedfarm that afternoon to see some nests we had discovered. The glib way these youngsters talked about their bird

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HENRY TURNER BAILEY *for the past thirty years has been holding before pupils and teachers the way to enjoyment of life through appreciation of beauty. He spends much time in the open with children and friends. In addition to his work as director of the Cleveland School of Art he appears every year before boys and girls in the schools of Ohio and other states to point out the romantic attractiveness of commonplace things.*

friends astonished this man, who knew by sight only English sparrows and crows. "How many birds do these children know?" he asked. "Let's find out," I replied. Each boy was furnished with a sheet of paper and a pencil. Without hesitation the younger boy wrote the names of thirtyeight birds, and the older the names of fortythree. They could describe the identifying colors of each bird.

Every spring in early April we used to cut a sod from the east pasture, a circular sod, six inches in diameter, and fit it into a Japanese bowl we had, with little kittens on the rim looking inward. This we placed on the table in the diningroom and kept it watered. Out of it would grow a sedge, a grass or two, a violet, a cudweed, a cinque foil, a wild strawberry, an aster or a goldenrod, and three or four other plants—each spring a new surprise for us. Gathered about the table we could discuss beauties of line and color as they appeared. We used to bring in single plants, pot them, and watch them develop—a buttercup, a daisy, a clump of sedge. It was more fascinating than a movie to put one of these on a sunny window ledge, draw a white shade in front of it, and study its shadow cast on the curtain. We had animated discussions, when the plant was slowly revolved, as to its most lovely silhouette.

That is the best way, so far as I know, to teach children to enjoy beauty in birds and flowers. They need to see that beauty in the open, alive, under the inspirational leadership of a lover of wild life. A stuffed bird, a pressed flower, are as inadequate for developing a *love* of these things as is a moth on a pin. Collections are all right in their places. They are essential, especially in cities, but they come later. Life is what children long for and enjoy to the full. To them always "a live dog is better than a dead lion" as the Scripture says. A butterfly on the wing, in the sunshine, above a milkweed blossom, is worth more to a child than all the books ever written on entomology. A brook singing to itself through a wooded valley, its banks golden with cowslips, holds a thrill for children that no museum can rival.

When we know enough, we wiseacres who superintend and supervise measurements and tests and platoon systems, we shall have the buses of the board of education taking children out into the country instead of bringing them into the most congested parts of the city.

In that blessed time there will be observation areas, woods, and meadows with brooks and pools, pastures with cattle, and fields with men at work, where the children, now starved in cities, will be taken for nature study at first hand. The city need not own these areas, but it can hire the use of them, to lay a foundation in the souls of the children for an intelligent appreciation of folklore, history, literature, poetry, music, and all the fine arts. There can be no genuine,

intimate, thrilling, and uplifting appreciation without such personal firsthand experience.

Nature is the one great inexhaustible storehouse of delight for all mankind. It yields perennial pleasures of the right kind. Pleasures of the wrong kind are of such a character that one must have an ever increasing dose to secure the original thrill. Pleasures of the right kind are of such a character that, as one grows older and more sensitive, less and less is required to thrill the spirit. From the Berkshires in October, the true lover of color, with his ever sharpening eye, will turn to the enjoyment of Cape Cod in November, and then to Plymouth County in April, and at last to the quiet fields of Concord, Massachusetts, where as Emerson said the serene beauty of the world comes forth to meet the clear and loving eye "from every dry knoll of sere grass and half-embedded stone upon which the dull March sun shines."

A part of the birthright of every child is this beauty of nature, most easily apprehended at first in birds and flowers. As our populations become more dense we must give increasing attention to the conservation of opportunities for the enjoyment of natural beauty. Areas rich in wild life and significant in natural beauty of plant and soil formation are of priceless value—veritable "outdoor museums."

There are children in Cleveland who never saw a real horizon, a sunrise, or a sunset; who never saw the great inverted blue bowl of the sky, day or night. To them the sky is a flat gray something above the brick walls of tenements and warehouses.

When I look from my window at night
And the welkin above is all white,
All throbbing and panting with stars—

What do they know about that? Nothing.

In spring when comes the deluge of the heat

Broad northward o'er the land,
Painting artless paradises,
Drugging herbs with Syrian spices,
Fanning secret fires that glow
In columbine and clover blow.

When

The million handed sculptor molds
Quaintest buds and blossom folds.

When

The million handed painter pours
Opal hues and purple dye—

What do city slum dwellers know about that? Nothing!

"He hath made everything beautiful in His time." Does the dweller in city lanes and alleys believe that? Has he ever seen any evidence of it? No. For such unfortunates there are no seasons.

"Name a sign of spring," once said a primary teacher in a downtown district.

"Swinging doors on the saloons," was the answer. Think of it!

The modern industrial city is a million handed Philistine, blinding all its young life and binding it to grind in the prison house, like Samson of old. Little need we wonder if when that life is grown and can stand it no longer, it rises up to wreck our old temples, praying, "O Lord God, remember me, I pray thee, and strengthen me only this once, that I may be avenged on the Philistines for the loss of my two eyes."

Further Appreciation of Beauty in Birds and Flowers

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Prepared by the Cleveland Public Library

Photo by Hugh Bell

THREE CLEVELAND FATHERS and their sons, with two enthusiastic guides, stop for lunch during a tramp through Joplings Woods in search for the winter birds.

Parks and Forests as Schools

JOHN BARTON PAYNE

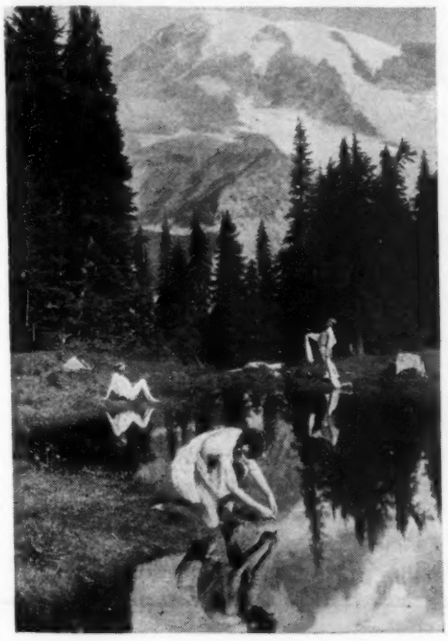
Chairman, The National Conference on State Parks, Washington, D. C.

STATE PARKS and forests, as an important phase of the movement for conservation of natural resources and for ampler provisions for outdoor recreation, in which national, state, county, and municipal agencies have appropriate shares, offer a wide and varied field for outdoor education. They conserve some of the best examples of what every state possesses in the way of scenic beauty, original flora and fauna, historical shrines, archeological remains, or geologic and other scientific features. They have preserved such treasures from private exploitation and are opening them to the free use of the public.

Progressive state park and forest directors are following the example of the National Park Service, established several years ago by Director Stephen T. Mather, of giving a nature guidance service to the campers and visitors in their preserves. This service in the national parks, first in Yosemite, later extended to Yellowstone, Rainier, and others, was popular from the beginning and is now consolidated under Chief Naturalist Ansel Hall, into an immense addition to the attractions of these magnificent national preserves, and a means of teaching lessons of conservation and of truer understanding of the marvels of these unsurpassed public possessions.

The method of outdoor instruction is to conduct walks, short ones of two to four miles every morning, and longer jaunts of six to eight miles, twice a week, led by competent naturalists, to the interesting features of these parks. At the Old Faithful section of the Yellowstone Park, groups of two or three hundred may be seen following the guides about the various thermal phenomena every morning, and on Wednesday and Saturday mornings there is a longer hike into the forests and mountains to places inaccessible by roads. At Rainier groups follow the rangers up to the snow line, or to the summit if they wish, enjoying the glaciers and snowfields and the beds of alpine flowers. In Rocky Mountain National Park in Colorado, the teachers take parties to the top of the Continental Divide at snow line in buses and then they walk down, observing the change of flowers and birds and animals, from the alpine solitudes down to the more varied natural features of lower levels.

The guides do not confine their talks to any one branch of natural science.



WITHIN *a hundred miles from the hall where the National Education Association will meet in Seattle, in July, is this beautiful combination of Fairy Lake, natural flower garden, trees, mountains, and sky in Rainier National Park.*

They are ready to answer questions as to botany, geology, or the Indian legends and history of the region. At Old Faithful, one droll ranger intersperses his account of the formation of the colored sinter about the boiling fumaroles with a more or less fabricated yarn about the Chinaman, who washed the clothes of soldiers when the army had the custody of the park, and who put his soapy wash into a boiling pit. Soon after, soap, clothes, and Chinaman went up in the air, and there the guide leaves them.

Outdoor instruction has now been introduced, with equal appreciation on the part of visitors, in some of the larger state parks, and is being extended as means for support and competent teachers can be found. Nature guidance for summer camps in private management has been offered as part of their attractions for a dozen years or more, and the profession of nature guide or councilor has become a fixed occupation for teachers and university undergraduates during the summer months. This service has more recently been made a part of the staff equipment in camps maintained by civic, philanthropic, industrial, and other organizations, in public preserves and elsewhere. It was originally given largely for young people, but the successful experiment in the National Park Service in giving nature guidance to adult visitors has been followed with promising beginnings in some state preserves. This field is so varied, in the number and diversity of state parks and forests, that it offers great opportunities for state park and forest directors to extend the public enjoyment of their preserves in ways other than the more obvious forms of outdoor recreation, which will give satisfaction to the finer, esthetic side of appreciation of the outdoors.

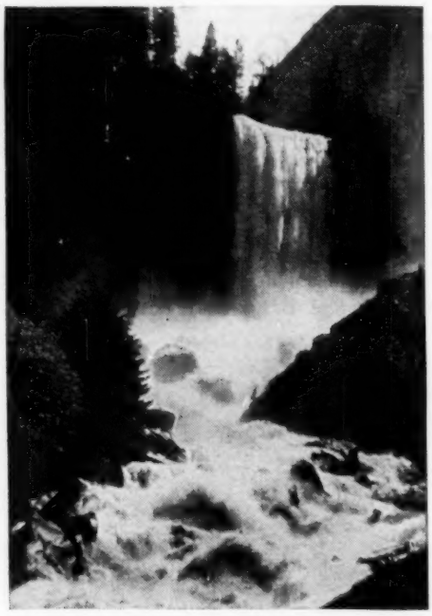
While nature study is the readiest subject for such instruction and grows in popularity as soon as established, many of our state preserves offer fields for historical and scientific study as well. Some of the earliest state preserves were relics of our Colonial, Revolutionary, and later history, and while their significance is usually understood, and the custodians are able to make it clear, there would be opportunities for more extended instruction along such lines. Preserves like Washington's headquarters at Newburgh, Stony Point, Crownpoint, and Ticonderoga, in the New York state park system, teach lessons in patriotism that attract thousands of casual visitors, and groups of school children now enjoy but might do it oftener, these objective historical examples. The Ohio State Historical and Archeological Society is seeking to make better understood the remarkable aboriginal remains in its custody, like Fort Ancient, that "masterpiece of the Mound Builders," and the Serpent Mound, by conducting motor tours with lecturers to them.

State parks include such shrines as Valley Forge, the wretched camp of Washington's army in 1777-78, where every square rod is filled with memories of patriotic endurance. Or Presque Isle State Park at Erie, where Misery Bay recalls the sufferings of the sailors in the winter when they built the fleet that

sailed out under Commodore Perry to the victory from whence he sent the laconic "We have met the enemy and they are ours." His flagship, the schooner *Niagara,* has been restored with all her guns, and lies at the city waterfront.

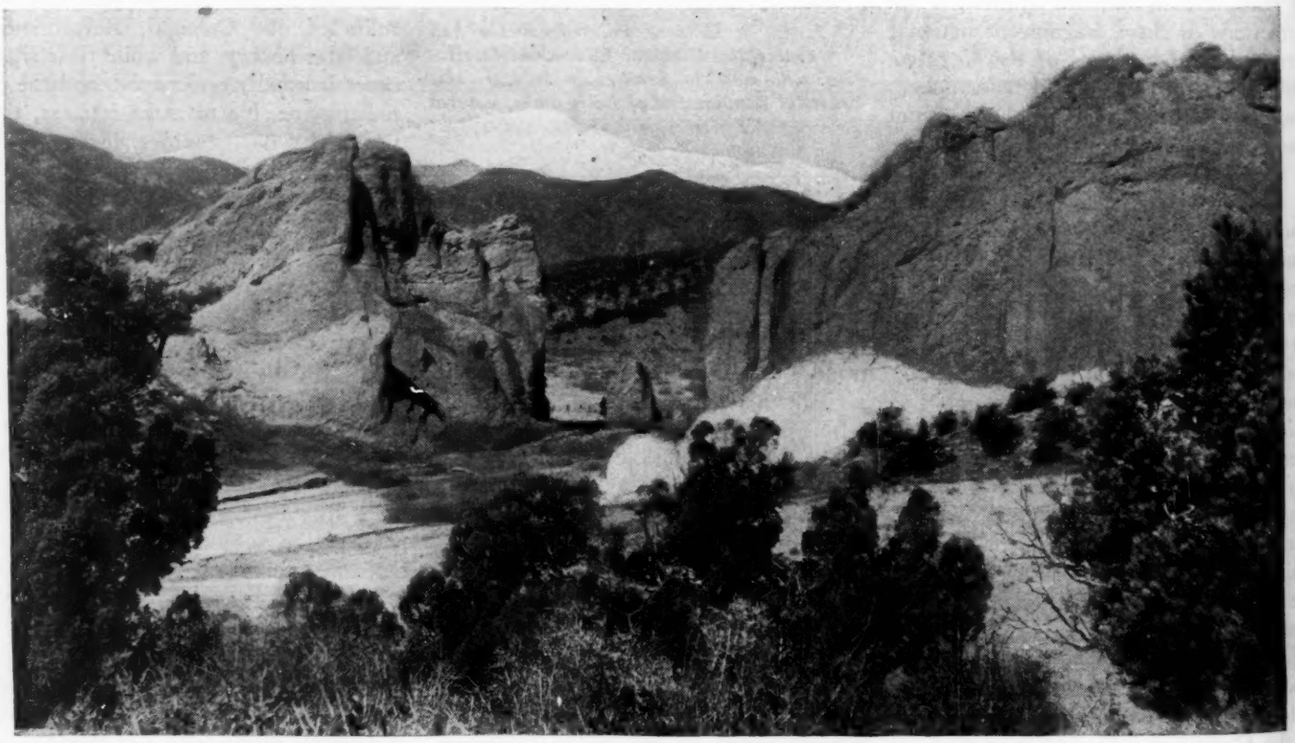
Objects of scientific interest in state parks merit more attention than they sometimes receive, and would be better appreciated if there were competent instructors on duty or if the data which has been collected on them were available in more popular form. Take the "fossil Niagara" in the Clark Reservation, near Syracuse, New York, in the custody of the State Museum, the water-worn cliff and plunge basin where much of the water of the Great Lakes, blocked from a northern exit by the continental glacier, poured into the headwaters of the Mohawk and escaped to the Hudson. There is much to be read about this in the State Museum reports, of limited circulation, but no one on the ground to make the wonder clear.

Sometimes visitors to a state park which has some unusual phenomena of a geologic nature are fortunate to find in the custodian a man with a liking for natural science, who can vividly interpret what they see. There is Doctor Truesdell, custodian of the Taylor's Falls State Park in Minnesota, who literally cherishes every one of his marvelous collection of potholes, more than eighty of them, from the size of a teacup to great polished cylindrical pits eighty feet deep, made by the St. Croix river when it was far bigger than now and emptied Lake Superior into the Mississippi. Doctor Truesdell, after a busy Sunday, jealously counts the granite grinders which he has removed from the potholes to make sure that no ribald visitor from St. Paul has flung any back into the depths which they gouged. He has written a history of it all which is geology made alive. A man like that in every state park would be a powerful agent for conservation and outdoor education.



THE *beautiful Vernal Falls in Yosemite Valley, California, are visited yearly by thousands of tourists.*

State parks and forests teach lessons in conservation of our original tree cover. In Itasca Lake state park at the headwaters of the Mississippi, one may see larger stands of virgin red pine than anywhere else in its original range. Custer state park in South Dakota has one of the finest stands of western yellow pine. The great Northern Forest Park in Wisconsin is showing how the pines will come back if the fire is kept out. There is a square mile of virgin red spruce in the highest part of the Catskill Park in New York, if one climbs to see it. The state park system in Washington includes a section of original Douglas fir, an example of what the whole region was once. California in her Big Basin and Humboldt State Parks (the second largely preserved through the Save the Redwoods League) has saved thousands



PIKE'S PEAK, 14,109 feet above sea level, at Colorado Springs, Colorado.—"The horizon line seems to curve more and more, as if somehow the twilight were folding the world up for the night, and we were on some outside shore watching it."

of giant redwoods whose lesson of dignified old age needs no instructor.

Some of our state preserves protect examples of natural features not so obviously impressive as 300-foot redwoods, but worth saving as examples of original conditions. In Pennsylvania, the state forest monuments, inclosed within the state forests, conserve a bog filled with pitcher plants, sundew or fringed Orchis; or perhaps an unusually fine stand of Rhododendron maximum under great hemlocks. In Iowa, Doctor Pammel, president of the Conservation Commission and a botanist of national distinction, includes a bed of yellow lotus in a glacial kettle hole lake as one of his state parks, and another of which he is proud is the southwesternmost stand of white pine in the United States.

History, archeology, and geology are to be studied in a multitude of examples in our state parks, and are deserving of more organized exposition, but it happens so far that most of it is left to placards and guidebooks, and the most detailed instruction is given in the biological phases of natural science, since it is easier to find teachers in them, and children and adults alike react to them more quickly. So the most extensive nature study services in state preserves emphasize plants and animals in their courses.

SEVEN FALLS, *one of the most picturesque spots in South Cheyenne Canyon, Colorado, near Pike's Peak.*

The most advanced service of this kind is found in the Harriman section of the Palisades interstate park, where it is offered to all of the campers of the ninetyfive organizations using the park in the summer, averaging eight thousand a week. The Boy Scouts, of whom there are fifteen hundred, pursue their nature study all the year around. This study was begun six years ago, soon after the beginning of group camps in the Harriman section, on the dozen natural and artificial lakes, by the superintendent of the camping department, Ruby M. Jolliffe, with the support of the general manager, Major W. A. Welch and the commissioners. Miss Jolliffe was assisted in the beginning by B. T. B. Hyde, of the educational department of the American Museum of Natural History in New York, and later by A. Laurence Palmer, professor of rural education at Cornell University, whose *Rural School Leaflets* are among the best of outdoor guides, and who sent every summer some of the most capable of his students as nature councilors.

These student teachers organize nature classes, lead bird and flower hikes, and urge the boys and girls to compete for various awards. No excessive collections of plants are allowed, groups being limited to one specimen of each plant studied. At the end of the summer, camp and individual contests are held and prizes awarded.

A later development, which interested adults as well as children, was the establishment of "nature trails" in an outdoor museum, by Frank E. Lutz, curator of

THIS IS A PARTY on the trail to Nisqually Glacier, Rainier National Park. The glacial moraine may be seen in the upper left-hand corner. The flowers in the foreground are avalanche lilies, one of the many species of wildflowers.

the department of insect life at the American Museum. Through the cooperation of the park commissioners and of W. Averell Harriman, Doctor Lutz was given use of forty acres of woodland near Tuxedo, close to a main highway.

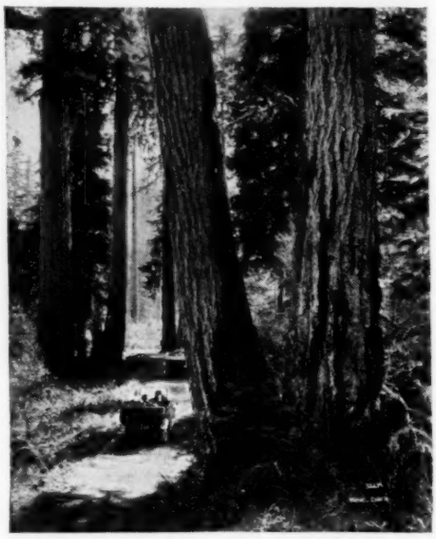
His primary object was the study of insects in their natural environment, but it included a good deal of botany and some other natural sciences. A staff of boys and girls, selected from the nature classes at the museum and from the summer camps in the park, served as collectors and amateur curators, under Doctor Lutz and his wife, who cared for the children in shelters provided by the park authorities. Thousands of boys and girls from the park were brought to the station to learn in this unique school. Some of the amateur collectors brought in their insect specimens in a badly mauled state, with legs or antennæ missing, but they were so enthusiastic that Doctor Lutz gradually encouraged them in method and some of them developed surprising knowledge of what was intended by the project before the summer was over. The methods were adopted by nature study instructors in about twenty of the park camps who established nature trails of their own, and the example has already been taken up in other parts of New York state.

The idea of the nature trails was stated by Doctor Lutz in a sign at their entrance which read: "A friend somewhat versed in natural history is taking a walk with you and calling your attention to interesting things." First, one entered the "training trail" and at every few yards passed something of interest, labeled with brief phrases for the casual observer and in more detail for the closer student. Occasion was taken to teach lessons as to vandalism and cleanliness.

Insects were shown within transparent celluloid cylinders, eating leaves of plants they preferred or spinning their cocoons. The trail wound back to headquarters and then observers took the "testing trail" which had identical exhibits, marked only with numbers. Visitors tried out their powers of retention of the teaching and turned in answers on a card on which they were scored by Doctor Lutz. The highest score was 99½ percent made by a boy from the camp of the Association for Improving the Condition of the Poor. Adults passing along the motor highway discovered the station and joined interestedly with the children.

Dr. Lutz's comment on the response of visitors to his first season's attempt in this outdoor museum applies to similar opportunities in every phase of human interest which the state parks and forests all over the country afford. He said:

> What an opportunity to teach natural history at no greater cost than labeling a few things in and about camps. Unfortunately, few have this fascination since no one has pointed it out and explained it to them. Who will label the exhibits? It might be done by individuals, but it would be better if it could be done on a national scale so that the story in one camp would connect up with the stories in surrounding camps an average day's drive away. The very best way of making a nature trail is to have as many as possible of those whom you wish to teach help to make it. Here is still another chance for Boy Scouts to "do a good turn," for Girl Scouts, woodcraft leagues, women's clubs, Rotary clubs, public schools, churches—any organization at all.



THESE GIANT FIRS *and cedars which line the forest roads near Seattle, Washington, will bring convention visitors into the very heart of the great northwest wilds.*

Imagine what a vivid presentation of our varied natural features and the growth of our history could be made in a series of such outdoor museums in state, county, and other parks all the way across the country, on some of the great trunk routes like the Lincoln Highway; the transitions of forest and flowers and rocks and insects and birds, from the Appalachian ranges across the prairies to the Rockies and the Pacific Slope. What an opportunity to teach American history, too—to show the westward march of explorers, missionaries, pioneers, settlers, and the gradual growth of prosperous communities with a uniform civilization. Of course there are markers and monuments, but not enough men like Doctor Lutz, to tell visitors the fullest significance of what we may see.

Directed nature study has also been undertaken with success, for young and old, in the Alleghany state park in western New York, where it was established by the Buffalo Academy of Natural Sciences. It was in charge of C. E. Cummings. Daily hikes were held, specimens were identified in the field, and evening conferences were conducted for exchange of experiences by wide ranging parties. Particular efforts were made to discourage unreasoning aversion to species such as harmless serpents. The nature trail idea, with labeling of trees, was used. Doctor Cummings found that the ordinary park visitor enjoyed the instruction as much as the younger folks who were led into it through their winter classes in the city.

Growing appreciation of nature study in such public preserves is causing the addition yearly of courses in colleges of Boy Scout leadership, camp councilorship, and general outdoor education. More attention might be given to other features which state preserves illustrate, such as American history, scientific forestry, fire prevention, geology, and game propagation, which enthusiastic teachers could make vivid for visitors, and thus make more effective ideas of conservation and appreciation of our varied scenic and recreational resources.

A LOVE OF BEAUTY creates a desire for finer living in a moral sense; it is uplifting and brings men nearer to their Creator. The first duty of all who come in contact with the growing child, is to foster his inherent love of the beautiful and especially does it devolve upon the teachers of the allied arts to radiate enthusiasm for the appreciation of and desire for beauty wherever it is found. The children must be steeped in the love of beauty and crave a desire to create beauty in all things.

This is education; to teach the child that it is his privilege to come in touch with the Infinite. Reading, writing, and arithmetic are of value in helping him to attain this end. It is only the small minority who need to major in mathematics, or become expert penmen or public readers, but the vast majority will walk in the paths of life, with much drudgery to overcome, many temptations to face, much sorrow to endure. So the wise educators are learning that the most important factors in the curriculum are those which help the child to find his soul and to give expression to it in his own individual way.—William H. Vogel.

Median Salaries Paid City Elementary School Teachers in 1926-1927

Prepared by the Research Division of the National Education Association

States	Cities with population of									
	100,000 and over	Rank of column 2	30,000 to 100,000	Rank of column 4	10,000 to 30,000	Rank of column 6	5,000 to 10,000	Rank of column 8	2,500 to 5,000	Rank of column 10
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*
United States	**$2008**		**$1565**		**$1376**		**$1276**		**$1169**	
Alabama	1513	27	975	33	893	42	927*	42	864	44
Arizona	....	..	....	..	1646	4	1439	4	1478	5
Arkansas	....	..	....	..	981	39	766	45	923	40
California	2065	5	1951	1	1819	1	1625	2	1608	1
Colorado	2103	4	1578	13	1473	10	1395	8	1225	12
Connecticut	1814	16	1794	4	1536	7	1282	15	1235	11
Delaware	1800	17	....	..	....	..	....	..	1025*	32
District of Columbia	2027	8	....	..	....	..	....	..	....	..
Florida	....	..	1103*	32	....	..	1020*	34	....	..
Georgia	....	..	1170	29	976	40	904	43	868	43
Idaho	....	..	....	..	1382	15	1243	19	1191	14
Illinois	2353	3	1507	19	1269	26	1067	31	1124	24
Indiana	1990	11	1605	11	1369	17	1194	24	1167	18
Iowa	1824	15	1479	21	1298	20	1137	28	1106	26
Kansas	1704	22	1691	7	1280	23	1190	25	1032	31
Kentucky	1383	29	1318	25	918	41	965	36.5	881	42
Louisiana	1701	23	....	..	1095*	32	877*	44	1086*	27
Maine	....	..	1500	20	1125	31	1029	33	852	45
Maryland	1529	26	....	..	1045*	36	1254*	18	1078*	28
Massachusetts	1780	18.5	1627	9	1464	12	1375	10	1219	13
Michigan	1969	12	1613	10	1338	18	1337	11	1304	9
Minnesota	1753	20	1754	5	1378	16	1189	26	1115	25
Mississippi	....	..	....	..	1065	34	990	35	950	37
Missouri	1954	13	1350	23.5	1032	37	1234	20	884	41
Montana	....	..	....	..	1578	6	1390	9	1600	2
Nebraska	2037	7	1655	8	1289	22	1225	22	1190	15
Nevada	....	..	....	..	....	..	....	..	1429	6
New Hampshire	....	..	1540	16	1165*	30	1153*	27	1024	33
New Jersey	2009	9	1929	2	1698	3	1543	3	1424	7
New Mexico	....	..	....	..	....	..	1306	14	1315	8
New York	2578	1	1710	6	1613	5	1645	1	1534	3
North Carolina	....	..	1299	26	1272	25	1213	23	1038	30
North Dakota	....	..	....	..	1384	14	1315	13	1152	21.5
Ohio	2007	10	1529	17	1296	21	1109	29	1169	17
Oklahoma	....	..	1589	12	1056	35	961	38	970	36
Oregon	2049	6	....	..	1168	29	1231	21	1165	19
Pennsylvania	1780	18.5	1541	15	1416	13	1424	7	1152	21.5
Rhode Island	1738	21	1528	18	1480	9	1435*	6	1160	20
South Carolina	....	..	1152	30	1278*	24	948*	39	979	35
South Dakota	....	..	....	..	1514	8	1321	12	1148	23
Tennessee	1336	30	1122	31	....	..	941*	40	829	46
Texas	1550	25	1216	28	1015	38	965	36.5	940	39
Utah	1657	24	1350	23.5	....	..	....	..	942	38
Vermont	....	..	....	..	1185	27	1107	30	1050	29
Virginia	1409	28	1260	27	1085	33	932	41	600	47
Washington	1844	14	1824	3	1468	11	1260	16	1268	10
West Virginia	....	..	1381	22	1173	28	1057	32	996	34
Wisconsin	2401	2	1558	14	1316	19	1259	17	1178	16
Wyoming	....	..	....	..	1718	2	1436	5	1526	4

THE FIGURES given above are based on the salary study of the National Education Association for 1926-27. The results of this study appear in summarized form in the *Research Bulletin* for March, 1927. Special salary tabulations giving median salaries, maxima and minima, and distributions of salaries paid various groups of school employees in individual cities may also be obtained from the Association at a nominal cost.

The best paid fifty percent of a group of teachers receive salaries equal to or exceeding the "median" salary, and the poorest paid fifty percent of a group of teachers receive salaries equal to or less than the median. In a normal distribution the median and the average are the same.

Data as to median salaries paid in certain population groups in some states are not given, since no cities of the size indicated are found in the state, or the cities concerned failed to return the blanks requesting salary figures.

Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example, the median salary paid elementary teachers in cities 2500 to 5000 in population in the State of Texas is $940 per year. What percent is this of $1169, the median salary paid in cities in this group in the United States as a whole? How much would the median salary paid teachers in the smallest group have to be increased to equal that paid in cities over 100,000 in population? What percent increase would this be?

* The medians given are based on reports from 1435 cities out of 2892 over 2500 in population. The most complete reply was from cities over 100,000 in population. In this group 59 out of 67 cities replied. The figures given are believed to be representative. In a few cases they would probably be significantly changed had all cities reported. Figures marked with an asterisk are based on reports from too small a percent of the cities of the population group concerned in the state to be accepted as representative.

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

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

***President,* Francis G. Blair**
***Secretary,* J. W. Crabtree**

The payment of $2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL monthly.

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.

One dollar of each membership fee is for a year's subscription to THE JOURNAL.

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Members are kindly requested to report at once any change of address, giving old as well as new address.

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EXECUTIVE AND EDITORIAL OFFICES:
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On to Seattle

PROFESSIONAL SELFIMPROVEMENT will be the keynote of the sixtyfifth annual convention of the National Education Association to be held at Seattle next July, according to the program which is being prepared by President Blair. A spirit of unity among the teachers of America has grown with steadily increasing momentum in recent years. Since the war, the enrolment in this great organization has risen from twentyfive thousand to more than one hundred and seventy thousand members. The Seattle meeting will impress upon the profession and the country at large, the tremendous need of a great body of men and women inspired by a single purpose —the maximum possible growth of every American child.

Philadelphia and Seattle present an interesting contrast in historical atmosphere. At the sixtyfourth convention we were looking into the future in the setting of the nation's historic birth. The delegates to the Seattle meeting will go to a country which has experienced its commercial and political development quite recently. At the sixtyfifth convention we shall look forward with the spirit of the new frontier. The President has addressed the following message, setting forth the slogan which will form the basis of the meeting, to the teachers of the United States.

ALL WHO ATTENDED the Philadelphia meeting and followed its general programs felt no doubt as I did that it would be very difficult, if not impossible, ever to duplicate that program. *The Challenge of Childhood* inspired the minds and touched the hearts of all those who took part on the programs, as well as those who listened. The historic city of Philadelphia, with its Declaration of Independence and its Liberty Bell, furnished a fitting background for this arousing and inspiring meeting.

It seemed to me that the only topic which could be considered as suited for the next meeting must center about the 800,000 teachers who are the friends, the leaders, the instructors of our 25,000,000 American public school children.

In the charter of the National Education Association, adopted by Congress in 1906, is this statement:

> The purpose and object of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States.

To elevate the character and advance the interests of the profession of teaching is, therefore, one of the central purposes of this great organization. How shall we think together and work together so that we may be able "to have and to hold" through future years the right kind of teachers for the youth of this republic? It is an inspiration to think of these teachers with the artist's brush of understanding minds and sympathetic personalities painting upon a parchment of the children's minds, stretching from Canada to the Florida keys and from ocean to ocean, those great American ideals, those great elements of character which are to be the foundation and the strength of tomorrow. Therefore, the theme—

The Teachers of America,
The Republic's first and last line of defense,
Their economic, social and professional welfare the chief concern of state and nation,

should provide a program full of interest, helpfulness and inspiration to those who attend.

Plans are under way to invite the teachers of western Canada to attend the Seattle meeting as the guests of our Association. It is the purpose to give over one entire general program to the consideration of the mutual interests and objectives of the teachers of these two neighboring nations.

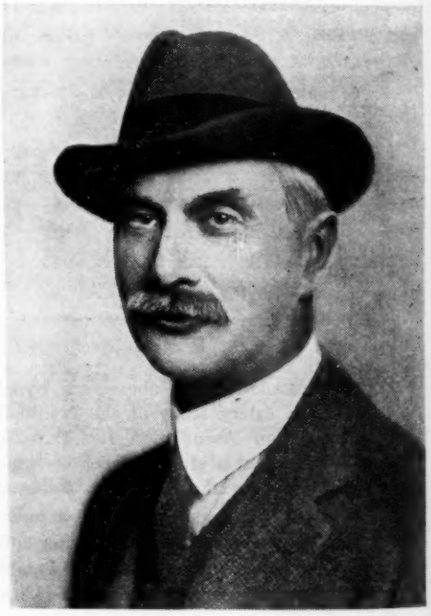
No doubt there will be one program which will have to do with the great teachers of "yesterday" and perhaps another one which will contain prophecies of the great teachers of tomorrow. At one general session, speakers will present the present economic situation of the teacher and propose plans and methods for bettering that condition.

Everyone realizes how essential to the teacher's success is the social position which that teacher occupies. The days of slave teachers are ended. The teacher of today and tomorrow must be a citizen, a member of society, alive, and responsive to the various calls and needs of the community.

It is to the everlasting credit of the teachers that they have been the leaders in promoting every advance in their professional training and fitness for their great work. A consideration of the teacher training programs and methods will constitute the subject of one of the general sessions.

As public education played a great part in pushing the colonial populations across the Alleghanies, in peopling the commonwealths of the middle west, and in urging them over the prairies and on to the Pacific, it is very fitting that this great Association should hold its next session in one of the great cities of our western shore line.

I earnestly solicit suggestions in the construction of this program.—Francis G. Blair, *president.*



GEORGE H. LOCKE, *president of the American Library Association 1926-27, was formerly dean of the college of education in the University of Chicago. For the past seventeen years he has been chief librarian of the Public Library of Toronto, Canada. Mr. Locke joined the N. E. A. in 1894.*

World Federation at Toronto

Notable Meeting Will Attract Many American Teachers

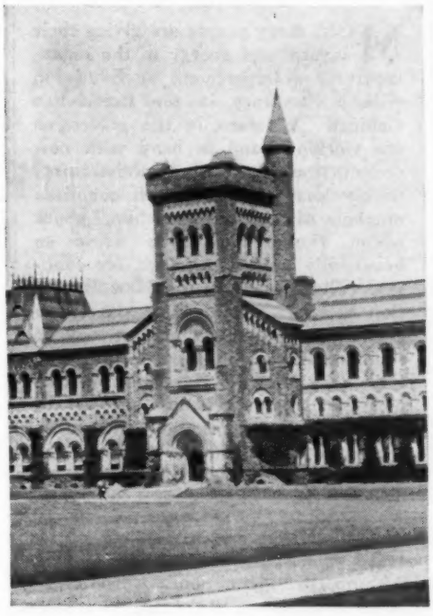
THE third general meeting and second biennial session of the World Federation of Education Associations will be held at Toronto, Canada, August 7-12, 1927.

Reports received by the secretary of the World Federation indicate that approximately five thousand persons will attend the conference. The University of Toronto, said to be one of the most beautiful universities in the world, will be the meeting place. Invitations have gone to educators in all countries and it is assured that practically all of them will be represented. Official delegates will be appointed by all educational bodies holding membership in the Federation. Fifty delegates will represent the National Education Association of the United States. Delegates will constitute the Delegate Assembly which will act on constitutional matters and all subjects of general policy.

The general programs of the convention will be open to all. President A. O. Thomas of the Federation has announced that the general programs "will contain the names of many world distinguished men and women who will bring messages of worldwide interest."

At the general sessions will be presented the reports of the several commissions and committees which have been at work on special investigations. Most of these commissions were appointed at the Edinburgh, Scotland, meeting of the World Federation in 1925. Included in the committees scheduled to make reports are those on international athletics, military training, textbooks, cooperation for peace, and peaceful means to settle international difficulties.

In addition to the general sessions, plans have been made for at least twentyseven separate discussion groups. Some of the subjects to be considered by these groups are: (1) health, (2) recreation, (3) nursery, kindergarten, and preschool children, (4) adolescents, (5) older children and youth, (6) college education, (7) library service, (8) science in its relation to understanding, (9) illiteracy, (10) administration and educational program making, (11) adult education, (12) student and teacher exchange, (13) international scholarship, (14) moral education, (15) modern language, (16) teacher preparation, (17) education for peace, (18) parent-teacher associations, (19) correspondence schools, (20) educational periodicals and exchange of educational news, (21) geography, (22) history viewpoint, (23) music and art as universal languages, (24) country youth, (25) educational cooperation, (26) educational guidance, (27) vocational education. The invitation issued by President Thomas reads:



THE MEETINGS *of the second biennial conference of the World Federation of Education Associations will be held August 7-12 in the buildings of the beautiful University of Toronto at Toronto, Canada. Toronto is an ideal convention city whose hospitable people prize education, refinement and culture.*

It is one of the aims of the World Federation, to relieve through education the old tendency toward national jealousy and racial hatred. All nations and all peoples have contributed to the advancement of civilization. With us there is none so great to be boasted and none so small to be despised. Education deals with truth wherever found. Truth is universal and those who are allied to the World Federation of Education Associations are making an honest effort to allay conflicting loyalties and while promoting a universal brotherhood, at the same time are trying to develop a true nationalistic spirit which is patriotism based upon merit of country rather than upon hatred of other peoples.

We believe that persons who attend the Convention will receive inspiration and information which will be beneficial in uniting the five million teachers of the world who are teaching the three hundred million children into bonds of fellowship and sympathy which will make of education a cause and a vital force in directing the trend of civilization to a higher plane.

President Thomas reports that an invitation from P. Ling of China, a member of the board of directors of the World Federation, requests that the 1929 meeting be held in Peking. This is the only direct invitation for the third biennial session which has been received. Doctor Ling, in his letter, guaranteed adequate local conditions in Peking and payment to the World Federation of ten thousand dollars in gold.

The World Federation of Education Associations was formed at San Francisco in July, 1923, during the meeting of the World Conference on Education, which was called at the recommendation of the committee on foreign relations of the National Education Association of the United States. The conference was held in connection with the National Education Association's meeting and was attended by about six hundred delegates from approximately sixty countries. Many nations sent delegates directly at national expense.

The World Federation was organized with the following seven special objectives: (1) To promote friendship, justice, and goodwill among the nations of the world; (2) To bring about a worldwide tolerance of the rights and privileges of all nations regardless of race or creed; (3) To develop an appreciation of the value of inherited gifts of nations and races; (4) To secure more satisfying information and more adequate statement of facts for textbooks used in the schools of the different countries; (5) To foster a national comradeship and confidence which will produce a more sympathetic appreciation among all nations; (6) To develop the consciousness of an international morality in the minds and hearts of the rising generation; (7) Finally, throughout the world, in all schools, to emphasize the essential unity of mankind and the evils of war and to develop a psychology of peace, together with a true patriotism based upon love of country rather than upon hatred of other peoples and countries.

Legislative Commission Appointed

PRESIDENT FRANCIS G. BLAIR has announced the appointment of the following Legislative Commission for 1926-27. The commission is in charge of the legislative interests of the Association and gives its attention especially to the New Education Bill. The campaign of education on behalf of the bill will be waged in every state and congressional district, looking toward the creation of a Department of Education with a Secretary in the President's Cabinet during the Seventieth Congress. The members of the Legislative Commission appointed to date are as follows:

A. T. Allen, State superintendent of public instruction, Raleigh, North Carolina.
R. W. Bardwell, Superintendent of schools, Rock Island, Illinois.
C. H. Barnes, Superintendent of St. Louis county schools, Duluth, Minnesota.
Percival S. Barnes, Superintendent of schools, East Hartford, Connecticut.
Ernest J. Becker, 220 W. Lanvale Street, Baltimore, Maryland.
W. F. Bond, State superintendent of public instruction, Jackson, Mississippi.
F. D. Boynton, Superintendent of schools, Ithaca, New York.
Mary C. C. Bradford, 1735 Bellaire Street, Denver, Colorado.
J. W. Brister, President, West Tennessee State Teachers College, Memphis, Tennessee.
L. W. Brooks, Principal, Highschool, Wichita, Kansas.
D. S. Burleson, Professor, East Tennessee State Normal School, Johnson City, Tennessee.
R. C. Burts, Superintendent of city schools, Rock Hill, South Carolina.
John C. Callahan, State superintendent of public schools, Madison, Wisconsin.
Macy Campbell, Professor, Iowa State Teachers College, Cedar Falls, Iowa.
J. A. C. Chandler, President, College of William and Mary, Williamsburg, Virginia.
M. G. Clark, Superintendent of schools, Sioux City, Iowa.
W. L. Coffey, State superintendent of public instruction, Lansing, Michigan.
J. H. Cook, 1207 W. Market, Greensboro, North Carolina.
William John Cooper, State superintendent of public instruction, Sacramento, California.
C. W. Crandell, Superintendent of schools, Monroe, Michigan.
R. B. Daniel, Superintendent of schools, Columbus, Georgia.
C. H. Dempsey, Commissioner of education, Montpelier, Vermont.
J. J. Doster, Dean, Department of Education, University of Alabama, University, Alabama.
Charles S. Davis, Superintendent of schools, Steelton, Pennsylvania.
Selden M. Ely, Supervising Principal, Gales School, Washington, D. C.
J. O. Engleman, Superintendent of schools, Terre Haute, Indiana.
Lawton B. Evans, Superintendent of schools Augusta, Georgia.

MANY, many people are giving their loyalty and energy to the movement for a Department of Education with a Secretary in the President's Cabinet. Veterans in the profession are working hand in hand with new recruits; teachers with administrators; widely known leaders with countless numbers of "unknown teachers" about whom Henry van Dyke wrote so beautifully in THE JOURNAL for January. The passage of the New Education Bill is a challenge to the entire profession. Have you written to your representative in Congress for your free copy of the Hearings on this measure? Has it been discussed in your school and in the community groups of which you are a part?

Charles M. Fisher, Superintendent of Dade county schools, Miami, Florida.
J. D. Fulp, President, South Carolina Education Association, Box 532, Greenwood, South Carolina.
A. D. Gillett, President, State Normal School, Superior, Wisconsin.
E. U. Graff, Superintendent of schools, Indianapolis, Indiana.
F. A. Harrin, Conway, Arkansas.
W. J. Holloway, Principal, State Normal School, Salisbury, Maryland.
Fred M. Hunter, Superintendent of schools, Oakland, California.
Helen A. Irving, County superintendent of schools, Rawlins, Wyoming.
Clara L. Jahnke, 1930 Eighth Street, Spokane, Washington.
D. C. Jensen, Superintendent, Jordan district schools, R. F. D. No. 2, Sandy, Utah.
Olive M. Jones, 52 Gramercy Park North, New York City.
R. G. Jones, Superintendent of schools, Cleveland, Ohio.
Zebulon Vance Judd, Dean, School of Education, Alabama Polytechnic Institute, Auburn, Alabama.
P. H. Kimball, Superintendent of schools, Brunswick, Maine.
John A. H. Keith, State superintendent of public instruction, Harrisburg, Pennsylvania.
J. F. Keating, Superintendent, School District No. 20, Pueblo, Colorado.
W. S. Lafargue, Superintendent of schools, Thibodaux, Louisiana.
Austin Landreth, Pendleton, Oregon.
Inez Johnson Lewis, Superintendent of El Paso county schools, Colorado Springs, Colorado.
John C. Lindsey, Superintendent of schools, Mitchell, South Dakota.
W. T. Longshore, Principal, Greenwood School, Kansas City, Missouri.
John D. Loper, Superintendent of schools, Phoenix, Arizona.
J. R. McCullum, 1124 East Silver Street, Albuquerque, New Mexico.
Ury McKenzie, Superintendent of schools, Hot Springs, Arkansas.
J. G. Moore, Superintendent of schools, Fargo, North Dakota.
J. E. Myers, Superintendent of Crook county schools, Prineville, Oregon.
Harlen B. Peabody, 7 Villa Avenue, Providence, Rhode Island.
Mrs. B. C. Peixotto, 55 John Street, New York City.
Caroline S. Pfaff, 4868 Constance Street, New Orleans, Louisiana.
Sidney Pickens, Superintendent of schools, Batesville, Arkansas.
Fred Pitcher, Principal, Public School, Chelsea, Massachusetts.
D. Walter Potts, Superintendent of schools, East St. Louis, Illinois.
Sue Powers, Superintendent of Shelby county schools, Memphis, Tennessee.
Charles B. Redick, Superintendent of schools, Gallup, New Mexico.
Anna Riddle, 217 North 13th Street, St. Joseph, Missouri.
Henry S. Roberts, Superintendent of schools, Suncook, New Hampshire.
E. E. Roderick, Superintendent of schools, Belfast, Maine.
E. L. Rodman, Superintendent of schools, Antlers, Oklahoma.
Joseph Rosier, President, State Teachers College, Fairmont, West Virginia.
E. L. Rouse, Superintendent of schools, Scottsbluff, Nebraska.
V. L. Roy, President, Louisiana State Normal College, Natchitoches, Louisiana.
Joseph H. Saunders, Superintendent of schools, Newport News, Virginia.
W. E. Sealock, Dean, School of Education, University of Nebraska, Lincoln, Nebraska.
R. T. Shaw, 245 South 51st Street, Philadelphia, Pennsylvania.
Fred W. Shearer, 4 Miles Avenue, Middletown, Connecticut.
G. A. Shumway, Superintendent of schools, Douglas, Alaska.
Chauncy W. Smith, Principal, Public School, Eureka, Nevada.
Harry P. Smith, Superintendent of schools, Lawrence, Kansas.
Payson Smith, State commissioner of education, Boston, Massachusetts.
R. H. Snyder, Superintendent of schools, Idaho Falls, Idaho.
B. F. Stanton, Superintendent of schools, Alliance, Ohio.
George D. Strayer, Teachers College, Columbia University, New York City.
W. A. Sutton, Superintendent of schools, Atlanta, Georgia.
H. E. Stahl, Superintendent of schools, Claymont, Delaware.
W. S. Taylor, University of Kentucky, Lexington, Kentucky.
Guy Towsley, Principal, Public School, Box 278, McGill, Nevada.

May Trumper, State superintendent of public instruction, Helena, Montana.
L. A. Tuggle, Superintendent of Vermilion county schools, Danville, Illinois.
Ira Tweedy, Superintendent of schools, Rupert, Idaho.
D. B. Waldo, President, State Teachers College, Kalamazoo, Michigan.
Theodore Wanerus, Gillette, Wyoming.
W. F. Webster, Superintendent of schools, Minneapolis, Minnesota.
F. L. West, Utah Agricultural College, Logan, Utah.
G. Elmer Wilbur, Superintendent of Duval county schools, Jacksonville, Florida.
S. C. Wilson, Sam Houston State Teachers College, Huntsville, Texas.
Benjamin Wist, President, Normal School, Honolulu, Hawaii.
Kate Wofford, Superintendent of Laurens county schools, Laurens, South Carolina.
Will C. Wood, former state superintendent of public instruction, Sacramento, California.
L. A. White, Superintendent of schools, Minot, North Dakota.
Robert H. Wright, President, East Carolina Teachers College, Greenville, North Carolina.
William M. Davidson, *Chairman*, Superintendent of schools, Pittsburgh, Pennsylvania.

Presidents of State Associations Favor Department of Education

THE SCHOOL PEOPLE of America are overwhelmingly in favor of a Department of Education with a Secretary in the President's Cabinet. Last year THE JOURNAL published statements by the chief state school officers showing all but unanimous support for the New Education Bill. Still further testimony is contained in the following statements by presidents of state education associations affiliated with the National Education Association.

G. E. BROWN OF COLORADO — This measure will increase the efficiency of the schools. A more efficient system of schools is necessary if civilization is to endure the stress of scientific and material advancement. Whenever the teachers of Colorado have expressed an opinion on the bill to create a federal Department of Education they have shown themselves to be unanimously for the bill.

W. P. MORGAN OF ILLINOIS—In view of the great necessity for universal education in a democracy which is to survive, I think there can be no doubt that education is the most important problem now confronting the United States. It seems therefore that at this time there is greater need for a Secretary of Education in the President's Cabinet than there is for such representation in any other of the present departments. I am therefore heartily in favor of the passage of the New Education Bill, which provides for such an educational representative. It seems to me that we can hardly maintain the dignity of education if we refuse it such recognition. In a republican form of government a national policy of education must be provided.

J. W. GOWANS OF KANSAS—The success of a democracy depends upon an intelligent, trained, and thinking people. The chief function of public education is to furnish opportunity for the training of the boys and girls of our nation in effective citizenship and the universality of this training is a problem of national concern. By creating a Department of Education with a Secretary in the President's Cabinet our federal government would recognize the fact that economic success and effective citizenship have as their basis nationwide progress in education. The many federal agencies serving the interests of education brought together in a Department could by unified effort contribute much more effectively to the educational interests of local community, state, and nation.

C. H. BARNES OF MINNESOTA—I am in favor of the proposed Department of Education with a Secretary in the President's Cabinet for the following reasons:

1. Because I think that such a Department would dignify the cause of Education in the United States and stimulate educational effort in all parts of the country.

2. Because a submerged Bureau of Education, however effective that Bureau may be, can never be made as valuable as a coordinated Department of Education would become.

3. The type of work a Department of Education would do is not being done and cannot be successfully done by local school divisions.

4. The creation of such a Department would place education on an equality with agriculture, commerce, and labor.

5. I have been very much pleased with the services rendered by our splendid Bureau of Education, but nevertheless, I believe it should be replaced at an early date by a full fledged Department of Education because a bureau within a department whose primary interests do not pertain to education can never be as strong or as helpful as a department would be whose interests are entirely along educational lines. An "educational branch" grafted on to an "Interior Department tree" surely cannot be as vigorous as an "educational tree."

W. H. S. WHITE OF WEST VIRGINIA —I regard the bill as one of highest importance in the educational progress of our nation. Paraphrasing famous words, I believe this nation cannot prosper half educated and half uneducated. In our system of government, I do not see, as some do, any danger in the kind of centralization in the national government which this bill calls for. Our State Education Association is overwhelmingly in favor of the bill.

A. S. JESSUP OF WYOMING—The New Education Bill would lift the various phases of educational work from the depths of the various departments where they are now buried and give them the place they deserve in a department of the President's Cabinet. It would create a department which would conduct investigations, dispense the results of these inquiries to the educators of the whole country, and in many other ways serve the cause of education to a far greater extent than can possibly be done under the present arrangement. I am not afraid of too much centralization of authority over education, neither do I fear that the rights of the states will be interfered with by this bill. Ninety percent of the teachers of Wyoming are for it.

Music Education at Philadelphia

CHARLES W. ELIOT, more than fifteen years ago, said, "Music is second to no other study in its educational value." James Francis Cooke, editor of *The Etude,* and president of the Presser Foundation, in his address before the Department of Music Education at Philadelphia asserted that President Eliot was "merely emphasizing what laboratory psychologists and educational clinics have scientifically ascertained, and what great educators from Plato to the present know full well."

Music, Mr. Cooke said, has an immense value beyond that of mere entertainment. In his address he emphasized its profitable use in industry, therapeutics, religion, and ethics. He declared:

> In the field of industry, many of the foremost leaders of the world have given me their personal assurances of their enormous valuation of the importance of music as a stimulant, an inspiration, and a refreshment from the terrific demands of daily life for the workers in the depths of the mines, in the puddling rooms, on the topmost girders of the steel skeleton, from the humblest worker to the highest executive.

In his conclusion, Mr. Cooke placed particular stress on music's value in the work of character education. He said:

> The value of music in character building is largely that of putting the mind in tune, in proper mental condition, for the reception of the great ethical principles. Music in itself is something quite apart from ethics, but when combined, the effect is like that of turning on a mighty electric current to a piece of idle machinery.
>
> Nothing has given me a greater inspiration than the widespread interest in public schools in what is known as the "Golden Hour Ideal," which was first announced through my editorials many years ago. Under various names, the Golden Hour Ideal, which is merely the title for an entirely nonpromotive plan or program to teach ethics (character building) in the public schools, together with the inspiration of music, has been employed as a means to combat the total absence of any worthwhile ethical training in the cases of hundreds of thousands of children. By means of some such plan, the teachers of America have a work of the highest importance in fighting the most dangerous forces that face our beloved nation at this moment.
>
> In a period of unheard of crime of every imaginable description, our own police and courts have shown their impotence by the fleets of armored motor cars in the street. We are really at war with an enemy and nobody seems to realize it. On one side are the most desperate crooks and drug fiends the world has ever known. On the other side is the clergy, the home, and the school. The child in the school must have what ethical training he does get from the church or his parents. Through regular study of character training and through the powerful inspiration of music at the same time, we can grow and train a new generation of young people whose stamina and character will not be questioned in excelling the forces that would destroy the highest standards of modern civilization.

GEORGE L. LINDSAY, *president of the Department of Music Education and director of music, public schools, Philadelphia Pennsylvania.*

The importance of the pianist in public school music was discussed by George H. Gartlan, director of music in the public schools of Greater New York, whose subject was The Art of Accompanying as Applied to School Music. Mr. Gartlan said:

> It is generally understood that perhaps the most important element in school music today is the development of artistic songs of a high order of merit. To accomplish this, music material must be presented in a manner which is sufficiently artistic and cultured to make the necessary impression upon children in order that it might arouse in them a desire to learn more about music and to understand its true message. The average assembly in a public school is, after all, a poor affair. Songs of patriotism and devotion are, or should be, a part of every assembly exercise. From this should be developed a degree of music appreciation which is not necessarily arrived at through listening lessons, but which grows out of the actual doing of music by the pupils themselves. The assembly exercises should be the result of the music work which has been done in the grades, and not merely an added part of school activity which has no direct bearing upon the business of music teaching.
>
> There are two distinct elements in the conduct of assembly singing: First, the leader; second, the pianist. There must be a thorough understanding between the two in order that the accompaniment shall not only be an integral part of the singing, and not something which is merely added because it is a necessary requirement. An unsympathetic accompanist can destroy the work of the leader and practically nullify an artistic result.

C. A. Fullerton, head of the department of music at Iowa State Teachers College, Cedar Falls, Iowa, set forth the two outstanding needs of music instruction in one-room rural schools. They are:

1. An understanding by pupils and teachers of the meaning of music.
2. Adequate training on the part of pupils and teachers in the recreating of music.

He advocated the use of the phonograph as the most effective means of developing musical ideals and technical skill among the pupils in the one-room school, and presented an outline of suitable records and song slides to be used in those schools. Mr. Fullerton said:

> It is highly important that false motions be eliminated and that only songs of the best quality be used, and so far as method is concerned a one-room rural school is certainly no place for bungling and ineffective methods of procedure.
>
> The first need in the music training of children is to develop an experience in music—both melody and rhythm—that corresponds to the speaking vocabulary that the child brought to school with him at the age of five, and music has one advantage over language in that children usually bring some bad habits in speech to school with them the first day, while most of them bring no habits in music. Here is presented a wonderful opportunity for the schools to "get there first" with good habits and see that none but good habits are developed by the children.

The officers of the Department of Music Education elected at the Philadelphia meeting to serve through the school year 1926-27 are: *President,* George L. Lindsay, director of music, Philadelphia public schools; *vicepresident,* C. A. Fullerton, head of department of music, Iowa State Teachers College, Cedar Falls, Iowa; *secretary,* Agnes Benson, supervisor of music, public schools, Chicago, Ill.

Forming Character Through Play

MARY S. HAVILAND

Research Secretary, National Child Welfare Association, Inc., New York City

THE MAN WHO SAID that if he could make the songs of a nation he did not in the least care who made its laws was a sound psychologist. The true measure of societies and of individuals lies not so much in what law or conscience forces them to do as in what they themselves find pleasure in doing. Laws are merely outward and visible signs. His inner desires are the true measure of man. The "blue laws" of our forefathers give us a far less truthful picture of their inner lives than do the sporting prints which show them to us in their fox-hunting, bear-baiting, hard-drinking hours of recreation.

There are cynics and pessimists who see in present-day amusements a proof that we are growing decadent and are destined to the same end as Greece and Rome, if not that of Sodom and Gomorrah. They declare that nine tenths of our motion pictures are either silly, vulgar, or suggestive; that our theatrical costumes are indecent, our plays obsessed with sex problems, our music a discordant uproar, and our dances more suited to the jungle from which they came than to the modern ballroom. They also say that there are too many of us on the bleachers and too few on the field; too many in the theater and motion picture houses, and too few on the amateur stage; too many audiences being passively amused, and too few active bodies and minds gaining health, relaxation, and power through play.

BY SPORTS *like these are all their cares beguiled; The sports of children satisfy the child.—Goldsmith, in The Traveler.*

Now if these criticisms, or even a fraction of them, be true, our young people are in very grave danger. Through unwholesome recreation, or through lack of taking active part in their recreation, they are missing one of the great educative factors of life. They are being trained to enjoy the wrong sort of thing and to prefer readymade passive amusement to selfinitiated active play.

But I, for one, am no Cassandra. Bad as things are, they have often, in the past, been worse and there are plentiful signs that they are already growing better.

Consider, for a moment, the physical side of play, active games, sports, and dancing. In my own childhood, while we played tag, blind-man's-buff, prisoner's base, and all the old favorites, there was no realization whatever that every child *needs* to swim, row, skate, and dance. Parents and teachers had not discovered that control of one's own body is one of the bases upon which character should be built. Nor did they realize the value of competitive sports. They did not know, for psychologists had not yet discovered that the dullard who is in danger of becoming completely discouraged with his inferiority in the classroom may be immensely helped by his prowess on the playground or athletic field. Neither did they see the full value of cooperative games. There were, of course, games in which we "took sides," but croquet, tennis, and basketball somewhat later were practically the only out-

SWIMMING is an esthetic asset in that it excels all other forms of exercise in variety and grace of movement. It is a physiological asset in that it enables the individual to build up resistance to disease and offsets the strain city life and sedentary occupations bring upon the accessory movements and nerves. It is a recognized fact that the swimming pool ought to be a part of the equipment of every elementary school. No amount of space devoted to play can perform half the service that the swimming pool renders.—Alice Corbin Sies, in *Spontaneous and Supervised Play in Childhood.*

door cooperative games in which girls could take part.

How all this has altered! Nowadays, from the kindergarten through the university, wholesome, active, outdoor play is a part of the curriculum. Study of the child's mental and bodily development has taught us that the little child needs play that will exercise his larger muscles, and train him in coordination and self-control. He will enjoy climbing, running, tossing a ball, and jumping rope. A little later he will, through playing Indians, hare-and-hounds, and the like, develop his imagination. He will use and develop his constructive instincts in building snow forts, or making a tent, dugout, or shanty for himself or his gang. And by playing tennis, football, baseball, and all the varied "side" games, from the simplest to the most complicated, he will learn the invaluable lesson of working with others and placing his "side" above himself. It is quite true that the battles of England have been won on her cricket-fields.

What is true in regard to outdoor, physical games is also true of mental and artistic amusements. We are, as a people, really improving. I do not say that we are so clever as the gifted few among our ancestors, but I do believe that today a far larger proportion of our population is amusing itself in ways that develop the mental and artistic powers.

Consider for a moment the thousands of people who sharpen their wits by competing for prizes for the best limerick or the best title for a picture, or the best answer to a given question, and the like.

THE EPICUREAN SAYS: "Take into your life as many simple, natural pleasures as possible." The Stoic says: "Keep out of your mind all causes of anxiety and grief." The Platonist says: "Lift up your soul above the dust and drudgery of daily life, into the pure atmosphere of the perfect and the good." The Aristotelian says: "Organize your life by clear conception of the end for which you are living, seek diligently all means that further this end, and rigidly exclude all that would hinder it or distract you from it." The Christian says: "Enlarge your spirit to include the interests and aims of all the persons whom your life in any way affects."—*The Teacher's Philosophy in and Out of School*, by William DeWitt Hyde.

Consider the millions who became so engrossed in crossword puzzles that they forsook even the movies, and made the puzzle-book and the dictionary more popular than the "funnies" or the sporting page. Consider the other thousands who are developing their powers of observation, strengthening their memories, and whetting their reasoning faculties by playing bridge.

If these seem to you very "low-brow" activities, consider the little groups of amateurs all over the country—north, south, east, and west—who are forming community choruses, writing and acting plays, reviving the lost arts of weaving, dyeing, and pottery-making, and enjoying the forgotten delights of country and folk dances.

No, I cannot join the pessimists. We may have run after false gods for a time, but there are everywhere signs that we are ready to follow the true ones. For our children and for ourselves we are more and more seeking in our play the really educative things, the things that will give us sturdier, more graceful, more perfectly controlled bodies, quicker and finer imaginings, keener minds, more artistic eyes, and brains and hands.

Much of our commercialized amusement will doubtless continue to make the judicious grieve, but the remedy is in our own hands. Let us prove to ourselves and teach our children that the blessedness of giving rather than receiving is just as true of recreation as it is of anything else; that happiness lies in active doing, not in passive watching, and that, in the long run, high speed and high prices bring less happiness than the creation of beauty from simple, humble materials.

ONE lives only so long as he learns, says Superintendent Condon, of Cincinnati.

THERE IS no real difference between work and play except in the spirit in which it is done. The play of the children was the work of our ancestors. It has been said that play is an activity that we carry on for its own sake without any ulterior motive. Play is its own reward.—Henry S. Curtis, in *Guidance of Childhood and Youth*.

Extracurricular Activities

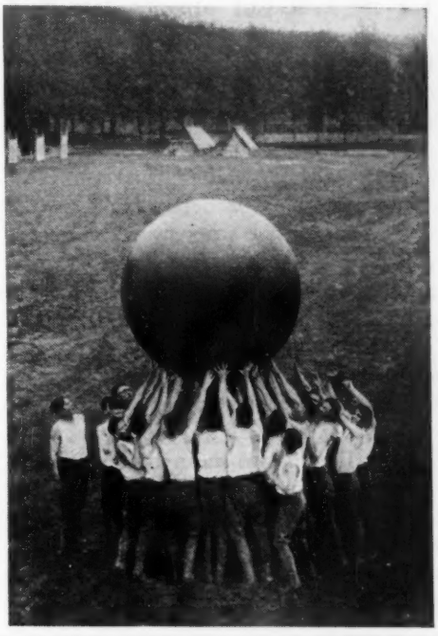
JOSEPH G. MASTERS

Principal, Omaha Central Highschool, Omaha, Nebraska

WILLIAM H. KILPATRICK, one of the world's greatest teachers, says: "We learn only what we practice. We do not learn anything unless we practice that thing." If youth is to learn citizenship and develop ethical character, then it must be by the practice of those qualities of honesty, fair-dealing, give-and-take, thoughtfulness, unselfishness, cooperation, and industry such as are made possible in what we have pleased to call extracurricular activities.

The development of character is a matter of growth day by day in all of the situations of life. It is never something apart nor extraneous to life but is always an integral part of every thought, act, and deed. It is to be attained by the practice of those attitudes, traits, desires, principles, and ideals which make for the grow of the higher and more complete self. There are no situations in life today that offer so many abundant opportunities for this finer development than those of the whole program of our best American highschools. As a result of these opportunities we find boys and girls in the schools far in advance in attitudes, desires, habits, conduct, and achievement of any standard the world has yet known in any type of education. Much of this progress is due to the fact that we have learned in an infinite number of ways how better to deal with boys and girls—"how to get them more and more progressively into the game." In the old days the good child was the one who never disturbed others by asking questions nor did he ever dare raise a doubt with teachers or parents. These foolish bygone days of repression, harshness, dull rote-learning, and book-lessons are gone forever. They have given way to literally hundreds of opportunities for expression, friendliness, joyousness, and, above all, to a multitude of opportunities for the exercise of the creative spirit. Teachers and pupils are working together today in a most happy manner upon the timely problems of the school and of our larger democracy. Pupils are today given a tremendous amount of responsibility and we must remember always that it is responsibility that develops the individual.

As yet we are using not more than half of the energies of our boys and girls. By far the larger number of them could carry their present work with a high standard and still have time and energy to participate in a good round of student activities. Standards of scholarships may be maintained and even encouraged by a point system arranged on a sliding scale in such a manner that those making the higher marks may have the larger opportunities for participation in activities. Activities thus become a spur to good scholarship.



COOPERATIVE GAMES *bring to participants the value of concentrated effort and good fellowship.*

A large program of activities in a school increases by that much the chances for growth and development for the students. And we need only recall that "the zest of life is at the growing edge" to realize that such a program as we are offering to boys and girls provides many chances for their own finer and more complete development. It may be that this growth process has become somewhat painful with some of us who are well settled with the years but this is not so with the adolescent. With him the élan of youth carries all before it. He is always up and ready to be doing. His soul is that of action. He is eager to achieve if we will only provide the opportunity. And, it is already a noteworthy fact that present-day youth moves much faster, can do things in far less time, and do bigger things than any bygone generation. It is true that they experience a multitude of contacts and stimulations almost daily and it is no wonder that they sometimes seem drunk with power and seem to lose their way. But drinking largely of a real program will sober them again. Youth does not stand alone with such stimulations, however, and, as between youth and those of more advanced years, I believe the greater promise toward the attainment of self-control, poise, and ethical living is in favor of the younger generation.

We do not inherit experiences. It is necessary, therefore, that we have the largest number of chances to reach our best development. I know of no place where there are so many fine things done in so many good ways as in the whole program of best modern highschools. In the doing of so many good things the individual comes to use and develop his powers and abilities to a remarkable degree. In short he is mobilizing the self for effective service and accomplishment.

Participation in activities develops the *doing* qualities or the executive and administrative side of the self. It may be said, too, that activities do satisfy the deep-seated urge within every individual for action and accomplishment. They furnish at once a most wholesome program of splendid possibilities in achievement by which the primal urges to action may be exercised and satisfied. It is only through expression that such innate desires really come to the surface and become a working part of one's being. If such responses are guided into productive and helpful channels the individual becomes a worthwhile and effective member of society.

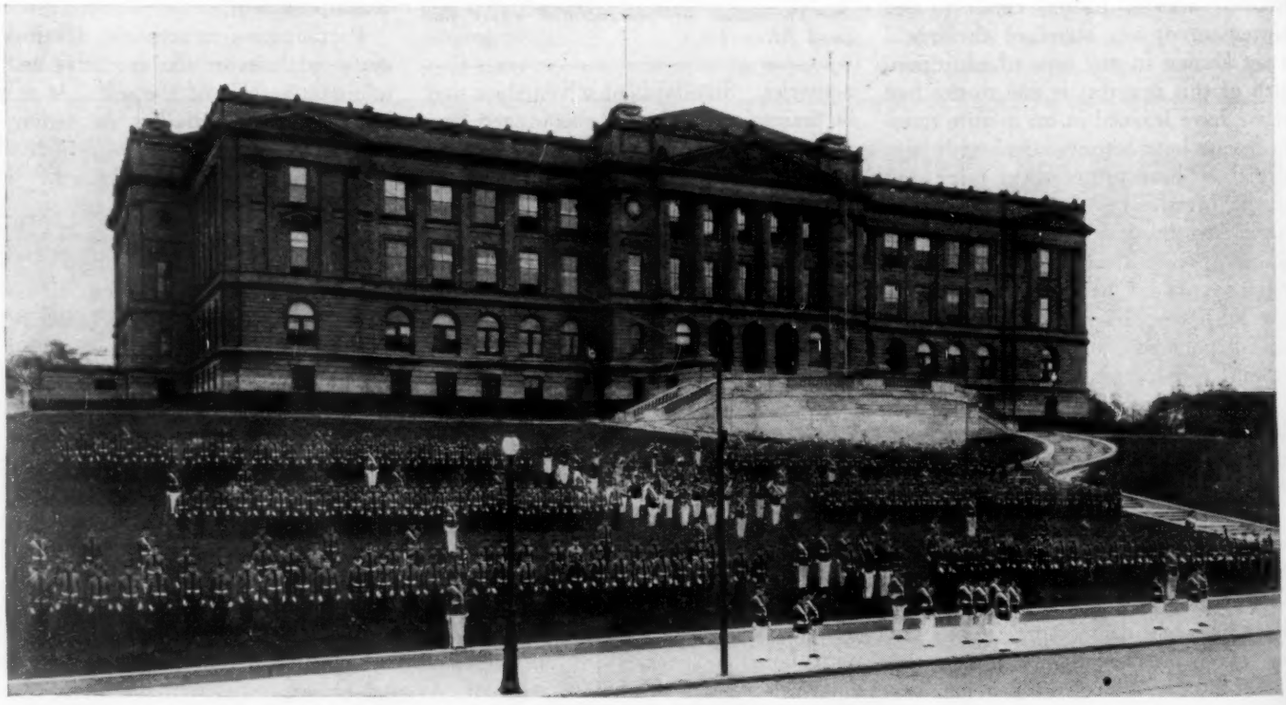
Excellence of character is a matter of growth and achievement. We are born as the cave man, or as individuals, but we achieve personality. The refined and enriched life is attained only by nurture and culture. The flower of fragrance and beauty comes with the most careful and intensive cultivation. It is true also that one's philosophy of life grows largely out of what one does. If we can, therefore, lift the plane of achievement

by giving direction and purpose to the activities of youth, we have helped them develop just those qualities necessary for an enriched purposeful life in the great democratic society in which they find themselves. Wholesome activities are indeed "temptations to excellence."

Now a very large number of boys and girls have a good deal of natural diffidence, that is, they have many repressions and inhibitions to overcome. Jane Addams in speaking of such youth declared: "The young people are overborne by their own misguided efforts." All such young people need most of all not only friendly counsel but they need far more a lot of good chances to do worthwhile things in the presence of their fellows. Genius in leadership will be manifest just so far as we are able to furnish excellent opportunities for such youth to "fall in." Beginning at first with easier affairs youth is soon led into comprehensive and excellent types of accomplishment. Inhibitions and repressions soon give way to real ability in getting big things done and the individual passes from a shy uneasy attitude to one of confidence and courage. Activities thus offer a great, wide field where our young people may try out, practice, and learn—where "We give boys and girls things to do, in the doing of which they will find out what we would like to have them know." They also lead pupils to face a situation in a very definite and concrete way. In nearly every case we may trust the pupil to find a good road through any difficulty.

With American highschool youth, life is never fixed nor determined far in advance of the present day. This means that the road to constant change, adjustment, and improvement is kept open. For the most part situations are fluid, dynamic, and mobile, never static and fixed. Youth is a wayfarer with a grand new day just ahead. He can still dream dreams and see visions. Youth has the creative impulse and desire burning brightly within. All of this is a great challenge to us as leaders. Have we the vision and outlook whereby we may provide good types of activity by which and through which youth may exercise these deeper desires of his being?

The emotional surge that accompanies any form of real achievement has its value, too. William James used to speak of this, I believe, as the "backward kick." By this we mean that youth associates pleasure with those finer forms of achievement and is thus led on to develop them into significant habits and skills, and these make for the very security of character itself. To "practice with satisfaction" those qualities which have so much to do with one's real development means that these qualities will soon come to have the utmost value in the formation of character itself. It is not too much to claim that young people always get a great deal of pleasure and joy out of those activities which they plan and carry forward of their own efforts. In all probability the emotional color is far more pronounced in activities than in most types of classroom work. Now the emotional life furnishes the dynamic force for the individual and society while the intellectual life furnishes direction. Philip Cabot might well have been thinking of participation in activities when he declared: "Not until they (intellectual concepts and ideas) get into the great regions of the emotions (which is the seat of action) can they become the working motives which control men's lives." Among those who have best realized just how development is to go ahead are those who formulated the *Iowa plan of character education* in such statements as: "The most essential fact of all . . . is that the sure foundation of the good life is doing the deed, living the life. Moral ideas not based on deeds are hollow; ethical faith without works is dead." "The virtues are not treasures to be won, but attitudes



THE cadet regiment of Omaha Central Highschool has been in existence for thirtyfive years and is managed entirely by the highschool. Membership is elective with drill from two to three times a week and a ten days' camp at the close of the year. It is regarded as an activity, with commissions won upon qualities of initiative, trustworthiness, faithfulness, and ability to handle men.

toward the actual situations men and women have to face." "One actual ethical situation met and solved is worth more to the child than a dozen imaginary moral questions selected as topics of discussion. Practice the good life rather than entertain thoughts about it."

It is thus that activities satisfy. Who can picture a finer type of pleasure than that found in a group of one or two hundred highschool boys and girls producing one of our best plays in their highschool. It is in this way that activities furnish the objective stimuli for the exercising of that inner craving for expression. In all such activities values are immediate. The pupil has the thrill of accomplishment in company with his fellows. The social impulse to be somebody and to work with one's fellows is satisfied. It is this recognition that causes him to put heart and soul into all that he is doing. The social milieu is significant. Each individual is compelled to take into account the wishes and feelings of his fellow students. He is thus led to practice selfcontrol and selfdenial for the common good. We are to keep in mind, however, that we can never really give an individual anything. We can only provide many excellent and rich opportunities for each individual that he may achieve his own personality and his own destiny.

Good sponsors place upon students almost the entire responsibility of activities. Students soon see that the results of their own decisions and acts come home to them. This develops within them the sense of responsibility. In carrying forward many projects pupils soon come to feel that their own self-reliance is greatly strengthened. With the accomplishing of every worthwhile problem a deeper sense of responsibility is developed and the urge to do bigger and better things is deepened. In many difficult undertakings the student comes face to face with the need of more knowledge or a finer technic of accomplishment. So powerful is this immediate stimulus that he almost always sets out at once to secure the additional knowledge or acquire the needed skill. The creative impulse is thus satisfied in a higher form of accomplishment than was at first anticipated.

Again, activities discover variations in ability in individuals in that so many possibilities of achievement are placed within the grasp of the individual that he may enter upon types of activity that he had not heretofore dreamed about. It may be said, therefore, that a great, wide program of activities made accessible to all students constitutes that undiscovered bourn from which no traveler returns without life becoming richer and fuller through the doing of good things in a better way. As yet classroom work can offer only a limited area in most cases for the exercise of the many abilities of boys and girls. Activities fill the gap or complete the round of possibilities for wholesome action.

Suggestions for Further Reading on Extracurricular Activities

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List furnished by Elbert K. Fretwell.

William James holds that ideas are valid and have meaning for us insofar as they "will work." He suggests that the test is to be found in *doing* rather than in thinking and philosophizing, "This is the instrumental view of truth . . . that truth in our ideas means their power to work." Extracurricular activities exact the same test, for ideas and principles set forth must prove their validity in working situations else they are thrown aside at once.

The writer believes, too, that a careful analysis of the whole program of extracurricular activities and a comprehensive study of the types of appeals and learning made possible by them will point the way to better forms of classroom organization and procedures. In other words, those methods used in the spontaneous play-work of the school will come, in time, to make a real contribution to better types of approach in our teaching problems.

The integrating possibilities and values to be found in activities have already been clearly recognized. The foregoing pages have pointed out the great possibilities in the development and integrating qualities for the individual. In no less way has it been clearly understood that activities develop loyalty to the finer and higher ideals and traditions of the school. By their generous use and wise direction a great mass of individuals is builded into a unified group of loyal and happy workers for their school. The qualities which we call morale, esprit de corps, and "school spirit" are builded more largely by good activities than in any other way. Still further, the process of integration can and should be carried forward by tying classroom subjects and activities together. For example, the work of writing may be motivated by unifying the work of journalism classes with that of the weekly or the daily paper. A coherent relationship may be built between the several types of work offered in music classes and the production of operas, concerts, and recitals. In the same manner the same intimate relationship should be built between the work of many other departments and activities related to their work. Activities do become a training ground for and a place where the students may come to use and practice the knowledge and ideas gained in the classroom. It is thus that knowledge and ideas come to have a deeper significance and meaning for the individual.

In conclusion, extracurricular activities well organized develop within our boys and girls those valuable qualities of leadership, cooperation, initiative, discrimination, thoughtfulness, selfcontrol, loyalty, sympathy, good sportsmanship, and, to a high degree, the attitude and determination to exercise physical, mental, and moral vigor in all of life's situations. There is something within youth that calls loudly for expression. We can release this fine creative energy if we have real genius for leadership. Perhaps the deepest hunger in the human heart is to be somebody or to do something worthwhile in the world. It is the acceptance of such philosophy that causes us to offer a wide range of activities and to plan largely for the participation of students in the administrative affairs of the school. There is something of genius in almost every individual.

EDUCATION ALONE can conduct us to that enjoyment which is at once best in quality and infinite in quantity.—Horace Mann.

Science Instruction at Philadelphia

CITIZENSHIP TRAINING and nature study formed the basis for the principal discussions at the meeting of the Department of Science Instruction at Philadelphia on Tuesday, June 29, 1926. The value of nature study in teaching principles of truth, honesty, and cooperation was emphasized by three of the speakers.

The necessity for adequate supervision of recreation was stressed by Arthur Newson Pack, president of the American Nature Association, Princeton, N. J., who declared that "millions of people today still keep to the old destructive ideas as being the only form of true outdoor recreation." He commended the practice of the modern school in combining the study of forests and forest destruction with geography and history and urged teachers not to forget that experience and contact are more valuable than classroom recitations.

The application of citizenship training to nature study, according to Mr. Pack, is twofold. In the first place, he said, nature study engenders respect for public and private property, and in the second place, it engenders participation in the active economic problems pertaining to natural resources. The second application, he pointed out, includes the knowledge of forest and water supply conservation, game protection, the importance of song birds in destroying insects, and "the balance of nature" which "governs the fitness and place of all living things as the truest example of a greater wisdom and gigantic plan."

Jessie L. Sickels of the Open-Air School, Rochester, N. Y., presented the importance of nature study for children who are "not sick enough to be in bed nor well enough to be in a regular grade room." She said:

> In the open-air school the relations between teacher and pupil become more intimate than anywhere else, affording an excellent foundation whereby the child becomes acquainted with his own life-history. It is a very simple thing to tell a group of children that the eggs of that beautiful Promethea moth will probably not hatch, as there has been no male to fertilize the eggs. Is it immodest? No, it is just natural. Will those children ever make wrong use of knowledge thus gained, or pass it on in an unclean manner, or be betrayed into telling smutty stories? I doubt it. Their interest is not in the sex of those moths, but in their development through their different stages.

The general status of nature study teaching in America today was summarized in an address by Anna Botsford Comstock, professor of nature study, Cornell University, Ithaca, N. Y. She said:

HANOR A. WEBB, *president of the Department of Science Instruction and head of the department of chemistry, George Peabody College for Teachers, Nashville, Tennessee.*

> For a quarter of a century nature study has been a part of the curriculum in many schools; and now we are able to look over the field and see, at least in part, where this education in natural environments leads. It has many paths, and no one school with which we are acquainted has set the feet of its pupils marching along them all.
>
> All the paths in the fields and woods will cultivate in the child an understanding of the laws of nature and the beauty of the universe. An appreciation of the beauty in the many pictures that nature paints for us everywhere is an asset to happiness, and to spiritual uplift. However, the path that leads to the stars most of all helps the growth of the spirit and widens the spiritual vision.

Nature study in the Hawaiian Islands, where there are 55,044 public school pupils of more than twelve nationalities, was described by Emma Davis of the Territorial Normal School, Honolulu. Nature study, she said, is on the program of all the public schools, both rural and city, in grades one to four, inclusive. Agriculture is taught in grades five, six, seven, eight, and nine, and is elective in the senior highschools.

The problem of the class or lecture experiment in teaching elementary physics and chemistry was discussed by N. Henry Black, assistant professor of education in the Graduate School of Education, Harvard University. Doctor Black asserted that highschools, except in the large cities, lack equipment, and "teachers are wofully lacking in the time and the experience needed to do this work successfully."

To correct the situation he suggested four remedial measures, as follows:

First, urge the apparatus dealers to make better, more modern apparatus and scrap their obsolete stuff. Second, urge teachers to take account of stock, repair broken apparatus when worthwhile, learn to use more effectively what apparatus they now have, and build up progressively their equipment. Third, urge our teachers colleges, schools of education, and the departments of education in our largest cities to offer training courses for science teachers in which to practice the technic of class experiments, to test out thoroughly new apparatus, and to learn the use of simple tools in the construction and repair of apparatus. Fourth, send our most promising science teachers abroad to study in Germany, France, and Switzerland what facilities such as storerooms, apparatus, and books are needed for effective class experiments and, what is most difficult to describe, to observe the art of using this apparatus.

O. E. Underhill, editor and manager of *Science Quarterly,* State Normal School, Salem, Mass., advocated the use of the question and answer method as the most useful in the teaching of general science to pupils of junior highschool age and younger. While this type of teaching is the oldest known, he said, it still has its place for the development of new ideas through stimulating the pupil to original thinking.

Officers of the Department of Science Instruction for 1926-27 are: *President,* Hanor A. Webb, head of the department of chemistry, George Peabody College for Teachers, Nashville, Tenn.; *secretary,* Francis D. Curtis, assistant professor of the teaching of science in the School of Education of the University of Michigan.

Sixty Educational Books of 1926

MORE than 250 publications on teaching and school administration were issued in 1926. The problem of selecting sixty most useful and important books grows increasingly difficult each year, and to relieve the situation the present list mentions briefly many, not all, of the additional items. Books which will be found especially useful to the classroom teacher or the teachers library have been starred. A practically complete list of all titles, giving publishers and prices, appeared in *School and Society*, January 1, 1927. Most of the data missing there is included in the present list. New editions and books not primarily for the school profession are omitted.

This list is prepared annually for the American Library Association and THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. The work has been done for several years under the direction of Joseph L. Wheeler, formerly librarian of the Youngstown (Ohio) Public Library, and now librarian of the Enoch Pratt Free Library, Baltimore, Maryland. Grace A. Kramer of the bureau of research of the Baltimore public schools and associate editor of the *Baltimore Bulletin of Education*, has prepared most of the notes and contributed her own knowledge of the literature of the year.

In arriving at the final selection of books on each topic, several hundred reviews in pedagogical magazines have been examined and summarized at the Teachers Department of the Enoch Pratt Free Library, and the ratings and comments sent in by nearly two hundred specialists throughout the United States have been studied.

Purposes, Principles, and Philosophy of Education

KANDEL, I. L. Educational yearbook of the International Institute of Teachers College. 583p. Macmillan. $3. Important collection of well-rounded summaries of educational progress in fifteen countries. Complete, up-to-date statement of their systems of instruction. A section is devoted to elementary curriculum in England, Germany, and United States. A storehouse of information for schoolmen and useful to the general public. Second in a series. "New schools in the Old World" by Washburne and Stearns (174p.) is a popularly written account of what two American educators found in foreign schools. Two other titles on schools outside the United States are: Folk highschools of Denmark (168p. Oxford, $2); Paul Monroe's Survey of the educational system of Porto Rico (453p. International Institute of Teachers College, $3.50).

KILPATRICK, W. H. Education for a changing civilization. 140p. Macmillan. $1. Times are changing as never before. Upheavals in society must be attended by changes in education. Do we wish to fix in advance just what our children shall think and be? How much freedom shall we accord them? How best prepare them for the unknown future? The book expresses Doctor Kilpatrick's philosophy.

MARTIN, E. D. The meaning of a liberal education. 320p. Norton. $3. Lectures given at People's Institute, New York, to adults who wish to continue their education. Emphasizes spiritual rather than utilitarian values of a good education. Shows what a liberal education is not—animal training, propaganda, book learning—gives some characteristics which will identify the educated man, and examples of men who were well-educated: Plato, Aristotle, Erasmus, Montaigne, Huxley.

*RUSSELL, BERTRAND. Education and the good life. 319p. Boni & Liveright. $2.50. A fresh, earnest, unconventional interpretation of the aims and methods of the modern school by a parent well-known as philosopher and scientist. "Knowledge wielded by love," and the application of our present knowledge and tested methods, would work wonders in a generation. Education in character is featured under headings: Fear, play, fancy, constructiveness, selfishness, truthfulness, punishment, affection, sex, the curriculum. Delightfully readable, sound, and consistent. "No other book," says Doctor Kilpatrick, "discusses the domestic education of the child so well."

How This List Is Used

INDIVIDUAL TEACHERS use it to discover the professional books of the year which they should examine, read, or buy.

2. Instructors in teachers colleges refer their students to these annual lists to encourage supplementary reading.

3. Persons in charge of professional libraries for teachers use it as a checklist in making up purchase orders.

4. Librarians at public libraries use it as a buying list for their teachers room.

5. Librarians at teachers colleges check their year's purchases with it.

6. Instructors of students from foreign countries call attention to the importance of these lists as a means of perpetuating their contact with educational literature in America.

7. Reading circle boards and directors of extension courses for teachers study these lists to discover new materials for reading courses and extension classes.

ADDITIONAL TITLES—G. B. Cutten's The threat of leisure (166p. Yale Univ. Press. $2) is a reminder of one of the more fundamental purposes of education; Cherry's Education the basis of democracy (218p.); Curoe's Educational attitudes and policies of organized labor in the U. S. (201p.); Curoe's Principles of education (138p.); Good's Sociology and education (589p.); Hansen's Liberalism and American education in the 18th century (317p.); Holmes & Fowler's The path of learning (486p.), a series of interesting essays and addresses; Howerth's The theory of education (413p.); Horn's The American public school (404p.); Jones' Education and the individual (225p.); Jones' Four essentials of education (187p.); Nearing's Education in Soviet Russia (106p.); Schmalhausen's Humanizing education (334p.); Woodburne's Human nature and education (334p.).

Administration and Supervision

See also Highschools, and other headings

*BARR, A. S., & BURTON, WM. H. The supervision of instruction. Appleton. 617p. $2.25. Presents general problems, principles, and procedures of supervision. Materials from experience of authors, from critical survey of current practice and from literature of the field. Scientific data used where available. Exhaustive presentation and discussion of present status and materials of supervision.

GIST, A. S. Elementary school supervision. 308p. Scribner's. $1.80. Methods and materials for improving teaching of school subjects. By a principal for principals. A beginning book, based upon experience, rather than upon scientific evaluation of supervisory activities.

*STRAYER, G. D., & ENGELHARDT, N. L. Problems in educational administration. 755p. Teachers College, Columbia. $6. This important book, issued so late as to be omitted from the 1925 list, brings together problems that have actually confronted executives, some discovered through surveys, others reported by principals and superintendents. All are selected with care by many collaborators. With their wealth of detail as to conditions and factors involved, and the suggestions offered, these discussions make an unusual body of helpful and concrete data on finance, organization, personnel, and other phases of administration.

ADDITIONAL TITLES—Emmons' City school attendance service (173p.); Mort's State support for public schools (104p.), including equalization of funds; Olsen's Work of boards of education (170p.); Sheldon's Administrative problems of part-time education (30p.); Smith's Business administration of a city school system (129p.); Swift & Goldthorpe's second volume of Studies in public school finance, covering certain southern states (Univ. of Minn. $2.50); the 1926 (fifth) Yearbook of the Department of Elementary School Principals (299p. N. E. A. $1.50); Taylor's Principles of school supply management (145p. Columbia. $1.50).

Curriculum

BRIGGS, T. H. Curriculum problems. 138p. Macmillan. $1. Small but important book. Presents in first chapter twentyseven major problems which curriculum research must solve. Wealth of ideas and suggestions. Challenges thinking. Chapter II, Emotionalized attitudes, discusses factors whose importance the school is just beginning to recognize. Of direct and immediate value to educators.

*N. E. A. DEPARTMENT OF SUPERINTENDENCE. Fourth yearbook: The nation at work on the curriculum. 520p. N. E. A. $2. Curriculum making the central problem of the teaching profession. The cooperative plan of curriculum revision gives to this volume the best thought of hundreds of teachers, principals, supervisors, and superintendents. Valuable, practical materials for classroom use in various subjects. Puts the reader in at the heart of things.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Twentysixth yearbook. Part I. 475p. $1.75. Part II. 210p. $1.50. Public School Pub. Co. A somewhat elaborately organized and thoroughgoing study of the whole problem especially from the larger historical and critical viewpoint. Summarizes the aims, methods, and results in a score of outstanding school systems. Does not set forth any detailed recommended curriculum but provides a basis for discussion and thence for action.

ADDITIONAL TITLES—Bobbitt's Curriculum investigations (204p.) is devoted to a series of special inquiries, through periodicals and other sources, as to the major fields of human concern, and their incorporation in the curriculum. Stratemeyer & Bruner's Rating elementary school courses of study (194p.) is an evaluating study.

Conduct and Character Formation

*GRUENBERG, B. C., ed. Guidance of childhood and youth; Readings in childstudy. Compiled by the Child Study Association of America. 326p. Macmillan. $1.75. A hundred selections, wisely chosen and well-organized, from work of the most authoritative writers on child psychology, child development and training. Meets need for a compact, dependable body of material for teachers, parents, and study clubs.

HATCH, R. W. Training in citizenship. 338p. Scribner's. $1.60. "To live civics in concrete situations, in school and out" is the keynote. Chapter headings include: Citizenship in home, in earlier grades; in junior and senior high; extracurricular

program; student supervision; honesty; teaching current events; assemblies; projects; dramatization; modern history by the project method; how to build a course. Concrete ideas and examples.

PATRI, ANGELO. The problems of childhood. 309p. Appleton. $2. Short, story-like chapters offering actual experiences in the mental and physical problems of the child, and in the relationships of teacher, child, and parents. A sensible faith and popular style make the book appealing and helpful.

"Character education," the 89-page Report of the Committee on Character Education of the N. E. A. gives a broad and thorough view of all aspects (U. S. Bur. of Educ. 15c).

ADDITIONAL TITLES—The Oakland, Calif. board of education has three important pamphlets on character development in the elementary, junior, and senior schools, (122p., 102p., 152p., respectively). Pierce's Understanding our children (198p.) and Van Waters' Youth in conflict (290p.) contribute to the literature for parents and social workers, but are of great interest to teachers, while Schauffler's Adventures in habit-craft (164p.) describes what one school has actually done. Concerning parents: a symposium on present-day parenthood (284p.) by nationally recognized educators and specialists in mental hygiene, and the report of the Midwest Conference on Parent Education, Intelligent parenthood (326p.) both indicate the growing attention to this subject.

Educational Psychology

*BENSON, C. E., LOUGH, J. E., SKINNER, C. E., & WEST, P. V. Psychology for teachers. 390p. Ginn. $2. Broadens scope beyond usual textbook. Close tie-up with teaching-learning process. Chapters on contributions of biology to educational psychology; on mental hygiene. Puts reader in touch with present status of thought and acquaints with meanings and significance of modern terminology. A cultural and professional contribution.

*JUDD, C. H. The psychology of social institutions. 346p. Macmillan. $2. Focuses attention on the psychology underlying certain institutions of civilized man: tools, money, language, music, religion, government, justice. Shows civilization to be the cooperative product of human ingenuity. Individual psychology ignores these institutions; it is inadequate, therefore in explaining society or even the individual himself. A treasure-trove for those who are thinking, or would enjoy thinking, in the fields of advanced educational psychology or social theory. A broad history of human culture.

MURCHISON, CARL, ed. Psychologies of 1925. 412p. Clark University. $6. Presents cross-section of contemporary theoretical psychology. Lectures at Clark University by true leaders in their various provinces; behaviorism, gestalt, purposive groups, dynamic, reaction, and structural psychologies. (Watson, Hunter, Woodworth, Koffka, Köhler, Prince, McDougall, Dunlap, Bentley).

ROBINSON, E. S. Practical psychology; Human nature in everyday life. 475p. Macmillan. $1.80. Author maintains that the short course in psychology to which student devotes but a semester should integrate psychology with the issues of the work-a-day world. Included in this list for teachers seeking a text requiring only the background of senior highschool. Brings out relations to personal and social life of student. Of general interest.

ADDITIONAL TITLES—Breitwieser's Psychological education, which was included (starred) in last year's list; Boody's Psychological study of immigrant children (170p.); Fox's Educational psychology (380p.); McDougall's Outline of abnormal psychology (571p.); Ogden's Psychology of education (364p.), based on the recently developed German "gestalt" theory; Piaget's Language and thought of the child (246p.); Skinner, Gast, & Skinner's Readings in educational psychology (833p.), the latter a well-rounded collection of important extracts, useful to those who may or may not have studied far in the subject.

Intelligence Tests and Measurements

CORNING, H. M. After testing—what? 225p. Scott, Foresman. $1.60. Describes reorganization and reclassification in Trinidad schools on basis of intelligence tests. Practical use of test data and achievement scores. Minimum curriculum, lighter program, for slow children; enrichment or rapid promotion for the superior. Helpful for principals and teachers planning testing programs.

Junior Highschool

See also Curriculum, Administration, and other headings

BENNET, G. V. The junior highschool (rev.), 225p. Warwick & York. $1.60. Extensive changes and additions to the first edition of eight years ago give this authoritative volume a place in the list. It offers the history and development of the junior high movement; elaborates the trends of curriculum making; program of progressive features of curricular and extracurricular activities.

*TOUTON, F. C., & STRUTHERS, A. B. Junior highschool procedure. 595p. Ginn. $2.60. An extensive, thorough work founded on experience and the study of much material from progressive practice in various cities. Procedure in administration, supervision, and instruction for attainment of junior high objectives. Practical discussion of problems of both the principal and the subject teacher. Tells how and why.

Secondary Education

COOK, W. A. Highschool administration. 378p. Warwick & York. $2. Deals with administration in the small highschool with student body of one hundred or so. Presents body of concrete, serviceable information. Discusses function of American highschool, the daily schedule, routine problems, vocational guidance. Prepared especially to aid the young principal, recently graduated from college, who accepts his appointment without specific training.

COUNTS, C. S. The senior highschool curriculum. 160p. University of Chicago. $1. Critical survey of curriculum in fifteen representative cities to discover extent to which highschool is meeting varied demands made by increased enrolment and altered character of student body. Finds curriculum still on traditional basis; program based on real needs of American civilization yet to be developed. Interpretation constructive, forward-looking. Outstanding contribution, financed by Commonwealth Fund.

*MORRISON, H. C. The practice of teaching in the secondary school. 661p. University of Chicago. $4. A highly important work based on twentyfive years' experience. Holds that mere "lesson-learning" must give place to a carefully planned series of "units," the purpose of each to be understood by pupils and teachers. An exhaustive analysis of various teaching procedures, applying them to the whole curriculum, and concluding with the organization of the school as a whole. Stresses learning for mastery and the development of selfdependence, rather than special methods.

*REAVIS, W. C. Pupil adjustment in junior and senior highschool. 348p. Heath. $2. A pioneer book. The highschool pupil in difficulty challenges the school. Shows how to apply case method in adjusting school to student. Gives history of typical problem cases in highschool: diagnostic procedure, remedial treatment, outcomes. Excellent starting point for guidance study.

WILSON, L. W., ed. Educating for responsibility. 310p. Macmillan. $1.50. Essays by the principal and the teachers of a girls' highschool in Philadelphia, describing the principles, practice, and detailed procedure worked out in three successful years with the Dalton plan. Each school subject is covered. Administration and results are also discussed and the volume is a valuable manual for those considering the newer plans for individual instruction.

ADDITIONAL TITLES—The Cleveland Teachers Federation's report: Social guidance in Cleveland highschools. (190p.) is a unique study of what may be done to help pupils personally; Hanus' Opportunity and accomplishment in secondary education (960p.); and Koos' Trends in American secondary education (56p.), are significant lectures; Stuart's Organization of a comprehensive highschool (125p.) describes plans and devices in one school; Windes & Greenleaf's bibliography of secondary education research (95p. United States Bureau of Education) is essential for further study.

Reading, Writing, and School Libraries

BALTIMORE DEPARTMENT OF EDUCATION, Bureau of Research. Monograph No. 1. Improvement in the teaching of reading. 130p. For use of classroom teacher in elementary and secondary schools. About twentyfive articles by recognized experts in teaching of reading, each of whom discusses that phase of the work in which his particular interest lies. Presents the specific contribution of the various grade levels to the development of power to read.

FRIES, C. C., HANFORD, J. H., & STEVENS, H. R. The teaching of literature. 172p. Silver, Burdett. $1.44. Lays out a program that will be approved by teachers everywhere. Its special contribution is "to give to literature teaching the integrity that comes from a single purpose clearly seen, in place of the confusion of aims now prevalent." Includes organization of a course together with use of contemporary literature.

*O'BRIEN, WILLIAM A. Reading: its psychology and pedagogy. 308p. Century. $2. For progressive, intellectual teacher desiring to understand something of the psychological basis underlying modern methods of teaching reading. Presents definite results of experimental and laboratory research, interprets their meanings and significance, makes practical classroom applications. Contributes methods for developing silent reading ability and for diagnostic and remedial work.

SHIPHERD, H. R. The fine art of writing. 358p. Macmillan. $1.80. Practical help in substituting the creative impulse and the purpose of selfexpression for mechanical theme writing. Specific plans and teaching devices. Part V offers a unique collection of quotations from famous writers describing their problems and methods in improving their own writing.

ADDITIONAL TITLES — Barrows & Cordt's Teacher's book of phonetics (189p.) includes treatment of foreign child's speech difficulties; Gray's Summary of reading investigations (46p.) annotates and discusses important reading studies of 1924-25; Hincks' Disability in reading and its relation to personality (92p.); Johnson's English expression; a study in curriculum building (106p. Pub. School Pub. Co. $1.50); Taylor's Supervision and teaching of handwriting (192p.) a valuable first contribution in this special field.

Two studies of the reading interests of children appeared: Jordan's Children's interests in reading, an enlargement of a 1921 investigation with new conclusions; Washburne & Vogel's Winnetka graded booklist (286p.), an elaborate study in which many teachers and librarians cooperated, but which should be considered a survey of children's preferences rather than a library buying list. Brown's Standard catalog for highschool libraries (270p., $2.50) is not only the most carefully considered list to date, representing collaboration of many specialists, but gives full notes, suggestions as to free material, and classifies and indexes the whole collection, with a starred selection for small school libraries; Detroit Teachers College has a 126p. pamphlet on Platoon school libraries. ($1).

*FREEMAN, F. N. Mental tests—Their history, principles, and applications. 503p. Houghton Mifflin. $2.40. Describes important types of

mental tests, not only intelligence tests, but those other tests significant in their practical applications—tests of special capacities and the non-intellectual or personality tests. Discusses scientific problems in design, application, and interpretation of test material. Sane viewpoint. Valuable chapter on history of tests.

GARRETT, H. E. Statistics in psychology and education. 318p. Longmans, Green. $3.50. For students seeking skill in using statistics to interpret data in psychology and education. Theory subordinated to practical uses. Does not require advanced mathematics of the student. Simple presentation of formulas. Common applications of statistical technics.

RUSSELL, CHARLES. Classroom tests. 346p. Ginn. $1.60. Important, practical, immediately usable book. Shows the teacher how to construct informal tests of approved type on her own course of study. Explains value of frequent use of the simple short-answer test, as supplement to the more formal standardized tests, in diagnosing pupil difficulties and improving classroom teaching.

WOOLLEY, H. T. An experimental study of children at work and in school between the ages of fourteen and eighteen years. 762p. Macmillan. $4. Statistical study of representative group of working children; mental and physical status from year to year, industrial and social histories. Object: to compare abilities and equipment of working children with children who remain in school. Application of findings to educational policies. An important contribution with a fresh viewpoint.

ADDITIONAL TITLES—Carreon's Philippine studies in mental measurement (175p.); Forney's Test in map-reading abilities (pam.); Goodenough's Measurement of intelligence by drawings (177p.); Jones' Effect of age and experience on tests of intelligence (74p.) Miller's Objective tests in high school subjects (168p.); Orleans' A study of the nature of difficulty (40p.); Schwesinger's Social-ethical significance of vocabulary (73p.); Strasheim's A new method of mental testing (158p.); Van Wagenon's Educational diagnosis and the measurement of school achievement (276p.), valuable, detailed study for advanced student of adjustment of groups and individuals on basis of test data; Wentworth's Individual differences in the intelligence of school children (158p.); Woodyard's Effect of time upon variability (56p.)

Exceptional Children

HOLLINGWORTH, L. S. Gifted children. 374p. Macmillan. $2. Discusses means of locating gifted children; analyzes physical and mental traits exhibited by pupils of superior mental ability; suggests means for bringing their talents to the finest fruition.

*INSKEEP, A. D. Teaching dull and retarded children. 455p. Macmillan. $2.50. Gives tried and tested methods for developing very slow, maladjusted children into selfcontrolled, selfsupporting citizens by providing opportunities for success instead of failure and by establishing right living habits through schoolroom projects. Procedures worked out by author in everyday classroom teaching.

ADDITIONAL TITLES—Brown's Unevenness of the abilities of dull and bright children (112p.); Holmes' Suggestions and course of study for abnormal children (110p.); Kelley's Influence of nurture upon native differences (49p.)

Teachers and Teaching Methods

*BUCKINGHAM, B. R. Research for teachers. 220p. Silver, Burdett. $3.80. A timely, well-considered book addressed directly to elementary teachers. Summarizes in an informal way the results of recent research. Shows the everyday "soldiers in the field" just how to use these ideas and methods. More important, encourages the teacher to do some investigating and testing herself, as a contribution to present knowledge concerning the learning process.

DAVIS, S. E. Selfimprovement: A study of criticism for teachers. 280p. Macmillan. $1.60. Provides wealth of aid for teacher beginning work without adequate training and without the cooperation of supervision. Offers suggestions in planning classroom work and in improving questioning. Gives a simple scale by which teacher may rate her own work. Will help her grow in poise and teaching skill.

*DOUGLASS, H. R. Modern methods in high-school teaching. 544p. Houghton Mifflin. $2.25. Modern method and vitalized technic are knocking at the door of the senior highschool. Author presents new ideas: technics of social procedure, problem and project teaching, improved types of written examination, measurement. Will encourage conservative teachers to introduce changes in their procedure in class.

EAGERNESS to discover new and better ways of doing things is one of the marks of truly professional workers. The greatest minds of the educational world have given their best in the books described in these pages. This list is a truly remarkable collection. It will repay the most careful study. No teacher can afford to neglect its contribution to the technic of guiding the growth of children. No administrator can wisely overlook the light these books throw on the problems of management.

Teachers who combine generous reading with close observation of children are able to do more and better work than those who allow themselves to be submerged by detail. By fuller understanding of child life and of methods of teaching they save much of the friction and lost time that often creep into the teaching relationship. By reading many books the teacher acquires the comparative point of view. Each new practice and theory is tested against a broad background of information and experience.

ADDITIONAL TITLES—Avent's Beginning teaching (555p.); Biechel & Myers' Observation and participation (254p.); Buckingham's Supply and demand in teacher training (182p.); Drury's Schoolmastering (255p.); Fitzpatrick's Present-day standards for teaching (208p.); Hines' Finding the right teaching position (206p.); Hollis' Motion pictures for instruction (450p.); Monroe's Teachers' objectives (23p.), a valuable little pamphlet, and Walsh's Teaching as a profession (387p.)

Also under this heading come Burnham's Great teachers and mental health (351p.), a biographical interpretation of mental hygiene as a factor in teaching; Cotton's Life of Charles W. Eliot (424p.) and the two-volume work edited by W. A. Nielson: C. W. Eliot: The man and his beliefs, a collection of Eliot's lectures and essays; Pruette's G. Stanley Hall: A biography of a mind (267p.)

How to Study

*BOOK, W. F. Learning how to study and work effectively. 475p. Ginn. $2. Points out just what the learner must do to acquire ability to work in the most effective way. Practical, usable discussion of personal efficiency and its physiological and psychological bases; of the role of ideals and habits, the danger of pseudo-efficiency. Unique contribution to supervised study technics. Evidences careful workmanship and is of genuine value to all students in developing personal efficiency.

FENTON, N. Selfdirection and adjustment. 121p. World Book. $1.20. Tells how to make study successful and satisfying. Simple, practical, scientifically sound. Written primarily for student use but noted because of its value for older folks. "The principles of mental hygiene which it sets forth," says Doctor Terman in the introduction, "are of fundamental importance for everyone who works with his brain."

ADDITIONAL TITLE—Crawford's Methods of study (163p.)

Kindergarten and Elementary Schools

See also other headings

ADDITIONAL TITLES—On these subjects the year presents no outstanding titles, except those listed under other headings, such as Curriculum. Several titles are of interest, however: Report of International Kindergarten Union's Committee on Teacher-Training, Practice Teaching (63p.); Garrison's Permanent play materials for young children (122p.); Anthony's A manual for observation and teaching in the elementary grades (70p.); Baine, Burns, & Van Sistine's Practical handbook for students in observation, participation, and teaching in kindergarten, first, second, and third grades (38p.); Kansas City board of education's Activities of the auditorium: platoon schools (120p.); Orata's Adaptation of subjectmatter and instruction to individual differences in the elementary school (19p.); Sullivan's Correlation in the work-study-play school, an extensive report of the platoon system at Akron, (386p.); and Washburne, Vogel & Gray's Results of practical experiments in fitting schools to individuals (135p.), better known as the survey of the Winnetka schools, an undertaking financed by the Commonwealth Fund.

Mathematics and Science

*NEWCOMB, R. S. Modern methods in teaching arithmetic. 344p. Houghton Mifflin. $2. Correlates modern scientific technic of teaching with present-day demands in subjectmatter in arithmetic. Authoritative presentation of good classroom methods. Outstanding chapter on problem-solving. Real contribution to efficiency in teaching arithmetic from early work through advanced grades.

*BUSWELL, G. F. Diagnostic studies in arithmetic. Supplementary educational monograph No. 30. 212p. University of Chicago. $1.50. Arithmetic causes majority of elementary school failures. Teachers need better and more detailed understanding of what goes on in the child's mind. Laboratory apparatus shows how eyes should move in column addition and how many children's eyes actually do move. Offers, moreover, simple classroom technics by which any teacher may study the child's mental process. Guides in discovering where and how the pupil goes wrong. Of inestimable value.

WILSON, G. M. What arithmetic shall we teach? 149p. Houghton Mifflin. $1.20. Based on principle that the common uses of arithmetic in our daily activities and occupations offer the best constructive criticism of the course of study. Makes available data from important curriculum studies in arithmetic. Scientific evidence for simplifying content. Should be in the school library.

*FRANK, J. O. How to teach general science. 240p. Blakiston. $2. Interprets the point of view of general science as contrasted with that of the special sciences; summarizes the developments of the past fifteen years. Chapters on content, methods, and materials of instruction offer concrete and practical suggestions.

ADDITIONAL TITLES—Mathematics: Sister Mary Eberharda Jones' Course in methods of arithmetic (496p.); Reeve's Diagnostic study of the teaching problems in highschool mathematics (117p.)

ADDITIONAL TITLES—Science teaching: F. D. Curtis' A digest of investigations in the teaching of science in elementary and secondary schools (341p.) is a highly important monograph, as is C. W. Finley's

Biology in secondary schools and the training of biology teachers (79p.); H. F. Osborn's Evolution and religion in education (240p.) has a distinct bearing at the present time; W. G. Vinal's Nature guiding (551p. Comstock Pub. Co. $3.50) covers an entirely new aspect of science teaching in the field.

Social Studies and Musi

KLAPPER, PAUL. The teaching of history. 338p. Appleton. $1.75. Compendium of usable information for teachers in elementary and junior highschool: discusses content, methods, standardized tests, and new types of informal classroom testing. Chapter on civics. Generally useful book.

*KNOWLTON, D. C. History and the other social studies in the junior highschool. 210p. Scribner's. $1.60. Should social studies be correlated, fused, integrated, or taught independently? Author convinced that course of study should be planned as a unit with a conserving of some of the essential values represented in these separate fields. Lesson-planning, problem-solving; use of the concrete; outcomes and tests of progress.

OSBURN, W. J. Are we making good at teaching history? 120p. Public School Pub. Co. $1.25. Study of 56,000 examination questions gathered over the country. Object, to find what teachers expect pupils to know and how this knowledge is related to values in history teaching. Statistical report of outcomes. Author finds little agreement among teachers as to essentials and little evidence of training pupils to think.

ADDITIONAL TITLES—History teaching: Ayer's Some difficulties in elementary school history (70p.); Ely, King & Stormzand's Teaching American history by the problem method (31p.); Incorporated Association of Assistant Masters in Secondary Schools; Memorandum on the teaching of history (75p.); and Pierce's Public opinion and the teaching of history (380p.), a thorough study of a matter of great moment. On the subject of music teaching: Davison's Music education in America (208p.), gives a critical discussion of present faults in teaching with suggested remedies, while Giddings' Music appreciation in the schoolroom (557p. Ginn. $2) is an elaborate collection of teaching suggestions.

Vocational

*BREWER, J. M. & others. Case studies in educational and vocational guidance. 243p. Ginn. $1.50. Presents series of concrete problems, involving guidance and adjustment, selected from the experience of the authors and designed to give a general survey of the variety of everyday problems encountered by school and college counselors. Invites the reader's thinking. Valuable also to parents and students of education.

EDGERTON, A. H. Vocational guidance and counseling. 213p. Macmillan. $1.60. Shows how to help pupils to plan courses intelligently and to choose vocations according to their particular aptitudes and the vocational opportunities of their communities. Urges, for each pupil, an economical division of his time under supervision of qualified persons, that he may be properly adjusted occupationally and socially. Presents results of an extensive investigation throughout the country concerning present practices in vocational education and guidance. Full bibliography.

*WRIGHT, J. C., & ALLEN, C. R. Supervision of vocational guidance of less than college grade. 415p. Wiley. $3. An outstanding work, to be followed by a companion volume on administration. Deals with problems and responsibilities of supervisors. Materials drawn from forty years' experience of authors. Strives to fill the need for concrete detail which is felt in this subject, to aid young supervisors, and to provide a means for selfimprovement for more mature teachers and officers.

ADDITIONAL TITLES — Anderson's History of manual and industrial school education (251p. $2); Bennett's History of manual and industrial education up to 1870 (461p. $2) contributes much new data: Eaton's Education and vocations: principles and problems (300p.); Frieze's Exploring the manual arts (412p. Century. $2.50), a general treatise on manual training based on the practice of one city and applied especially to junior high; Jones' Job analysis and curriculum construction in the metal trades industry (104p. Columbia. $1.50); Maverick's Vocational guidance of college students (250p. $2.50) which studies methods followed in many colleges; covers important new ground, with a 76-page bibliography; Payne's Methods of teaching industrial subjects (293p.) contributes helpful detail as to daily classroom methods; Sullivan's Disabled persons, their education and rehabilitation (610p.); Stinc's Suggestive methods and materials for developing a course of study for general continuation schools (198p.); Wray & Ferguson's A day continuation school at work (211p.), an English work. D. F. Wilson's Primary industrial arts (194p. Manual Arts Press. $2) is full of detailed illustrated projects, and tells the teacher how to present them.

Care of the Body

*AVERILL, L. A. Educational hygiene. 546p. Houghton Mifflin. $2.60. New treatment of hygiene. Stresses building of desirable health habits and health attitudes. Covers field of child, school, personal, and community hygiene, also, physical education and pedagogy of hygiene. Provides training in health work for teachers. Discusses new health program in all its aspects.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Twentysixth yearbook. Part I. The present status of safety education. 410p. Public School Pub. Co. $1.60. The cooperative investigation of national educators and the National Safety Council. Evaluates our present aims and materials; suggests better purposes. Reports by specialists on the significance and the educational aspects of safety work; current methods, courses of study, and the status of the problem in teacher training institutions. An outstanding contribution.

ADDITIONAL TITLES — Andress' Teaching of hygiene in the grades (177p.); American Child Health Association's Some tendencies in health education (112p.), and its Report of the Chicago health education conference (352p. $1); Easton's A practical guide for teaching healthful living in the lower elementary grades (132p. Badger. $1.75); Harner's Methods and principles of teaching the principles and practice of nursing (136p.); La Salle's Play activities for elementary schools (173p.); Lerrigo's Health problem sources (151p.. Columbia. $1.50); Payne & Gebhart's Method and measurement of health education (43p.); Rice's A brief history of physical education (300p.); Wooten's A health education procedure (420p.), an extensive collection of detailed suggestions developed and tried out through the cooperation of many specialists; and Wagenhorst's The administration and cost of highschool interscholastic athletics (134p.)

Extracurricular Activities

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Twentyfifth yearbook. Part II. Extracurricular activities. 280p. Public School Pub. Co. $1.50. Valuable assembly of materials descriptive of best recent practice and opinion at elementary, junior, and senior high levels. Valuable guidance and suggestion. Summarizes literature of the field. Contributors: Koos, Terry, Fretwell, Woody, Reavis, McKown, Earle Rugg, and others.

*ROEMER, J., & ALLEN, C. F. Extracurricular activities in junior and senior highschools. 330p. Heath. $2. Surveys and analyzes varied activities. Shows how to formulate and supervise activities program which will provide opportunity for students to practice the duties and develop the qualities of good citizens here and now. Full descriptive bibliography.

ADDITIONAL TITLES—Meyer's A handbook of extracurricular activities in the highschool, especially adapted to the needs of the small highschool (402p. $4), a large volume of detailed information for the principal; Terry's Extracurricular activities in the junior highschool (122p.); and Wilds' Extracurricular activities (273p.)

Rural Education

See also Cook, under Highschools, and other headings

BUTTERWORTH, J. E. Principles of rural school administration. 379p. Macmillan. $1.60. Combines scientific study with sympathetic understanding of farm conditions. Analyzes the situation and discusses organization of village, district, and state units. Especially good on financing schools in the face of present rural economic conditions. Approves teacher and layman participation in deciding plans and policies.

*LOWTH, F. J. Everyday problems of the country teacher. 563p. Macmillan. $2. Deals directly and specifically with the questions and difficulties that a teacher actually meets, such as personal problems, class management, the building and grounds, neighborhood cooperation, exercises, teaching, testing, projects, etc. A wealth of well-selected and well-presented material.

MUELLER, A. D. Progressive trends in rural education. 363p. Century. $2. Examines every phase of rural school interests and summarizes the outstanding advance in each, the reasons, and the results. It also looks ahead to more effective organization. Especially good on the larger relationships and direction of schools. Less complete discussion of the work of the individual teacher in the unconsolidated school.

ADDITIONAL TITLES—Boraas & Selke's Rural school administration and supervision (260p.); Schmidt's Projects and the project method in agricultural education (360p.)

College

STOWE, A. M. Modernizing the college. 126p. Knopf. $1.50. Holds that academic conservatism perpetuates outworn theories and methods. Sketches the attempts, successful and otherwise, that have been made to reorganize methods and to give newer viewpoints and purposes to officers, faculties, and students.

ADDITIONAL TITLES—Bartlett's State control of private incorporated institutions of higher education (96p.); College Entrance Examination Board's The work of the college entrance examination board (300p.); Doermann's Orientation of college freshmen. 162p. Williams & Wilkins. $3), a timely and excellent study of what is being done in this new field; Headley's How to study in college (417p.); Kirkpatrick's The American college and its rulers (309p. New Republic. $1); Pryor's Graded units in student teaching (114p.); Thwing's The college president (345p.), a broad view of the qualities and problems of the administrator, and, as such, of equal interest to superintendents, librarians, and other educational leaders; and Washburn's Accounting for universities (126p.)

Adult Education

AMERICAN LIBRARY ASSOCIATION. Libraries and adult education. 284p. Macmillan. $2.50. An epoch-making report of a three-year study of the connection of the public library with night and continuation schools, university extension, and museums; also describes how libraries are assisting the "out-of-school" public by personal guidance, reading courses, and the creating of understandable books. Shows the library as the right-hand helper of all educational effort.

NOTE.—The foregoing is one of a series of five important studies on adult education, financed by the Carnegie Corporation, the others being: Evans' Educational opportunities for young readers (380p. $3); Hall-Quest's The university afield (292p. $3) discussing extension work; Noffsinger's Correspondence schools, lyceums, and chautauquas (145p. $1.50); Peffer's New schools for older students (250p. $2.50), which covers workers' colleges and related topics.

ADDITIONAL TITLES—F. P. Keppel's Education for adults and other essays (94p. Columbia. $2); E. C. Lindeman's Meaning of adult education (222p. New Republic. $1.)

Builders of Our Profession

THE MEN AND WOMEN who are helping to develop local, state, and national education associations are the builders of the teaching profession. By their efforts to elevate teaching they show that they believe it should be something more than a mere occupation. They are thinking of what they will give rather than of what they will get. The cause stands first. Every membership counts toward the great total effort. Every hundred percent school is testimony of fine fellowship in loyalty to the profession. Every affiliated association adds to the total strength. Every life enlistment means an additional builder with an abiding interest in the profession.

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the February JOURNAL.

ALABAMA—John W. Abercrombie.
ARKANSAS—Edward T. Radley.
CALIFORNIA—J. Frederic Ching, Jehiel S. Davis, Jeannette Jacobson, Gladys Evelyn Moorhead, Koshi Suzuki.
COLORADO—James P. Eskridge, R. W. Truscott.
DISTRICT OF COLUMBIA—Emma A. Jensen.
IDAHO—Ester F. Turley, Lois E. Yeck.
ILLINOIS—George A. Brown, Robert H. Carpenter, Glenn O. DeAtley.
INDIANA—A. A. Rutter.
KANSAS—P. E. Cole, Fred C. Gardner.
MASSACHUSETTS—Susan J. Ginn, Hermann G. Patt, Julia E. Sullivan.
MICHIGAN—Warren E. Bow, G. Robert Koopman.
MINNESOTA—J. A. Anderson, Herbert A. Falk, Keim Kendall Tibbetts.
MISSOURI—Willard E. Goslin.
NEBRASKA—Jeanette McDonald.
NEW HAMPSHIRE—Mrs. Agnes Merriam.
NEW JERSEY—Harry S. Hill, Sarah Oliver Whitlock.
NEW MEXICO—Mrs. W. Charles Cason, J. I. Ferguson, T. I. Runyan, Edwin A. Schreck.
NEW YORK—L. V. Case, James F. Hosic, George D. Taylor.
NORTH CAROLINA—Harold F. Krauss.
OHIO—W. Evin Huffman, Herbert R. McVay, Mary Helen Porter, Catherine Riley.
OKLAHOMA—Charles Evans, Lucy Helen Meacham.
PENNSYLVANIA—M. S. Bentz.
SOUTH CAROLINA—James D. Fulp, A. J. Thackston.
TEXAS—Paul B. Baker, Randolph Lee Clark, J. C. Cochran, B. H. McLain, Wylie A. Parker, S. H. Rider, Stephen Poole Waltrip, R. P. Ward, J. O. Webb.
VIRGINIA—Fred M. Alexander.
VIRGIN ISLANDS—E. Benjamin Oliver, Francisco Quinones.
WEST VIRGINIA—Donald M. Hartford.
WYOMING—A. H. Dixon.

New Affiliations

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

CALIFORNIA—*Berkeley*, The Berkeley Kindergarten-Primary Association, Mrs. Emma Ashburn, President.

New Completed Enrolments

THE FOLLOWING schools have completed their reports for one hundred percent membership in the National Education Association for 1926-27 since the list was published in the February 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.

SIX OR MORE YEARS

ARIZONA—*Tucson*, Drachman, Dunbar, Miles, Ochoa, Roosevelt.
CALIFORNIA—*Berkeley*, Hawthorne; *Long Beach*, Fremont; *Long Branch*, John C. Fremont; *Santa Barbara*, Roosevelt; *South Pasadena*, Marengo Avenue.
COLORADO—*Colorado Springs*, Longfellow; *Denver*, Corona, Sherman; *Pueblo, District Twenty*, Pueblo District Twenty Public Schools, Bessmer, Carlile,

M. E. PEARSON, superintendent of schools, Kansas City, Kansas, has just forwarded National Education Association dues for every teacher in the Kansas City staff.

This is the third year that Kansas City has had a complete enlistment. Kansas City, Kansas, is the largest city so far this year to report 100% enrolment of its teachers.

In his letter of transmittal, Superintendent Pearson says *"All of this was brought to me today without any call or any urging from my office. It is the fine professional spirit of our teachers back of this whole movement that causes them to sincerely appreciate the National Education Association, to have a desire for their memberships, and to believe in all the possibilities of service to them from their national organization."*

From the rest of Superintendent Pearson's letter, it is easy to see that he believes that he has the *finest corps of teachers in the country.*

Central Grade, Central High, Central Junior High, Columbian, Corona, Danforth, Edison, Lake View, Lincoln, Minnequa, Wildeboor.
ILLINOIS—*Fairbury*, Edison, Fairbury Township High, Isaac Walton; *Moline*, Logan, Willard; *Waukegan*, Waukegan Township Secondary.
INDIANA—*Hammond*, Hessville.
MASSACHUSETTS—Brookline, John D. Runkle.
MICHIGAN—*Detroit*, Barstow; *Grand Rapids*, Palmer; *Ironwood*, Northside.
MISSOURI—*Saint Joseph*, Saint Joseph Public Schools, Bartlett High and Elementary, Benton, Blair, Bliss, Central High, Children's Home, Douglass, Ernst, Eugene Field, Florence, Floyd, Garfield, Green Valley, Hall, Home for Little Wanderers, Hosen, Humboldt, Hyde, Jackson, Junior College, Krug, Lafayette High, Lincoln, Longfellow, Maxwell, McKinley, Musser, Neely, Noyes, Owen, Robidoux Polytechnic, Sherwood, South Park, Washington, Webster, Whittier, Wyatt, Young; *Saint Louis*, Simmons.
NEBRASKA—*Lincoln*, Bancroft, Belmont, Bryant, Capitol, Elliott, Everett, Hartley, Hawthorne, Hayward, Longfellow, McKinley, Normal, Park, Randolph, Saratoga, Whittier Junior High, Willard; *Omaha*, Edward Rosewater.
NEW JERSEY—*Bridgeton*, Vine Street; *West New York*, Public Number Three.
NEW YORK—*Mount Vernon*, DeWitt Clinton, Hamilton, Robert Fulton, William Penn.
OHIO—*East Cleveland*, Rozelle.
WASHINGTON—*Tacoma*, Roosevelt.
WYOMING—*Cheyenne*, Central, Churchill, Converse, Gibson-Clarke.

FIVE YEARS

ARIZONA—*Bisbee*, High; *Globe*, Globe Public Schools, Central, East Globe, High, Hill Street; *Tucson*, High, Mansfield, Mission View, Pascua, Roskruge, University Heights.
CALIFORNIA—*Glendale*, Colorado, Magnolia; *San Francisco*, Jean Parker; *Santa Ana*, Roosevelt.
CONNECTICUT—*East Hartford*, South Grammar.
HAWAII—Hilo High, Kaiwiki, Kurtistown, Mountain View, Waiakeawaena.
ILLINOIS—*Moline*, Garfield, Grennell, Washington.
NEW YORK—*Lockport*, Hawley Street, Intermediate, Part Time Continuation, Walnut Street, West Avenue, Williams Street; *Mount Vernon*, Columbus, Jefferson, Lincoln, Nathan Hale.
OHIO—*Cincinnati*, Pleasant Ridge.
PENNSYLVANIA—*Doylestown*, Doylestown Public Schools; *Erie*, Columbus; *Juniata*, Juniata Public Schools, Keystone, Logan, McKinley High, Noble.
VIRGINIA—*Lynchburg*, Frank Roane.

FOUR YEARS

ARIZONA—*Bisbee*, Lincoln.
CALIFORNIA—*Long Beach*, George Washington Junior High and Elementary; *Los Angeles*, Cahuenga; *San Francisco*, Kate Kennedy; *South Pasadena*, El Centro.
COLORADO—*Boulder*, Whittier.
CONNECTICUT—*Darien*, Holmes.
DISTRICT OF COLUMBIA—*Washington*, Lenox-French.
HAWAII—Honomu, Laupahoehoe Junior High, Ninole, Pepeekeo, Piihonua, Territorial School for Deaf and Blind, Waiakeauka.
ILLINOIS—*Blue Island*, Lincoln, Whittier; *Chicago*, Pulaski; *Decatur*, Roosevelt Junior High; *Moline*, Ericsson, High, Irving, McKinley, Roosevelt.
LOUISIANA—*New Orleans*, Benjamin Franklin.
MAINE—*Caribou*, High.
MASSACHUSETTS—*Gloucester*, Maplewood.
MICHIGAN—*Ann Arbor*, Christian Mack, Eberbach, Elisha Jones, Philip Bach, W. S. Perry; *Bay City*, Farragut; *Detroit*, Guyton; *Grand Rapids*, Finney, Madison; *Ironwood*, Aurora.
MISSOURI—*Kansas City*, Milton Moore.
NEBRASKA—*Lincoln*, Lakeview, Prescott.
OHIO—*Cleveland*, Mount Auburn Training; *East Cleveland*, Caledonia.
OREGON—*Salem*, J. L. Parrish Junior High, Park, Richmond.
SOUTH DAKOTA—*Sioux Falls*, Bancroft, Benjamin Franklin, Emerson.
TENNESSEE—*Shelby County*, Bartlett High, Coleman Elementary, Collierville High, Cordova High, Ford N. Taylor Elementary, Gragg Elementary, Kerrville, Elementary, Levi Elementary, Rosemark High, Treadwell High.
UTAH—*Sevier District*, Aurora, Salina Grade.
VIRGIN ISLANDS—*Saint John*, Reform; *Saint Thomas*, Fredericksted Junior High, Monroe.
WASHINGTON—*Seattle*, Horace Mann; Tacoma, Central, Franklin, Jefferson, Lincoln, Madison, Mary Lyon, Point Defiance, Sherman, Washington.
WEST VIRGINIA—*Clarksburg*, Towers; *Parkersburg*, Jefferson.
WYOMING—*Laramie County*, School District Number Eight.

THREE YEARS

ALABAMA—*Birmingham*, Hemphill, Powell.
ARIZONA—*Bisbee*, Central, Garfield, Horace Mann Junior High, McKinley; *Nogales*, Nogales Public Schools, Elm Street, High, Lincoln Street, Plum Street; *Winslow*, Washington.
CALIFORNIA—*Berkeley*, Columbus; *Los Angeles*, Amestoy Avenue, Encino, Fourteenth Street; *Oakland*, Allendale, Laurel; *Pasadena*, Henry W. Longfellow; *San Diego*, La Mesa Heights; *San Francisco*, Buena Vista, Redding; *Santa Ana*, Grand Avenue.
COLORADO—*Brush*, Brush Public Schools; *Denver*, Barnum-Perry, Bromwell, Ebert, Elyria, Fairview, Gilpin, Milton, North High, Rosedale; *Englewood*, Hawthorne.
CONNECTICUT—*Darien*, Darien Public Schools, Fifth, Holmes; *Stratford*, High.
DELAWARE—*Wilmington*, David W. Harlan Number Four, Number Twenty-two, Number Thirty.
HAWAII—Kapiolani, Kekaha, Ookala, Paauilo, Waiakeakai.
IDAHO—*Kellogg*, Lincoln, Sunnyside, Wardner, Washington; *Pocatello*, Franklin Junior High, Jefferson; *Salmon*, Salmon Public Schools, Brooklyn Grade, High, Lincoln Grade.
ILLINOIS—*Blue Island*, Blue Island Public Schools, Greenwood, High, Lincoln, Sanders, Whittier; *Chicago Heights*, Garfield, Grant, Jefferson, Lincoln, Roosevelt, Washington, Washington Annex; *Easton*, Community High; *Elmhurst*, Lincoln, Theodore Roosevelt; *Maywood*, Maywood Public Schools, Emerson; *Moline*, Moline Public Schools, Ericsson, Garfield, Grant, Grennell, High, Irving, Logan, McKinley, Roosevelt, Washington, Willard, William Carr; *Monmouth*, Central; *Naperville*, Naperville Public Schools, High; *Rock Island*, Audubon, Center Station, Edison, Eugene Field, Frances Willard, Grant, Hawthorne, Horace Mann, Irving, Longfellow.
INDIANA—*Elwood*, Osborn; *Evansville*, Chestnut-Walnut; *Hammond, High; Terre Haute*, Albert Lange.

KANSAS—*Hutchinson*, North Side; *Kansas City*, Kansas City Public Schools, Abbott, Argentine Junior-Senior High, Attucks, Bancroft, Booker T. Washington, Bruce, Bryant, Carlisle, Central, Central High, Central Junior High, Chelsea, Clara Barton, Columbia, Cooper, Douglass, Dunbar, Edison, Emerson, Eugene Ware, Frances Willard, Franklin, Garrison, Grant, Hawthorne, Horace Mann, Irving, John Fiske, John J. Ingalls, Kealing, Lewis, Library, Lincoln, Longfellow, Louisa M. Alcott, Lowell, Maccochaque, Major Hudson, Mark Twain, McKinley, Morse, Noble Prentis, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Prescott, Quindaro, Riverview, Roosevelt, Rosedale Junior-Senior High, Snow, Stanley, Stowe, Sumner High, Whitmore, Whittier.

KENTUCKY—*Louisville*, Emerson.

MAINE—*Portland*, Isabella Garvin, Jackson, North; *Westbrook*, Warren.

MARYLAND—*Queen Anne's County*, Queen Anne's County Public Schools, Barclay, Centreville, Chester, Church Hill, Crumpton, Grasonville, Price, Queen Anne, Queenstown, Stevensville, Sudlersville.

MASSACHUSETTS—*Brookline*, Lawrence; *Easton Center*, Center; *South Easton*, Grammar; *Springfield*, White Street, William Street; *Swampscott*, Clarke, Palmer; *West Springfield*, Junior High.

MICHIGAN—*Ann Arbor*, Donovan, James B. Angell, Tappan; *Detroit*, Estabrook, Hosmer, Lynch; *Grand Rapids*, Coit, Stocking, Turner; *Muskegon*, Nelson; *Onaway*, Onaway Public Schools; *Pontiac*, Florence Avenue.

MINNESOTA—*Minneapolis*, Audubon, Harriet Beecher Stowe, Hiawatha.

NEBRASKA—*Lincoln*, Lincoln Public Schools, Bancroft, Belmont, Bryant, Capitol, Clinton, Elliott, Everett, Hartley, Hawthorne, Hayward, High, Lakeview, Longfellow, McKinley, Normal, Park, Prescott, Randolph, Saratoga, Sheridan, Supervisors Department, Whittier Junior High, Willard.

NEW HAMPSHIRE—*Rochester*, Allen.

NEW JERSEY—*Camden*, Charles Sumner; *Gloucester*, Brown Street; *Long Branch*, Broadway Number One; *Summit*, Roosevelt; *Trenton*, Columbus.

NEW YORK—*Gloversville*, Estee; *Mount Vernon*, Part Time; *Rochester*, Open Air.

OHIO—AMHERST, Amherst Public Schools; *Columbus*, Fourth Street, Heyl Avenue, Reeb Avenue; *Cuyahoga County*, Beach; *East Cleveland*, Chambers; *Findlay*, Findlay Public Schools, Adams, Bigelow, Detwiler, Firmin, Glenwood Junior High, Howard, Huber, J. C. Donnell Junior High, Lincoln, McKee, Senior High, Strother, Washington; *Logan County*, Harrison Township Public, Stokes Township Public; *Marion*, Greenwood, Pearl Street; *Niles*, Garfield, Harrison, Jackson, Jefferson, Lincoln, Munroe, Roosevelt; *Springfield*, Bushnell, Central Junior High, Jefferson, McKinley, Roosevelt Junior High, Sunset.

OREGON—*Lakeview*, Lakeview Public Schools; *Portland*, Beach, Beaumont, Couch, George, Laurelhurst, Mills Open Air, Montavilla, Sitton.

PENNSYLVANIA—*Chester*, Patterson, Starr, Watts; *East Mauch Chunk*, East Mauch Chunk Public Schools, Grade, High; *Easton*, Asa Packer, Centennial, Cottingham, Franklin, Lehigh, March, McCartney, Porter, Stevens, Taylor, Traill, Washington, Webster, Wolf Junior High; *Greenville*, Columbia; *Hanover*, Hanover Public Schools, Clearview, Hanover Street, High, Midway, New Baltimore, Stock Street, Walnut Street; *Homestead*, Fourth Ward; *Huntington*, Alfarata; *Pittsburgh*, Bane, Business High, James E. Rogers, Knoxville Union High.

SOUTH CAROLINA—*Laurens County*, Laurens County Public Schools, Bailey, Barksdale Narnie, Bethany, Bethel Grove, Brewerton, Centerpoint, Central, Clinton Public, Copeland, Cross Hill, Eden, Ekom, Fleming, Garlington, Goldville, Gray Court-Owings, Grays, Greenpond, Hickory Tavern, Hurricane, Lanford, Langston, Laurens Public, Long Branch, Merna, Mount Bethel, Mount Gallagher, Mount Olive, Mount Pleasant, Mountville, New Prospect, Oak Grove, Oakville, O'Dells, Ora, Poplar Springs, Princeton, Renno, Rock Bridge, Sandy Springs, Shady Grove, Shiloh, Trinity Ridge, Wadsworth, Warrior Creek, Waterloo, Watts Mill, Youngs.

SOUTH DAKOTA—*Onida*, Onida Public Schools, High; *Sioux Falls*, Whittier.

TENNESSEE—*Shelby County*, Shelby County Public Schools, Arlington High, Bartlett High, Bethel Grove Elementary, Bolton High, Brunswick Elementary, Capleville High, Coleman Elementary, Collierville High, Cordova High, E. E. Jeter High, Ellendale Elementary, Ernest Adams Elementary, Ford N. Taylor Elementary, Forest Hill Elementary, Frayser Elementary, Gragg Elementary, Hollywood High, Industrial Elementary, Kerrville Elementary, Levi Elementary, Lucy Elementary, Macedonia Elementary, M. C. Williams High, Messick Grammar, Messick High, Millington Elementary, Millington High, Oakville Elementary, Rosemark High, Treadwell Elementary, Treadwell High, Whitehaven High, White Station Elementary.

TEXAS—*Houston*, Alamo; *Waco*, Brook Avenue.

UTAH—*South Sanpete District*, South Sanpete District Public Schools, Axtell, Centerfield, Clarion, Ephraim Elementary, Ephraim High, Fayette, Glenwood, Gunnison Valley High, Manti High, Manti Junior High, Manti Primary, Mayfield, Sterling.

VIRGINIA—*Lynchburg*, Miller Park.

VIRGIN ISLANDS—*Saint Thomas*, Lincoln.

WASHINGTON—*Tacoma*, Fern Hill, Girls Parental, Grant, Larchmont, Lowell.

WEST VIRGINIA—*Charleston*, Lincoln; *Clarksburg*, Central Junior High; *Morgantown*, Beechurst, Central, Chestnut Ridge, Dellslow, Dorsey, Evansdale, First Ward, High, Jerome Park, Sabraton, Seneca, Star City, Westover, Wiles High, Woodburn, Woodland; Sistersville, Sistersville Public Schools, High, Junior High, Main Street.

WISCONSIN—*Kenosha*, Durkee; *Milwaukee*, Milwaukee State Normal; *Racine*, Gilbert Knapp, Howell, Jefferson, N. D. Fratt; *Sheboygan*, Jefferson.

WYOMING—*Casper*, McKinley; CHEYENNE, Corolett, High; *Sheridan*, Central, Custer.

TWO YEARS

ALABAMA—*Andalusia*, Straughn High; *Birmingham*, Baker, Gorgas, Robert E. Lee, Seventeenth Avenue.

ARIZONA—*Casa Grande*, Union High; *Winslow*, Winslow Public Schools, Coopertown, High, Junior High, Southside, Washington.

CALIFORNIA—*Berkeley*, Part Time High; *Fresno*, Lafayette; *Glendale*, Benjamin Franklin, Cerritos, Columbus, Eleanor J. Toll, Horace Mann, John C. Fremont, John Marshall, John Muir, Theodore Roosevelt, Thomas A. Edison, Verdugo Woodlands; *Long Beach*, Atlantic, Bixby, Bryant, Horace Mann, John Muir, Lincoln, Longfellow, Los Cerritos, McKinley, Naples, Roosevelt, Starr King, Temple, Whittier; *Los Angeles*, Amelia Street, Brentwood, Dahlia Heights, Frank Wiggins Trade, Garvanza, Hellman, Hyde Park, James A. Garfield High, Lockwood, Norwood Street, Reseda, Russell, Speech Correction Department, Theodore Roosevelt, Twenty Eighth Street, Union Avenue, Van Ness Avenue; *Redwood City*, Redwood City Public Schools, Central, Garfield, Intermediatae, Lincoln, Washington; *San Francisco*, Ethan Allen; *Santa Maria*, Mill Street; *Sawtelle*, Boulevard.

COLORADO—*Colorado Springs*, Ivywild, North Junior High; *Cope*, Public; *Manzanola*, Manzanola Public Schools; *Thatcher*, Thatcher Public Schools.

CONNECTICUT—*Bridgeport*, Lincoln Grammar; *East Hartford*, Second South; *Stratford*, Lordship.

FLORIDA—*Fort Lauderdale*, Southside, West Side; *Key West*, Division Street Number Two; *Miami*, Robert E. Lee Junior High.

GEORGIA—*Atlanta*, Whitefoord.

HAWAII—Ahualoa, Kaanua, Kailua, Kalapana, Kaluaaha Junior High, Kihei, Kukuihaele, Paia, Waihee, Wailuku.

IDAHO—*Kellogg*, Kellogg Public Schools, High, Lincoln, Sunnyside, Wardner, Washington.

ILLINOIS—*Allendale*, Allendale Consolidated School; *Chicago Heights*, Chicago Heights Public Schools, Franklin, Garfield, Grant, Jefferson, Lincoln, McKinley, Roosevelt, Washington, Washington Annex; *Evanston*, Dewey; *Peoria*, Whittier; *River Forest*, Lincoln, Roosevelt; *Rock Island*, Franklin Junior High; *Watseka*, Watseka Public Schools, Community High, North Side, South Side.

INDIANA—*Butler*, High; *Fort Wayne*, Harrison Hill, Washington; *Mitchell*, High.

KANSAS—*Pittsburg*, Lakeside.

KENTUCKY—*Louisville*, Hiram Roberts, I. N. Bloom, Isaac Shelby, Western Department; *Owensboro*, Owensboro Public Schools, Abraham Lincoln, Benjamin Franklin, Emerson, George Washington, Junior High, Longfellow, Robert E. Lee, Senior High, Woodrow Wilson.

LOUISIANA—*New Orleans*, McDonogh Number Thirty

MAINE—*Augusta*, Williams; *Dover-Foxcroft*, Pleasant Street.

MASSACHUSETTS—*Adams*, Maple Grove; *Everett*, Lafayette; *Malden*, Judson; *West Springfield*, Mittineague; *Winchester*, Noonan.

MICHIGAN—*Bay City*, McKinley; *Detroit*, Gardner, Smith; *Grand Rapids*, *Buchanan*, East Leonard, Union Elementary, Widdicomb; *Sault Sainte Marie*, Garfield, Lincoln.

MINNESOTA—*Cloquet*, Jefferson; *Minneapolis*, John Burroughs, Julia Ward Howe, Rosedale.

MISSOURI—*Kansas City*, Benjamin Harrison, Central Junior High, Greenwood.

NEW JERSEY—*Asbury Park*, Bond Street, Bradley, High; *Atlantic City*, Richmond Avenue; *Bridgeton*, Pearle Street; *Camden*, Dudley, Genge, Junior High Number One, Northeast, W. J. Sewell; *Gloucester*, Jersey Avenue, Junior High; *Long Branch*, Garfield Avenue, Junior High; *Lyndhurst*, High; *Montclair*, Grove Street, Spaulding; *Ocean Grove*, Ridge Avenue; *Plainfield*, Franklin, Whittier.

NEW YORK—*Ardsley*, High; *Brooklyn*, Arlington Number One Hundred Eight; *Lockport*, DeWitt Clinton, Emmet Belknap; *Mount Vernon*, Longfellow Number Fourteen, Nichols Junior High; *Rochester*, Madison Junior High, Number Seven, Number Forty.

NORTH CAROLINA—*Durham*, Edgemont.

NORTH DAKOTA—*Minot*, Central.

OHIO—*Akron*, Frank H. Mason, Portage Path; *Ashtabula*, Park Junior High; *Harbor Special Schools*, High, Jackson, Washington; *Cincinnati*, Avondale; *Cleveland*, Waverly; *Columbus*, Broadview, East Main Street, Southwood; *Marion*, Lincoln, Mark Street; *McDonald*, McDonald Public Schools, Grade, High; *Mount Cory*, Mount Cory Centralized; *Niles*, Niles Public Schools, Garfield, Harrison, Jackson, Jefferson, Lincoln, McKinley High, Munroe, Roosevelt, Washington Junior High; *North Baltimore*, High; *Springfield*, Springfield Public Schools, Bushnell, Central Junior High, Continuation, Elmwood, Emerson, Frey Grade, Frey Junior High, Fulton, Garfield, Gray, Highlands, Jefferson, Lagonda, Lincoln, McKinley, Northern Heights, Roosevelt Junior High, Schaefer Junior High, Senior High, Snyder Park Junior High, Southern, Sunset, Warder Park, Western; *Toledo*, Glenwood, Walbridge; *Warren*, Market Street; *West Carrollton*, West Carrollton Public Schools.

OREGON—*Marshfield*, Harding; *Portland*, Errol Heights, Franklin Primary, Hudson, Normandale; *Salem*, Englewood.

PENNSYLVANIA—*Abington*, Glenside-Weldon Junior High, McKinley, North Glenside, Overlook; *Chester*, Clayton, Eyre, Franklin, Graham, Harvey, Larkin, Thurlow; *Erie*, Grant; *Huntington*, William Smith; *Perryopolis*, Township High; *Philadelphia*, Stevens; *Pittsburgh*, Brushton; Read-..*ing*, Continuation, Girls High; *Summit Hill*, Summit Hill Public Schools; *Warren*, Jefferson; *York*, York Public Schools, Arch Street, Burrowes, Central, Central High, Cherry Street, Continuation, East King Street, East Market Street, East Poplar Street, Franklin, Garfield, Hartley, High, Jackson, Jefferson, Lincoln, Madison, McKinley, Noell, North York High, Old High, Pine Street, Plank Road, Princess Street, Ridge Avenue, Smallwood, South Duke Street, Stevens, West York High, Wrightsville High.

SOUTH DAKOTA—*McLaughlin*, McLaughlin Public Schools; *Sioux Falls*, Hawthorne.

TENNESSEE—*Springfield*, High.

TEXAS—*Dallas*, Almo, Ascher Silberstein, Oak Cliff High, Roger Q. Mills, San Jacinto; *Houston*, Bowie, Woodrow Wilson.

UTAH—*Salt Lake City*, Uintah; *Sevier District*, Central, Elsinore.

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WASHINGTON—*Seattle*, John B. Allen; *Spokane*, Franklin, Harding, Madison, Mann, Morgan, Wilson; *Tacoma*, Brown's Point, Bryant, Dash Point, Edison, Hawthorne, Horace Mann, Irving, Longfellow, McKinley, Oakland, Park Avenue, Regents Park, Rogers, Sheridan, Stanley, Whitman.

WEST VIRGINIA—*Big Creek District*, Big Creek District Public Schools, Bartley Grade, Bearwallow, Beechfork, Berwind Grade, Billips, Board Camp, Bowman, Brewsterdale, Canebrake, Caretta, Coalwood High, Cow Hollow, Crane Ridge, Cucumber, English, Faraday, George Camp, Hall Siding, Hartwell, High, Long Branch, Middletown, Newhall, Vallscreek, War Creek, War-Excelsior High, Warrior, Yukon Junior High; *Colored Schools*, Bartley, Berwind Grade, Caretta, Coalwood, Dunbar, Excelsior High, Faraday, Newhall.

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WYOMING—*Cheyenne*, Junior High; *Midwest*, High.

CURRENT YEAR

ALABAMA—*Birmingham*, North Birmingham.

ALASKA—Craig, Ellamar, Kasaan, Portlock, Sandpoint, Tenakee, Wards Cove.

ARIZONA—*Cochise*, High and Grammar; *Congress*, Public; *Tucson*, Tucson Public Schools, Davis, Drachman, Dunbar, High, Mansfield, Miles, Mission View, Ochoa, Pascua, Roosevelt, Roskruge, Safford, University Heights.

ARKANSAS—*Sherrill*, Barrett High.

CALIFORNIA—*Atascadero*, Grammar; *Bakersfield*, Fremont, Longfellow; *Berkeley*, Garfield Junior High, High; *Dinuba*, Garfield, Jefferson, Lincoln, Roosevelt Intermediate, Washington Grammar; *Fresno*, Edison, Kirk, Lowell, Technical; *Huntington Park*, Union High; *Lankershim*, Public; *Lemon Grove*, Public; *Long Beach*, Edison Junior High, Frances E. Willard, James A. Garfield, John Dewey Vocational Junior High, Lowell, Signal Hill, Woodrow Wilson High; *Los Angeles*, Chatsworth, Cienega, City Terrace, Hayvenhurst Avenue, High, Latona Avenue, Manual Education Department, One Hundred Eighty Fourth Street, Richland Avenue, Sierra Park; *Montrose*, Crescenta Public Schools, La Crescenta, Lincoln, Montrose; *Pasadena*, Columbia, Grover Cleveland, Webster; *San Francisco*, Alvarado, Francisco Junior High, Sunshine; *Santa Ana*, Spurgeon; *Santa Barbara*, La Mesa, Mission, Montecita Union.

CANAL ZONE—Cristobal High, Empire, Gatun, La Boca, Las Cascadas, Paraiso, Red Tank, Silver City, (Colored Schools) Gatun, Gambos.

COLORADO—*Arapahoe*, Branch County High; *Coal Creek*, Public; *Colorado Springs*, Dreman; *Denver*, Berkeley, Byers Junior High, Cole Junior High, East Denver High, Elmwood, Emerson, Manual High, Opportunity, Swansea; *Eckley*, Grade; *Fort Morgan*, Baker Grant, Central, Lincoln; *Frederick*, Frederick Public Schools; *Ovid*, Sedgwick County High; *Sheridan Lake*, Sheridan Lake Public Schools.

CONNECTICUT—*Bridgeport*, Nichols.

DELAWARE—*Lewes*, Lewes Special School District; *Newark*, Newark Public Schools.

(*Continued on page* A-78)

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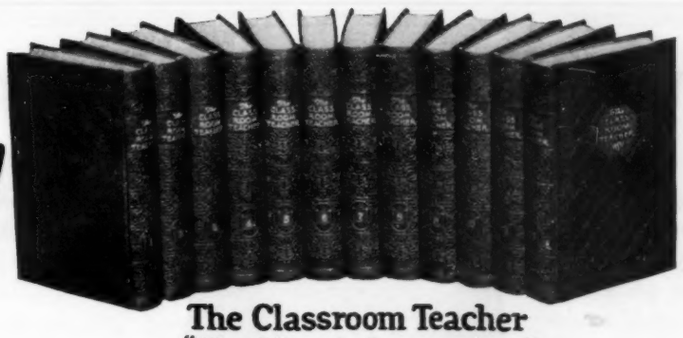

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IDAHO—*Boise*, Hawthorne, Whittier.

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IOWA—*Des Moines*, Webster.

KANSAS—*Douglass*, High, Junior High; *Florence*, Junior-Senior Memorial High; *Hutchinson*, Lincoln; *Paola*, Paola Public Schools, North; *Parsons*, Washington; *Rolla*, Rural High.

KENTUCKY—*Ashland*, Bayliss, Clyffside, Hager, Junior High, Means, Normal, Pollard, Senior High; *Louisville*, James Russell Lowell.

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NEW YORK—*Bronxville*, Bronxville Public Schools; *Mount Vernon*, Commercial High, Washington; *Rochester*, Number Thirteen, Number Forty-four; *Schenectady*, Clinton, Nott Intermediate; *Troy*, Haskell.

NORTH CAROLINA—*Durham*, Lakewood, North Side, South Side.

NORTH DAKOTA—*Fargo*, Central Grade.

OHIO—*Akron*, Akron Public Schools, Allen, Central High, Crouse, East Elementary, Forest Hill, Frank H. Mason, Garfield Junior High, Garfield Senior High, Glover, Grace, Harris, Jennings, King, Mason, Perkins, Portage Path, Robinson, Seiberling, South Elementary, Spicer, West High; *Cincinnati*, Carson, Clifton, Douglass, Winton Place; *Cleveland Heights*, Coventry; *Columbus*, Crestview Junior High, Northwood, Third Street, West Broad Street; *Delphos*, Delphos Public Schools; *Hoytville*, Jackson Township Public Schools; *Lafayette*, High; *Lakewood*, Garfield; *Marietta*, Harmar, Willard; *Maumee*, Maumee Public Schools, Children's Home, High, Third Ward; *Miamisburg*, Miamisburg Public Schools; *North Baltimore*, North Baltimore Public Schools, Grade, High, Junior High; *Rittman*, Rittman Public Schools, First Street, High, Main Street; *Tiffin*, National Orphans Home; *Toledo*, Franklin, Jefferson; *Van Buren*, Allen Township Centralized; *Youngstown*, Harrison, Sheridan.

OKLAHOMA—*Oklahoma City*, Roosevelt Junior High.

OREGON—*Portland*, Capitol Hill, Portsmouth, Sunnyside; *Salem*, Salem Public Schools, Englewood, J. L. Parrish Junior High, Park, Richmond, Senior High.

PENNSYLVANIA—Abington, Park, Roslyn; *Bellevue*, Bellevue Public Schools, Grant Elementary High, Jackson Elementarq; *Chester*, Booker T. Washington, Gartside, Hoskins, Huber, Sun Village; *Delaware County*, Delaware County Public Schools, Aldan, Booth's Corner, Boothwyn, Central, Chester Heights, Clifton Heights, Collingdale, Colwyn, Concordville, Crozerville, East, Eastern, Eddystone, Edgmont Township, Essington, Folcroft, Folsom, Franklin, Glen-Nor Joint High, Glenolden, Johhnson Avenue, Johnson's Corner, Kedron, Lansdowne, Leiperville, Lester, Lima, Lincoln, Lower Chichester Township, Marcus Hook, Marple, Marple-Newtown Joint High, McKinley, Media, Nether Providence Township, Newtown, Norwood, Oakdale, Parkmount, Parkside, Prospect Park, Ridley Park, Roosevelt, Rutledge, Sharon Hill, Smedley, Swarthmore, Trainer, Twin Oaks, Upland, Upper Providence Township, Washington, Western, Wheatley, Woodlyn, Yeadon; *Gettysburg*, High Street; *Jersey Shore*, Broad Street; *Johnstown*, Ferndale Borough High; *Lancaster*, Strawberry Street; *Oil City*, Grant Street, Innis Street; *Pittsburgh*, Arsenal Trade, Hall's Grove, Stephen C. Foster; *Pottstown;* Pottstown Public Schools, High, Junior High, New Grade; *Reading*, Elm and Moss Street, Ninth and Marion Street, Park, Schuylkil Avenue and West Elm Street; *Uniontown*, Gallatin, Park; *West Brownsville*, Centerville Borough.

RHODE ISLAND—*Cranston*, Norwood Avenue Primary.

(*Continued on page* A-90)

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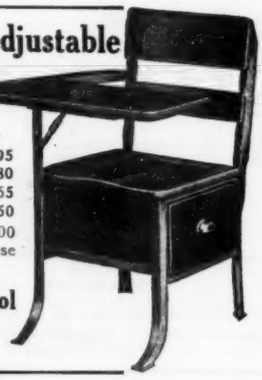

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Notes and Announcements

SUPERINTENDENT-TENURE has become a problem in American education. The attitude of the National Education Association on the subject of teacher tenure is well known. The solution of the new problem, like the old, requires the united support of the entire profession. Secretary J. W. Crabtree says, with regard to this issue:

A few years ago teachers were often opposed in their fight for adequate tenure regulations by the superintendent as well as by the board of education. Now all progressive superintendents and boards of education are in favor of teacher-tenure. All are ready for the formal rules which are not so easily worked out. Tenure is becoming a sacred principle. It will be practiced more and more as time goes on whether satisfactory rules are printed or not.

The new problem is that of superintendent-tenure. More than a score of city superintendents because of some factional trouble are not to be invited to remain another year. The teachers in these cities where the work of the superintendent has been efficient have almost forgotten their own tenure troubles in their interest in the new problem of superintendent-tenure. Teachers realize as never before the disastrous effect of frequent and unnecessary changes in the superintendency on their own work and that of the school.

Just as tenure for teachers comes with the cooperation of superintendents, tenure for superintendents will come through the efforts of teachers. Teacher sentiment based on truth and backed up by earnest conviction can easily become public sentiment. Therein lies the solution of the problem of superintendent-tenure.

GREAT VICTORY IN OKLAHOMA—The first bill passed by the legislature of Oklahoma this session was the appropriation of three million dollars to be used as an equalization fund in the schools of Oklahoma, guaranteeing to most of them at least a minimum term of school.

THE SEVENTH annual conference of the Progressive Education Association will be held April 28-30, 1927, at Cleveland, Ohio, with headquarters at the Statler Hotel. Burton P. Fowler of the Tower Hill School, Wilmington, Delaware, is chairman of the committee on arrange-

(*Continued on page* A-85)

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(*Continued from page* A-80)

ments. The program will be developed under the general heading, "The Spirit and Practice of the New Education."

ELEMENTARY SCHOOL LIBRARY COURSE —Elementary school principals are to have a special institute course in the elementary school library following the July convention of the National Education Association. This course will run from July 11-22 under the joint auspices of the American Library Association, the Department of Elementary School Principals, and the University of Washington Extension Service, and will yield two and a half hours credit. Further information may be had from Principal William A. King of the Bryant School, Seattle, Washington

EDUCATIONAL VICTORY IN TENNESSEE —N. C. Beasley, chief clerk of the state department of education for Tennessee, reports that:

> The legislature of 1927 has passed the tobacco tax providing that $800,000 be used as an Equalizing Fund—$200,000 to go to highschools, and at least $500,000 to be used for repairing and constructing rural school buildings.

AMERICAN HOME ECONOMICS Association will hold its twentieth annual meeting in Asheville, North Carolina, June 21-24, 1927. Detailed information and a preliminary program will be sent on request by the president, Lita Bane, University of Wisconsin, Madison.

THE NEW JERSEY state department of public instruction has begun an intensive study of the teacher training problems of New Jersey, with G. C. Gamble, professor of administration and director of surveys, Teachers College, Greeley, Colorado, as technical advisor.

MAJOR ISSUES IN SCHOOL FINANCE, PART I, November, 1926, Research Bulletin, presents data bearing upon two questions: (1) Are school costs larger than the economic resources of the nation justify, and (2) Can present school expenditures for education be justified under a policy of economy and efficiency in public expenditures. Order from National Education Association, Washington, D. C., at 25c. a copy.

SIGNIFICANT EDUCATIONAL ACHIEVEMENT in Philippine Islands for 1926—Marked improvement in qualifications of teachers, also in the development of a professional spirit among them. Teachers have been making an intensive study of the results of their methods, measuring achievements and using objective

(*Continued on page* A-86)

Pressing up the Missouri River in a keel-boat in April, 1805, Lewis and Clark approached the mouth of The Yellowstone. They pronounced the confluence of these great rivers an excellent situation for a future trading post. Subsequently Fort Union was erected, and stood here for forty years.

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(*Continued from page* A-85)

tests for diagnostic purposes.—Luther B. Bewley, director of education, Manila.

SECRETARY J. W. CRABTREE has suggested that schools look ahead and make plans for next year. He has developed a tentative outline for the use of hundred percent schools and others at work on the problems of the profession. Among his suggestions are the following:

The proposed plan begins with meetings and study by the teaching staff of each elementary and highschool. About two thousand principals now hold regular meetings of their staff. Many give attention in their programs to important problems of the profession, such as that of the advancing curriculum and that of adequate tenure regulations. The following shows the scheme by which all educational forces may soon be at work on questions of vital importance:

The Plan in Brief—1. Regular meetings of the staff in every elementary and highschool, public and private school, normal school, and college.

2. Regular meetings of local, city, and county associations.

3. Annual meetings of district, state, and regional organizations.

4. Annual meetings of the N. E. A., its departments, and allied cooperative organizations.

5. Biennial meetings of the World Federation.

Let every principal arrange for regular meetings of the staff. Let every local association build its program on what has been accomplished in the smaller groups. Let state and national associations carry the high spots of the achievements of local groups into their programs.

It will require time to work out definite nationwide plans. In the meantime each principal will work out his own plans, using extensively the material in the state paper, THE JOURNAL, and other educational magazines. There will always be the need of giving attention to strictly local problems. The educational magazines will meet the demand for more printed purposeful material as the needs become evident. All may look ahead to more perfect plans for another year perhaps prepared by representatives of all branches of the profession.

Principals are requested to send to the secretary of the National Education Association five to ten copies of printed or multigraphed programs to be passed on to other principals who ask for information. Put name of principal and address on each program so that the one receiving it may know to whom to write for further information. The Association is serving as a clearing-house in this movement. Use it.

MAJOR ISSUES IN SCHOOL FINANCE, Part II, January, 1926, Research Bulletin, compares the states as to their ability and effort to support the schools, and offers evidence to show the amount of school revenue each of the states might raise if it adopted a modern plan of taxation. Order from National Education Association, Washington, D. C., at 25c. a copy.

(*Continued on page* A-88)

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The N. E. A. Booklet gives a brief suggestion of the wonders of Yellowstone National Park—which may be visited on the way to Seattle. It tells how to get the most out of your trip through the Pacific Northwest.

Then it outlines and briefly describes ten different return routes—Glacier National Park—the scenic Canadian Rockies—through Banff and Lake Louise—or Jasper Park and Winnipeg—the Pacific Coast to California—Salt Lake City—Colorado—the Grand Canyon.

Route No. 1. *Going* and *Returning*—Northern Pacific.

Route No. 2. *Going*—Northern Pacific and Yellowstone Park. *Returning*—Great Northern and Glacier Park.

Route No. 3. *Going*—Northern Pacific and Yellowstone Park. *Returning*—Canadian Pacific and Lake Louise and Banff.

Route No. 4. *Going*—Northern Pacific and Yellowstone Park. *Returning*—Canadian National and Jasper Park.

Route No. 5. *Going*—Northern Pacific and Yellowstone Park. *Returning*—Union Pacific.

Route No. 6. *Going*—Northern Pacific and Yellowstone Park. *Returning*—via Salt Lake and Colorado.

Route No. 7. *Going*—Northern Pacific and Yellowstone Park. *Returning*—via Ogden or Salt Lake and Colorado.

Route No. 8. *Going*—Northern Pacific and Yellowstone Park. *Returning*—Rock Island.

Route No. 9. *Going*—Northern Pacific and Yellowstone Park. *Returning*—Santa Fe and Grand Canyon Park.

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(*Continued from page* A-86)

THE PRESIDENT of the Department of Classroom Teachers, Anna Thompson of Kansas City, Mo., made an extensive field trip during January and February. Her itinerary included conferences at the following places: Little Rock, Ark.; New Orleans and Shreveport, La.; Mobile and Birmingham, Ala.; Pensacola, Tallahassee, West Palm Beach, Fort Lauderdale, Miami, Orlando, Tampa, St. Petersburg, and Jacksonville, Fla.; Savannah and Atlanta, Ga.; Columbia, S. C.; Charlotte and Greensboro, N. C.; Charlottesville, Va.; Charleston, W. Va.; Lexington, Ky.; Chattanooga, Tenn.; and Meridian, Miss. Miss Thompson was given leave of absence with full salary for two months by the Kansas City school board.

THE UNITED STATES Bureau of Education in the Department of the Interior has announced that more than thirty American colleges and universities will send representatives to the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation to be held at Honolulu, April 11-16. Delegates have been assigned also from several state departments of education, the National Congress of Parents and Teachers, the American Academy of Political and Social Science, the Kahn Foundation for the Foreign Travel of American Teachers, the Institution of International Relations, and the World Federation of Education Associations.

THE WOODROW WILSON FOUNDATION has announced the Woodrow Wilson Prize Essay Awards for 1927, open to American citizens between the ages of twenty and thirtyfive. There will be two prizes of $25,000 each for essays on the ideals of the late President Wilson. Further information may be obtained by writing Woodrow Wilson Essay Awards, 17 East 42d Street, New York City.

C. D. KINGSLEY, who was chairman of the committee on the reorganization of

(*Continued on page* A-90)

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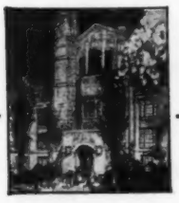

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(*Continued from page* A-88)

secondary education, died recently in Cincinnati, where he was serving as consulting engineer for the board of education in its building program. It was this commission which, under the leadership of Mr. Kingsley, brought together the seven cardinal objectives of education which now have a large place in educational literature.

IN THE BELIEF that the International Language and the "Universala Esperanto-Asocio," with representatives in practically every European city, are of considerable help to the studious American tourists, the "World Acquaintance Tours," 51 West 49th Street, New York, are planning two tours for the coming summer in which the language of contact with European culture shall be Esperanto.

ANNOUNCEMENT has been made of an award for research in the field of measuring teaching efficiency to be made in 1928 by the Pennsylvania State Education Association, which may be earned by anyone in the profession. Those wishing to compete for this recognition should communicate with the research secretary, 400 North Third Street, Harrisburg, Pennsylvania.

(*Continued from page* A-78)

SOUTH CAROLINA—*Bethune*, Shamrock Grammar.
SOUTH DAKOTA—*Draper*, Draper Public Schools.
TENNESSEE—*Knoxville*, West View.
TEXAS—*Brownwood*, North Brownwood; *College Station*, A. and M. Consolidated; *Harrisburg*, Harrisburg Public Schools, Brookline, Junior High, Milby Senior High, Park Place; *Houston*, Crockett, Park Place; *Llano*, Llano Public Schools; *Port Arthur*, Tyrrell; *Waco*, South Junior High.
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VIRGINIA—*Lynchburg*, Peakland; *Norfolk*, Lafayette; *Portsmouth*, Brighton.
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WYOMING—*Carpenter*, Carpenter Consolidated; *Cheyenne*, Cheyenne Public Schools, Central, Churchill, Converse, Corlett, Gibson-Clark, High, Johnson, Junior High, Park Addition; *Encampment*, Encampment Public Schools; *Green River*, Washington; *Hulett*, Junior and Senior High; *Rock Springs*, Roosevelt.