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The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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The Association has said persistently through the years that teachers' salaries should provide for *subsistence*, enough to live on in decency and health; *economic independence*, provision for illness and age without which none can give his best; *culture*, that stock of the fine things of life which no teacher can pass on except as he builds it into his own life; and for *professional attainment*, that continuing mastery of principles and technic necessary to maintain the fullest working power. Cincinnati has set its maximum high enough in comparison with the cost of living in that city to enable any teacher to live a life of professional attainment. This maximum is \$3500 with \$300 additional for persons of superior training and skill who may be appointed demonstration teachers.

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Oakland, California; Minneapolis, Minnesota.

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College graduation, together with special preparation for the field in which the teaching is to be done, shall be considered as the standard qualifications required for future appointments. Teachers with less professional preparation shall be appointed only when it is impossible to obtain teachers with standard qualifications.

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part of those already in the school system with less than standard training, all teachers are encouraged to work their way into the higher levels of salary and training. Promotion is automatic as the additional training is attained.

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oclock, with a recess for dinner. In its spirit and in the careful organization of facts the report of this committee is an admirable example of the procedure advocated by the Research Division of the National Education Association. That the people support the schools when they have the facts is shown by the response of the voters of Cincinnati. They approved by a large majority the proposal to grant an extra tax levy of not to exceed one mill for each of five years, the proceeds of which were to be used exclusively for the purpose of increasing teachers salaries.

Special provision for teachers long in the service—In every school system are those who came at a time when qualifications were not so strict—men and women who by building their very souls into the schools have laid priceless foundations. The Cincinnati schedule has sections for those in the service who have taught from six to ten years and for more than ten years. They may receive from \$300 to \$600 more than the maximum proposed for new appointments with similar qualifications. For those in the service more than ten years a basis of adjustment is found by allowing "service credits" at the rate of two a year up to a maximum of thirty credits. These are allowed for each year of satisfactory teaching after the tenth year, prior to September 1, 1926.

Salaries of administrative groups—Few tasks require greater engineering skill, more energy, or such continuous devotion and watchfulness as the administration of a large school system. The salaries which Cincinnati proposes to pay those who administer its schools are:

Salaries of Administrative Groups—1. *Assistant principals.* (a) In elementary schools. Minimum salary, \$2700; rate of increase, \$200; maximum salary, \$3800.

A supervising assistant principal may advance one annual increase beyond a teaching assistant principal.

(b) In junior high schools. Minimum, \$3100; annual rate of increase, \$200; maximum salary, \$4100.

(c) In senior high schools. Minimum, \$3500; annual rate of increase, \$200; maximum salary, \$4500.

2. *Principals.* (a) In elementary schools. Minimum salary, \$3600; rate of increase, \$200; maximum salary, \$4600.

(b) In junior high schools. Minimum salary, \$4200; rate of increase, \$200; maximum salary, \$5200.

(c) In senior high schools. Minimum salary, \$5000; rate of increase, \$200; maximum salary, \$6000.

3. *Directors and Assistant Directors.* Same schedule as for junior high schools.

4. *Assistant Superintendents.* Minimum salary, \$5500; maximum, \$6500.

5. *Associate Superintendent.* Minimum salary, \$6500; maximum, \$7500.

6. *Superintendent.* \$12,000.

7. *College of Education.* For purposes of classification as to salary, the teaching and administrative staff of the College of Education shall be rated as follows: Dean, as Assistant Superintendent; Professor, as Director; Associate Professor, as Elementary Principal, with one additional increase; Assistant Professor, as Elementary Principal; Instructor, as teacher.

What Each Can Do to Improve Salaries

THE PARENT can insist on having a welltrained, wellpaid teacher for his child. Let parent-teacher associations work toward this end.

The teacher can secure more training and ask a corresponding increase in salary.

The principal can encourage his teachers to make the maximum preparation and can lead in a movement to secure salaries in proportion.

The superintendent can show the supreme importance of the teacher to the success of the schools.

The board of education can lead in the education of the people and can steadily advance salaries up to a reasonable level.

Research workers can gather the facts which show costs of living, costs of professional training, and the salaries paid professional workers in comparable groups.

State, local, and national associations of teachers can continue their essential leadership in interpreting needs.

Writers and cartoonists can interpret the facts in terms that will catch the imagination of the man in the street.

Big business men can show how good teachers provide a supply of superior workers and buyers. Compare the efficient secretary of today with the amanuensis of yesterday. Compare the buying power of educated America with that of less educated nations.

Each of us can take every opportunity to tell how our own teachers helped to arouse our ambitions and inspire us to make the most of our talents.

Added pay for special service—In their efforts to meet diverse human needs modern schools are developing special agencies. These are of the utmost importance not only because of what they do for the special groups they serve, but because they are in a real sense pioneers and missionaries. Their work points the way to better schools and better teaching. For these groups the Cincinnati schedule provides additional compensation.

Because of administrative duties, the special qualifications required, because of state

requirements, teachers listed in the following paragraphs shall receive additional compensation, as indicated, beyond the salaries to which they would be entitled in their respective groups. Such additional compensation shall continue only during the time they hold the position and give the service for which they may be appointed.

1. Heads of departments, when and if appointed. A promotional increase of \$150, with a final maximum of \$300.

2. Student advisers. A promotional increase of \$150, with a final maximum of \$300.

3. Cooperative teachers. A promotional increase of \$150, with a maximum of \$300 for the second and subsequent years; provided that an additional increase of \$150 may be granted after three years of service in such a position and as a result of additional and special preparation, equal to one year of graduate study.

4. Demonstration teachers. A promotional increase of \$150, with a maximum of \$300 for the third and subsequent years. Teaching in a demonstration school shall not be understood to carry with it additional compensation, except as a teacher, having special qualifications for such work, may be definitely appointed as a demonstration teacher.

5. Teachers in classes for the blind (Sight Saving), deaf, and crippled children, one additional increase of \$150.

6. Teachers in classes for mentally defective children, when specially designated as such by the Superintendent, and organized under the direction of the Vocation Bureau, one additional increase of \$150.

7. Teachers in open-air classes, one additional increase of \$150.

The need for men teachers—The proportion of men and women teachers has declined during the past half century. Many have been alarmed over this condition. Some have advocated that half the teachers should be men. The desire to attract and hold good men on all the teaching levels is given by the Cincinnati Board of Education as a fundamental consideration in fixing the salary maximum for all teachers at \$3500.

A compliment well placed—The Board of Managers of the National Congress of Parents and Teachers in session at Atlantic City on September 20 sent to the citizens of Cincinnati, to the Board of Education, and to Superintendent Randall J. Condon its congratulations on this great forward step. May we all show our appreciation of Cincinnati's noble example by renewing our efforts to make teaching everywhere the great profession that it is in Cincinnati and other cities that are leading the way.—J. E. M.

A COMPLETE STATEMENT of the salary problem may be found in Volume 5, Number 3, of the Research Bulletin of the National Education Association, *The Scheduling of Teachers Salaries*, price 25 cents.

Partnership of Parents and Teachers

MARTHA SPRAGUE MASON

*First Vice-President, National Congress of Parents and Teachers
Winchester, Massachusetts*

FIVE MAIN PRINCIPLES lie back of the home-and-school movement and give it a reason for being. These are gradually percolating the public consciousness and are finding expression through a deepening interest in forming and carrying on parent-teacher associations.

First and most basic of all is the principle that education is the chief business of a nation. A successful nation depends on intelligent, productive, conscientious citizenship. Boys and girls trained in the home, in the school, in the church, and in the community to be good citizens are the greatest asset of any nation. The real wealth, the real hope of a nation, lies in its children, and it is to them that the greatest opportunities for development should be opened. Mines and forests and waterpower are of secondary importance except as they minister to the real greatness of a nation through worthy citizenship.

Second—Education carries a universal challenge and is the concern not only of the teacher—the professional educator—but also of parents and churches and the community at large. No class of people can afford to be uninterested in working for children and in contributing its share towards the allround education of the oncoming generation. Lack of such education means for citizens a poor start in life, and a poor start is responsible for the inept, untrained, misplaced, poverty-stricken, criminal, imbecile, and insane human beings who are crowding our institutions and increasing the burdens of the normal, the thrifty, and the industrious. One small state of the United States is paying one hundred dollars a minute for the support of the unfortunate ones within its borders who, for very human as well as for economic reasons, should have been given the finest start possible. It is said that one fourth of the revenue of the average state in the United States is consumed in caring for dependents. We cannot safely go on papering the attic while the foundations of the house are tottering. It is for the purpose of opening the eyes of people of all types to the constructive and preventive work necessary to reduce misery and poverty and crime that the

home-and-school movement is consistently working.

This second foundation principle makes the home-and-school movement

Just Before the Hop Off

—By Chapin



Philadelphia Public Ledger

the most democratic movement in the world and its membership the most inclusive, for its appeal is to everyone without regard to sex, sect, or social standing.

Third—Many factors play a part in developing a normally healthy, clear-thinking individual of ethical character.

No one influence gives the child his education. He is the product not only of his inherited qualities, but of the food he eats, the air he breathes, his mother's attitude, his father's discipline, the family atmosphere, the teacher's personality and wisdom, the playmates on the street, the teachings of the Sunday school, the movies, the shop windows, and many other influences in his environment.

The tired mother of small children used to say with a sigh, "I shall be so thankful when the time comes for the children to go to school! Then their education will begin, and I need worry no more about their training. The teacher will see to that."

But modern child study has shown the home its responsibilities. It points out in no uncertain language that in the early years, before the child goes to school, the great tendencies of life are started.

Fourth—If the child is to be well-rounded, if he is to be not only physically fit and mentally alert, but responsible, selfcontrolled, and sincere, his nature and his needs must be studied and under-

stood by all people and agencies and institutions which are educating him; and his needs must be interpreted by all in terms of a common standard.

Until very recent years the study of the child was undertaken only by specialists, and their number was small. Hardly more than twenty years ago a leading psychologist said that he could see no reason for studying the mind of a child since it was merely a miniature copy of the adult mind. Since that statement was made psychologists have changed their viewpoint, and are recognizing that from birth to maturity many important changes occur to the human body and mind. In all progressive countries today careful study is being made of the nature and needs of childhood and youth. Child development is being observed and measured in psychological laboratories and in clinics with the result that much has been learned.

But, however much may be known by the psychologists, the sociologists, and the criminologists, very little expert knowledge about children has crept over to other groups of people who are daily responsible for guiding and teaching them. There still exists a gap between knowledge and practise. Neither the home, the church, nor the community are practising according to the findings of the experts. Even the school is lagging behind. Under the guidance of those who are devoting their lives to the study of childhood, all these agencies through study, observation, and the collecting of data might add to the sum total of what is known about the child.

Perhaps the weakest, as well as the most important, link in the child study chain is the home. Before marriage little or no study is made of home problems, marriage relationships, or child needs. After marriage, the pressure of daily living and the meeting of essential physical wants absorbs a greater part of the parents' time and strength. Little is left for learning the complete needs of the child, so far as body, mind, and soul are concerned. Pigeonholed in some inaccessible cubbyhole is the knowledge of which parents stand in so much need, but which to them is in unusable form and seemingly unattainable.

But parents ought to do more than to study their children—more than to study what has been learned by others about children. They ought to make themselves “fit for children to live with.” Parent training must run parallel with child training. If children keep on being carbon copies of the type of parents who tell the conductor their children are six and entitled to half-fare, and who a little later boost them up to sixteen so they can operate the family car, there will be no advance from generation to generation and education will be merely a gesture. No cooperation in education can be effective until the home has made itself ready for that step. One of the best places to educate a child is at home. The parents are not only the pattern but the first natural teachers.

The parent-teacher, or home and school association, by offering to the home, in digestible form, the findings of science about the child and the opportunity for personal growth and improvement gives promise of making a very valuable contribution to child welfare.

The church, too, has not seriously considered the child. Busy with raising money for the new organ, enriching its ritual, packing barrels for missionaries, and saving the souls of the elders, it has paid scant regard to the needs of its children or to the dangers to which their natures expose them. The church would do well to direct teachers and parents to study the many phases of childhood and to be prepared to meet developing needs. Parent-teacher associations in churches have great possibilities of usefulness.

The community, too, is often more interested in resurfacing roads than in studying the recreational needs of children or in reserving space for future playgrounds and schoolhouses. We need communities that are as eager to build great citizens as they are to build great monuments and great bridges.

All of the main institutions and agencies responsible for the child's education—home, school, church, and community—must study the nature of his developing body, mind, and soul and his reactions to the world about him.

It is not enough, however, that each agency shall know the child from its own angle alone, regardless of all other agencies. The doctor who recommends a diet and pays no attention to the mental attitude of the child when he is eating can hardly hope to be successful in combating malnutrition. When the nutritionist and the mental hygienist and

the teachers (in both home and school) can work together, difficult problems are capable of solution. All who deal with the child should be educationally *en rapport*, so that the best that science has to offer about the child may be the common standard by which he is judged and understood and treated by all. Only confusion can result when widely differing standards are in use—and the child is bound to be the sufferer.

If the community standards regarding motion pictures, newsstands, public libraries, dance halls, and poolrooms differ from the standards of the average intelligent home, the school, and the church, how is the child to know which standards to follow? It is only when there is common agreement on at least minimum standards of protection and education that the child is safe and unconfused. And the resulting ease with which all agencies may accomplish the best for the child cannot be disregarded as an important argument in favor of study and agreement in the standards which so vitally affect his welfare.

Fifth—Success in dealing with the problems of education demands an organization capable of uniting and directing the many factors responsible for the care of the child, so that the best results may be brought about. Individual work is fundamental; group work is necessary and valuable; but a coordinating agency is necessary if there is to be created a new and better attitude of mind towards child welfare, to meet the new and unprecedented complexities which surround us.

By organization great purposes and ideals can be realized which individuals or individual groups cannot bring to pass. “Organization,” as Herbert Spencer puts it, “is for the purpose of bringing all available knowledge and all available energy to bear upon a particular problem at the precise time when needed.”

Ordinary results come from ordinary methods. Great results come through organization which makes possible maximum results with a minimum expenditure of effort.

Without organization the home-and-school idea would even now be of little force in focusing public attention upon the child. It owes its remarkable extension to the form in which its adherents have stood together; have made local, state, and national plans; and pooled their experiences.

These five principles are the underlying reasons for the home-and-school movement. The movement is not dis-

tinctive on account of the ideals it sets for the study and protection of the child, or for the betterment of schools and communities. Many other agencies are working on these problems. Its unique characteristic lies in the emphasis it places upon the allround development of all children everywhere, and upon binding together all the educative agencies which are dealing with children into a harmonious, intelligent, active force which shall recognize the same general child welfare standards.

The cooperation of home and school is merely one phase of this broad movement. A large part of the child's time, after he becomes of school age, is spent either at home or at school. It is only reasonable that the home and the school shall have a perfect understanding, so that each may supplement the other in educating the child and so that both together may control in some measure the hostile influences of commercialization and vice which are to be found in the outside world.

The school with its special training and up-to-date methods is a constant stimulus to the home; it interprets the trend and progress of education to its patrons—the parents—and helps to raise home standards. The home, with its own point of view, with its practical experiences, with its manifold gifts and trades and professions is capable of bringing to the school an enrichment which is almost inexhaustible.

When parents and teachers have trained themselves for their work; have developed intelligence, individuality, and character; have learned to work harmoniously together, and with the community, the outlook for the succeeding generation is indeed bright.

It is to bring about these results that national organizations have been formed in Canada, in the United States, and in other countries. We certainly all want for our children, for our children's children, and for all children everywhere, such opportunities for growth that each may reach the maximum of his power for achievement and in personality.

If this ideal is ever attained it will be because parents, teachers, and citizens have been willing to train and discipline themselves, to study and meet the needs of the children and to cooperate with all who are touching the daily lives of the boys and girls. On an heirloom jug made in 1770 there is this quaint inscription:

No Art With Potters Can Compare
We Make Our Pots Of What We Potters Are

Greater Assignments

EDITH P. DARLING

Teacher in Gilmore School, Portland, Oregon

WHAT WOULD HAPPEN if classroom teachers were to put on a drive on assignments?" This query came tapping on a schoolroom door in Portland, Oregon, where upper-graders in a platoon school were in the exciting midst of just such a drive. "Shall we send the story of our plan to Washington for the JOURNAL editor to see?"—"Yes, let's. Maybe he'll publish it so other children can have fun with it."—And with a hurrah we chose what to send about our Greater Assignment plan, a phase of classwork so vital that to continue in the old routine is to face stagnation. Rather, step by step, have we tried to vivify it, to develop it and to foster good scholarship, thereby.

First step in Greater Assignment plan. Explain your deep desire to launch a drive for making schoolwork happier, easier, and yet thorough. Say you believe the plan will do this with the aid of the pupils. The general idea is to divide all work into required book assignments and voluntary stunts (projects).

Second step: textbook assignments. List them for entire term by topic, page and date on "Textbook Record." Each pupil keeps notebook of such work, completed at his own pace in supervised study period or at home *absolutely without help*, if possible. Ahead in language, he may do arithmetic. Perhaps he chooses a stunt or a language completion. A silent study of text presentation generally suffices. But a group may request a teacher-presentation. As each listener understands, he leaves attention zone, continuing alone. A second explanation is given often only to a fourth, thus saving a dulling repetition. Give remaining help individually, using signs, single words, phrases, smiles (!)—anything to help and to keep a quiet room.

The "Textbook Record" is about eighteen inches by twenty-four inches with space at the left for names. The right hand is ruled into half-inch squares. A vertical line rules off squares into fours. At top of each group are written sub-topic, page, and completion date: as, "Personal Pronouns, page 48, February 5." The child completes first

assignment and tallies in first square. When seventy percent tally, notebooks are exchanged, written work recited and graded by pupil-checkers, oral topics discussed, and questions asked and an-

A GIFTED TEACHER suggested in the April JOURNAL that one of the biggest problems of the teacher and one of the greatest needs of the schools is more careful assignments. That article brought much interesting comment from JOURNAL readers, including excellent suggestions from Miss Darling, which she was asked to embody in an article. Here it is.

swered by the pupils. This "free-for-all" furnishes keen excitement and a much needed chance to grow strong through concentration and formation of intelligent questions and lucid, brief answers. Pupils correct notebooks, checker or teacher okehs them, pupils tally for "checked" in the third, and "grade" in fourth.

Harmony is maintained through a few rules. A checker refuses to check an untidy paper. Checker and owner try to agree about grade in conference. If impossible, the teacher decides and gives the wrong one a lower grade. Cheating evidence is laid before the teacher who explains the dulling effect of such work. A second offense results in a "U" grade. Patient, helpful dealing is the best rule for harmony.

Third step: stunt assignments. In free time pupil consults "Stunt Book" in which are found typed, numbered, paged samples of original projects, drills, tests, etc. He notes the number of his choice, gets it from the mimeographed copies in the file, and completes his stunt directions on test paper, filing it in his safety vault (large manila envelopes). Some stunts go directly from the teacher to the class. After class-checking, tallying is done on "Stunt Record" as in second step.

Fourth step: grading. The teacher

examines first, the pupil's subject record; second, his stunt papers; third, if in doubt, his notebook; fourth, the checker's recommendation and reasons for submitted grade, if he wished to make them. Records, deportment cards, notebooks, and stunt papers should be in exactly the same order for grading.

A stunt: fun books for children shut-ins. At home make scrapbooks with covers, brightened by gay papers, cretonnes, and ribbons. Let them contain gorgeously colored pages, pasted with original stories, poems, and jokes written in the English classes. Add attractive story-pictures. Adhesive tape fastens to the pages a box of crayons, gum, candy-sticks, and delicate tissue paper marvels. Glue in envelopes in which are fancy papers, bits of silk, laces, and ribbons. Make your books marvels of brilliant interest for the "shut-ins." Credits are awarded on neatness, attractiveness, and originality. Those whose books are complete will go with the teacher in cars to the hospitals, children's homes, etc., for delivery of these joy-giving gifts. (Fifty children made this journey at Easter.)

Let the children themselves speak for the Greater Assignment plan:

"Our Fun Book stunt gives joy to others and inside joy to us. It develops initiative so our plan is the best yet."—"The old way allowed all to go about as fast as the slowest ones. But the new lets each pupil advance as far as his ability allows."—"I'm slow and stupid, I guess. But my teacher has more time for me so no one hears my silly questions and I get on faster."—"The regular work is quickly done. Then I get to those dandy stunts."—"When a few get to the same stunt completion, it's great to have a party at the conference table. Here we check over each other's papers, get the credits awarded, and tally the 'Record.'"—"Work is made like play."—"I aren't the last one as I usually are" (exact quotation).—"If a fellow does his own work, he knows it forever. But if he gets help from the kids, he gets stuck in a test as sure as pie."—"In checking each other's papers, we catch cheaters. Then the teacher shows them where they're headed

for while they are yet young. I got caught and I'm off it for life."—"Without telling, I know my assignments and I do them."

"With the daily assignments I got behind because often my head ached. Now I catch up when I feel better."—"I have a sense of freedom and selfreliance never felt before. After being absent I don't worry."—"In the teacher's absence the substitute answers our questions. We hustle up with assignments so no time is lost."—"The teacher has no worries, therefore she can help us more."—"We must be systematic. I lost some papers once and Henry who checks my papers made me do them over."—"I wish all schools could have this big, nice, enjoyable plan."

A worthy wish, indeed. Can the Greater Assignment plan so brighten other pupils' lives? Can it relieve their teachers from that nagging strain of urging differing abilities in unison over the same ground? Here's hoping. On with the drive!

The following projects are given in addition to the stunt included in the article:

Reading swing stunt. How high can you work up your mental muscle in reading? Can you reach, or exceed, your grade rate and still score seventy or over in a comprehension test?

1. Choose a home-teacher. Ask him to count the words of an easy selection.

2. He writes questions to be answered by single words or phrases, covering entire selection.

3. He gives you fifteen minutes to "skim" the text and write the correct answers. Repeat this stunt on other material in shorter time. He checks

your work and records your score. Repeat till you have five scores. Bring them to me with the questions and answers. I will give you special credit on your reading grade.

4. Your second swing exercise covers three reading minutes. Your teacher then dictates the questions and checks and records grade. Only text words or their synonyms are accepted as correct. Return work as above for credit.

5. By reading aloud for five minutes daily, work up your reading swing by developing expression, accuracy, and fluency. Bring me your listener's reports for credits.

Oral and written English stunt: Natural Science Volume. Directions to lecturer: Choose a natural science topic from a written source. Make notes of interesting details. Organize notes and outline your lecture into beginning, middle, end. Write and memorize a brief, introductory sentence. Do same for conclusion. Practise lecture several times with a home coach until it takes on the sound of boiled down sentences. When called upon, stand erect, look directly into eyes of your audience. Speak in sentences slowly, using a clear, distinct voice. After the lecture, write up your topic on test paper, illustrate it with pictures or drawings. Include a copy of your listeners' comments. Include a copy of comments made while you listened.

Directions to listeners: Before lecturing begins, write opposite the following numbers the required number of names of your friends whom you wish to score.

1. Choose three names. After their lectures write the topic they chose, and later test your memory by writing a

few important facts you remember from each.

2. Choose three names. After each write a word or phrase criticism to encourage the lecturer to overcome his faults.

3. Choose four names. After each write five vital words used by each.

4. Choose five names. Listen to these for pure enjoyment. If any bore you, cross out his name, sit quietly, and let your mind wander to some far land. Write it.

5. Choose three names. List nouns in the first lecture, verbs in the second, adjectives in the third.

6. During the rest of the lectures, do anything you please. Write a brief account of one.

7. (Extra credit) List three names and score each on any five points: position, ease, vocabulary, sentence structure, fluency, interest, knowledge, eye direction, distinct enunciation, forceful delivery.

7. (Extra credit) Choose three names. After each write the number of sentences used by each.

8. Make duplicate notes of listening reports. Deliver them to each interested lecturer.

Notes of Listeners—*Ruth*: your topic was interesting. You studied it hard and gave it fluently. I would like to visit the Oregon Caves. Don't say "Caves was." Why?—*Donna*: I chose you to listen to for I knew you would do well.—*Thomas*: look your audience straight in the eyes. Talk more fluently so we can follow you better.—Five vital words you used were grey matter, medulla oblongata, spinal cord, brain, cerebellum.



THESE DELEGATES to the Seattle meeting enjoyed a delightful excursion to Tacoma, where they were served a bounteous, home-cooked dinner by the parent-teacher association.

Progressive Education

MORTON SNYDER

AMERICAN EDUCATION, in harmony with America itself, is changing before our eyes. Indeed, it always will be changing. As new conditions arise, our education must fit young people to meet them; furthermore, it must anticipate future conditions harmful to humanity and prepare young people to prevent these; more important still, it must imagine future conditions helpful to humanity and prepare young people to create these better conditions. It would be as absurd to expect schools to remain as they are at a given moment as to expect children not to mature. An unchanging educational plan would be a denial of education itself, a repudiation of the principle of growth.

The reconstruction under way throughout American education is based upon four fundamental facts. (1) The resources of America make it possible to give each individual the chance best to serve his fellows through the fullest development of his own powers. (2) America turns with growing confidence to education as the natural field for the working out of her humanitarian ideals; from malleable childhood may come a better world. (3) In education, as everywhere else, science has been the chief ally of altruism. The discoveries of the laboratories have made possible the intelligent carrying out of our generous impulses. (4) Human knowledge has increased so rapidly that we must now set up a new definition of the educated person and a new technic for developing such a being.

School, even at its best, is not a natural situation, but is a device created by

grownups for the purpose of assisting young people quickly to adjust themselves to "civilization." Educational leaders



MORTON SNYDER tells in this article what is actually going on in the schools as he saw it in an extensive trip around the country. He is secretary of the Progressive Education Association, 10 Jackson Place, Washington, D. C.

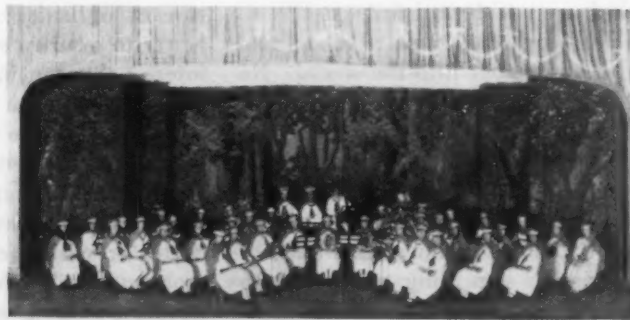
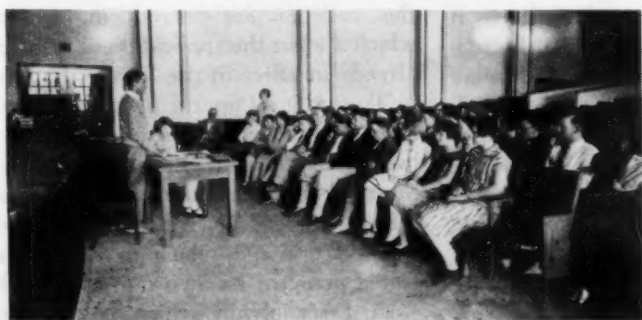
today are concerned with reducing the artificiality of school to a minimum so that childhood and youth may have the chance for natural growth. There are many experiments to this end, some radical, some cautious. They have this common ideal; they think of school and college as an adventure rather than simply as a discipline; they think of intellectual

experience as one of creative thinking rather than of mere learning what others have thought; they think of the atmosphere and relation of school as that of home and the world rather than that of an institution. This is the spirit in which our newer schools are conceived and administered. Certain characteristics are reasonably clearly defined; they will be found in an increasing number of public and private schools, from kindergarten to university, all over the country.

1. We have come to understand that the schools are for the children, not the children for the schools. We have stopped forcing children into molds and are reorganizing buildings, furnishings, courses of study, methods, and discipline to fit pupils as they are, not as we grownups think they ought to be.

2. A major consideration is health—of body, of mind, of spirit. Buildings and equipment, the daily routine of work and of play, physical examinations and supervision—these assure the first. More sensible requirements and more skilful methods are producing mental health. The substitution of encouragement for despair, of naturalness for fear—this is giving us a spiritual soundness that many of us never knew in our own school days.

3. Naturally, there is freedom—not license and disorder, just freedom—the same that young people have in any well-managed home. There is freedom to move about, to talk quietly, to ask questions, to give honest answers—to be oneself without fear of being punished. Without this neither the body nor the spirit can grow. But also courtesy and fair play—let us not forget these.



HERE are the fruits of the progressive idea at work in the schools. The photo on the left shows the Girls' Band of the Omaha High School. The one on the right shows a Student Council meeting in Detroit, Michigan. To help parents to understand the importance of such achievements is one of the aims of American Education Week.

4. Interest has taken the place of dictation. The things studied and the things done are what children may be reasonably expected to want to do, not something that grownups have always required but which bear no relation to children themselves. Consider cube root! Whoever heard of it outside the textbook? What child wants to? Why should he?

5. Profitable, enthusiastic group activity! No more passive learning from a book, sitting still, waiting to be called on and hoping to be overlooked. Today, children work together to accomplish something they all want to see finished—a problem in arithmetic, a play, a piece of construction. Whatever it is, it's co-operative work, not going it alone.

6. But while groups afford the means of discussion, individuals are the real objects of interest. We have learned to accept in school what we have always known outside, that no two people are alike and that it's not only impossible to make them alike, but wrong to try to do so. One is bright, another slow; one a housekeeper, another an artist; one lively, another quiet. Each has a right to be himself, and the school has no right to undertake to make all alike.

7. A most important factor is the new relationship between teachers and pupils. The good teacher is now the one who puts friendliness in place of authority, who secures enthusiasm in place of mere obedience. The good disciplinarian is no longer the master who keeps a roomful still by one look from his eye, but the one who keeps everyone happily busy.

8. Creativeness, the proper expression of the inborn desire to make something. Boys and girls today are encouraged to make, to create—anything, everything, to satisfy their soul's ambitions. It may be a story or a picture, a layercake or a box-trap, a poem or an automobile. There are two great reasons for this: we shall develop whatever talent there is. And a heart's desire will be satisfied.

9. The world has come to school and school has gone out into the world. No more barren rooms; classrooms have become museums; outside interests are brought to school to be shared with classmates. And school goes downtown, or to the concert, to the art museum, to the park, to the mill, to the woods, anywhere where there is something to see and to learn.

10. Esthetics, the arts—call it what you will—beauty has been given a higher seat in the scheme of things. Dramatics and poetry, music in all its forms, including dancing, drawing and painting, mod-

eling, woodwork, jewelry—all have come to stay.

11. The mechanics of school have been reduced to subordinate importance, or, in small schools, largely eliminated. Textbooks, examinations, tests and measurements, marks, promotion, classifications, punishments, penalties, assignments, the timetable—these are inconspicuous conveniences of the modern school.

12. An outstanding characteristic of the progressive movement is that parents are as active as teachers. A new spirit of intelligent and helpful cooperation is evident in progressive schools, whether public or private.

But the new education is more than a matter of materials and manners. A common criticism of the old is that there has been so much of accepting information and so little of questioning and of thinking. We must train youth to imagine, to think forward, to anticipate conditions, to discard old idols, when need be. This attitude does not disregard the past. The past is accepted as evidence, but is denied the authority of law. Present-day interests receive larger attention. Young people's questions on socialism, pacifism, internationalism, and sex are being intelligently answered, and the questioners given the means and method for coming to sound conclusions. Learning has come to be understood as an experience which involves the creation of something in the mind. The benefits arise from the reality of the enterprise and from the sense of accomplishing something truly worthwhile.

Innovations are not accomplished without criticism. The critics of the new régime say: (1) There is too much emphasis on interest and too little on duty. (2) There is too much freedom and too little control. (3) It puts too much faith in human nature and assumes too much native power among young people. The progressive is not advocating a doctrine of ease or of laxity; he merely believes it better to secure a supreme effort through interest than an indifferent one through sense of duty; the doctrine of interest is not a surrender to ease, but an assurance of zeal. As to freedom, none but the extreme radical concedes youth the right to do as it pleases on all occasions, or credits it with the ability to decide all problems wisely; the liberal favors all the freedom possible at the moment, with more in prospect. As to faith in human nature and its power, the progressive asks merely that school shall not create artificial barriers to the natural development of power.

The new régime has not been in effect long enough to give opportunity for scientific testing of results. Presently we shall have statistical comparisons between the new and the old. But favorable evidence is not wanting. The graduates of progressive elementary schools do well in high school; in the course of events they successfully pass college entrance examinations; finally, they maintain good standing in college. Details and the names of schools and of colleges could be given in support of this statement. The testimony may be summarized in the single generalization, backed by much data, that at every level children who have come through the new schools compare favorably with those from the old.

They compare favorably not only in technical, measurable aspects of education, but in the even more important human values which make up life. They are more selfreliant, with greater initiative and capacity for selfdirection. They are better read and better informed, with more alert powers of reasoning and judgment. Health shows in their faces and in their bearing, inducing naturalness and confidence, enthusiasm and satisfaction. School has become "a real show" and children are finding new joy in attending.

The new ideals are meeting with a growing response from the thoughtful public, made up, as it is, of parents and intelligent laymen, who, having come up through the old régime, desire something better for the children of tomorrow, and of teachers and administrators concerned to grow and to improve their schools. The increasing evidence of this response is found in the numbers of new private schools everywhere springing up, and, more important still, in the changes actually taking place at all levels in our public schools. The process of adjustment moves from the bottom upward, from primary to intermediate, to junior high school, to senior high school. Now the colleges are introducing reforms which are but the application of principles already in effect in the lower schools.

To sum it all up, the new school movement is at once a protest and a vision. It has effectively challenged the authority, the repression, the barrenness of an educational procedure which was at odds with nature and which in practice defeated many of its own purposes. It has created schools in which teachers and students work together happily, under conditions physically and mentally wholesome, in a richly stimulating environment, living in the fullest sense the life of today to be ready for tomorrow.

More Music in Our Schools

J. E. MADDY

Supervisor of Music, Ann Arbor, Michigan

WAY BACK in the days of the Pilgrim Fathers music played the smallest part in the schooling of the pioneers' children. The Puritans looked on instruments as the contraptions of the devil and the Calvinists believed that all such joyous impulses should be sternly repressed as frivolous. Such music as the children had consisted solely of singing hymns and psalms taught under the fear of the Lord. The Ainsworth Collection and Hopkin's Bay Psalm Book were the famous songbooks used. Punishment followed incorrect singing just as surely and severely as it did poor spelling and inferior arithmetic. It is not surprising, then, that under these circumstances music was not a favorite pastime with Puritan youngsters.

By the era of the little red schoolhouse, music, while still confined to group singing, had changed in character and was recognized as being recreational. Lustiness was one of its predominant features, and its place in the school program was chiefly to let off excess energies and generate a feeling of good fellowship.

With the coming of the nineteenth century, public school music took on a decidedly cultural aspect. Along with chorus singing, harmony and theory were introduced, and later, courses in appreciation and history of music. Still later, but with a swoop once the movement got under way, instrumental music came into our public schools.

Just how many high schools today have their own orchestras and bands seems to be one of the mysteries nobody knows. A survey of very recent date conducted by the Conn Music Center established in the interests of a more musical America, revealed that out of 789 schools included, 710, or ninety percent, have bands or orchestras.

There is no reason for supposing that this proportion is not representative of the entire country as schools from every state and of a wide range of enrolment were included.

Shades of our Puritan forefathers! Pupils wielding bows and blowing horns in ninety percent of American high schools! High school bands coming across a continent to compete with one another in an annual contest. Whole communities

being musically served by a small, live-wire group of young music enthusiasts. Tens of thousands of young people graduating every year, trained to take

EXCEPTING possibly the mother tongue no other subject is so rich in educational uses as music. It touches the whole range of the seven cardinal objectives of education and measured by any one of them makes a contribution that would justify larger attention than music now receives in our schools—even in our best schools. The vital functions of all living things are rhythmic. Health and harmony are one. In music may be found wholesome stimulation or soothing rest. The vibration of the diaphragm in singing promotes good blood circulation about the vital organs. Dancing which keeps the whole body in harmony is an aid to health. Workers with the insane testify to the importance of music to mental buoyancy and balance. Music is one of the fundamentals of education.

their musical places in university, factory, home, and community.

This picture is no whit exaggerated. The smaller communities have as laudable a report to make as the large city school systems. The large figures of the latter are simply indicative of the trend of public school music throughout the country. Oakland, California, for example, has developed its instrumental music program to a remarkable degree, and has six hundred and fifty students enrolled in piano courses alone. Los Angeles, besides having a band and orchestra in each of its fourteen high schools, has dozens of orchestras organized in grade schools. Pittsburgh has two thousand pupils studying the violin and one hundred the cornet.

Two questions present themselves in regard to this phenomenal growth of instrumental music in the public school; first, what has convinced educators, boards of education, parents, and taxpayers of the desirability of extensive musical training, and second, being so convinced, how have they achieved it?

Taking the second question first, the means of introducing instrumental music have grouped themselves chiefly around funds provided by the board of educa-

tion, by the parent-teacher association, and occasionally by some local business organization; in many instances the band or orchestra is practically self-supporting.

Usually, however, it is a combination of all these agencies that keeps the band in a flourishing condition. In some schools, instruments are provided by the pupils with just some of the larger instruments as the French horn and drums belonging to the school. A number of schools provide all the instruments, upon adequate security from the child's parents. A growing custom is for the school to help finance the purchasing of an instrument by charging the pupil rent until the payments equal the purchase price.

While occasionally a promising candidate may be excluded from the band or orchestra where it is necessary for him to supply his own flute or saxophone, it has been found better where possible for the school to help finance his buying one than simply to give him the loan of one. His interest will be more sustained and he is more apt to keep up his music and join industrial, community, and fraternal bands after he has left school if he owns his own instrument.

Many a successful band or orchestra owes its inception to the energies of some English, algebra, or chemistry teacher who happens to love music, appreciates what it can do for a school, and who was willing to organize and direct the group in a small way until a fulltime leader could be engaged, or at least a parttime professional who might be taking care of a number of other bands at the same time.

When it comes to individual instruction, practices also differ. Some schools leave it entirely up to the pupil to get this, and give him only the weekly or semiweekly group rehearsals. In a few schools, free individual instruction is provided; in many, group instruction in piano, violin, and other instruments as distinct from rehearsals is in progress. Perhaps the most common arrangement, however, is for the school to provide regular class instruction at a purely nominal fee, as ten or fifteen or at most twenty-five cents a lesson.

So much for the "how." The "why" of all this musical expansion is not

difficult to find. Music supervisors and directors, who might be judged a prejudiced group, are not the only ones to advocate instrumental music in the public schools. Teachers, principals, parents, business associations, physicians, and psychologists are emphatic in their endorsement.

The cultural advantage is obvious. Even the briefest acquaintance with playing some instrument will give an insight into what music means and how it is brought into being that no amount of theory or courses in appreciation can give. A new world is opened to the boy or girl who experiences the joy of creating where heretofore he has been only a passive listener. The marvelous virtuosity of the world's musical geniuses is no longer casually accepted once the pupil has learned through hours of painstaking practise just what is back of the skill of a master.

There is, too, the emotional satisfaction that comes with having a creative outlet. We live in strenuous, pushing times. The harder we go, the more tensely we live, the more imperative it becomes that each person, rich and poor and middle class alike, should have within himself some spiritual refuge, some means of being for once the performer instead of himself being the instrument upon which his world plays.

On these scores alone the inclusion of instrumental music in our public schools would be justified for, since the school aims at preparing the pupil for life, it should provide for its higher as well as the material aspects, at the same time providing a means of escape from commercial values. But more than this, instrumental music has been found to have a definite service to give in the all-important task of character-building.

Think over some of the qualities required in learning to play even a simple instrument moderately well. Often the child must make some sacrifices in order to procure his instrument and his instruction. Always he must make the sacrifice of giving time that would otherwise be spent in some form of recreation. A definite lesson in values is thus given when he decides to sacrifice the less essential for what seems to him more worthwhile. But having procured the instrument, all the good old virtues of nineteenth century copybook fame must be practised before he can play it—patience, diligence, obedience to his instructor, as well as the twentieth-century three C's—concentration, coordination, and cooperation.

The last is an important argument in favor of playing in a band or orchestra. No matter how much the child may pour his heart and soul into practising at home and playing for his own and others' enjoyment, he is missing a great deal if he does not learn to work with others in the production of the great masterpieces. Any musical ensemble requires proportion and balance. It is absolutely essential for each member to come in at just the right beat and drop out where he is not needed. Temperament, sulks, and overaggressiveness have no place in the band and the good director knows how to inculcate these lessons along with the other instruction.

Health, too, might be mentioned as one of the beneficial aspects of learning to play an instrument. Correct posture and correct breathing must be insisted on. Physicians will often recommend a wind instrument to a boy with underdeveloped chest or lung capacity because he knows that sheer interest will keep the boy at it while formal deep breathing exercises can be enforced only under compulsion. Then, too, music steadies the nerves and has a relaxing effect on students who tend to be too highly strung and undisciplined. Mentally, of course, music is clean, wholesome, and natural and therefore meets the full approval of psychologists and physicians working together for the sound mind in a sound body ideal.

No conclusive proof has ever been established for the theory of a transfer of knowledge, that a student is any more proficient in one subject for having pursued another. There tends to be a definite correlation between proficiency in algebra and success in other academic subjects but even this does not determine which is cause and which effect. It cannot, therefore, be claimed that the student who studies music is thereby a better scholar insofar as actual intellectual capacity is concerned, although a few small investigations made have shown the scholastic average of music-studying pupils to be above the general for those schools.

There is here as much reason for saying these pupils study music because they are high in their other work as there is for holding that they get better grades all around because they study music. What can be reasonably stated, however, is that the lessons of perseverance, alertness, and selfdiscipline stimulate the individual to a keener effort and so in the long run are manifested in his report.

Also, where a certain standard of

scholarship, considerably above the minimum for passing, is required for participation in the band or orchestra and for representing the school in some contest or at an athletic event, this stimulus is often effective in keeping sagging grades up to the mark. An interesting observation is the effect sometimes noticed where an apparently stupid, talentless, and unpopular lad has been given even a small place in the school orchestra. Surprising ability along this line may be developed and with judicious encouragement from a sympathetic leader, the boy may find himself for the first time in his life approved and a social success. The effect of this suddenly discovered well-spring of selfconfidence will be shown in all his class work, his athletic work, and in his relations with the rest of the students.

And this point brings me back in a circle to the point from which I started—that one of the great arguments in favor of instrumental music in the schools was that its advantages were not confined to the exceptionally gifted pupil but were shared alike by the talented and the mediocre. The student who intends to devote his whole life to music, and the one who is going to use it simply as an avocation, a source of pleasure to himself and his friends, and the one who is taking up some instrument simply as an elective in school, all share in the character-building and other advantages just discussed.

The performance of a welltrained school band is today more creditable than ever before and results are being reached in an incredibly short space of time—one band took part in the nation band contest three months after organization, and the famous Denver Boy Scouts won first place in the band tournament of the International Boy Scouts convention in London eight and one half months after its organization—yet methods of teaching are radically different. "Put a horn in his hands, show him how the blamed thing works and let him toot," is the system one successful bandmaster says he uses, an understatement, of course, but it is this substitution of actual playing for months of dreary practise that is giving music to everyone and not just to a privileged, talented class.

As time goes on, the introduction of instrumental music instruction into the grade schools is inevitable. Some schools have it already. The foundation cannot be laid too early. Its coming is inevitable, but the day of its arrival can be hastened by the efforts of individual teachers and supervisors, parents and principals.

Sidelights on Teaching Personality

E. E. DODD

State Teachers College, Springfield, Missouri

A COMBINATION of personal graces and substantial qualities in about equal parts—this is good personality. It is not, as some people think of it, merely a pleasing veneer. Neither is it an unfinished product of worth. It is made up of both fiber and finish elements. Good personality not only confers on the individual the ability to approach and mingle with people in a pleasing manner, but it also gives him the power to be effective and confidence-inspiring in his relations with them. Personality training, therefore, must comprehend both the pleasure-giving and the character-forming faculties of the pupil.

A school subject which is founded on the personal relationships must take into account the mainsprings of human nature to which youth responds. The social instinct must be appealed to. The desire on the pupil's part for recognition—to be popular, influential, respected, and trusted—must be served. The intimate, everyday contacts of the pupil must be utilized. And a goal that appeals to him as worthwhile must be provided. These are fundamental to his interest in the subject and to his successful pursuit of it. Personality training recognizes these requirements and undertakes to adapt the character and

The Secret of Being Interesting

THERE ARE PEOPLE in the world who are popular everywhere they go, yet they may not always possess beauty or wealth.

When they are introduced to strangers with a company of others they immediately rise head and shoulders above the rest; their strange power of personality seems like some black magic.

They are constantly in demand everywhere—socially and commercially. Their secret is a simple one. They always say something interesting. Around the most commonplace facts they weave conversation that tickles the ear and leaves a unique and lasting impression upon the mind. They leave the narrow circle of our own daily existence and wander back through the centuries, gathering here and there a bit of romance, a touch of philosophy, queer traits of a forgotten race, the story of strange gods or some other equally interesting subject that illuminates the topics of today with vivid colors that entertain and charm the listener.—Selected.

temperament of its work to them.

At least one third of the class teaching of personality is conducted in groups

of four or five pupils, the groupings differing with each succeeding lesson. (This statement need not apply to pupils of junior high school age and below.) The social opportunity provided by these groups is highly esteemed by the students. They get acquainted, introductions are rehearsed, courtesy and other personal graces are practised, self-expression in other forms is realized. But the primary object of the group plan is to develop facility in conversation, the universal medium of expression. In the standard recitation, only one pupil talks at a time, and then only when *the teacher is not talking*. In six or eight conversation groups an equal number of pupils are talking all the time, in the face-to-face situation that constitutes nine tenths of our intercourse with people. The atmosphere of the group is strictly informal and the spirit of the group is that of mutual helpfulness. No more satisfying result of the personality training is observed than the improvement made by pupils in conversational ability through the medium of these groups. Since we learn to talk by talking, the conversation group, obviously, has distinct advantages.

Project and field-work phases further bring the pupil into personal relation-



THANKSGIVING has been observed in America since 1621. The dwellers in these log cabins attended church and gave thanks for home, food, and safety. Contrast this scene with the one on the following page.

ships, chiefly in his out-of-school contacts. The projects consist of assigned tasks to perform, observations to be made and problems to be solved. For example: (1) See to what extent you can give direction and movement to a conversation; (2) Seek to discover through observation the causes of disagreeable voices; (3) How do you explain that some persons can govern and direct others without irritating them, while other people cannot do so? Many such projects are presented for the pupil's performance.

In the field-work the pupil is expected to seek opportunities, or create them, for cultivating adaptability, courtesy, ease, and skill in conversation and other personal graces. Many pupils are surprised and pleased to find that people respond more favorably to their advances than they anticipated. The field-work calls for alertness, observation, initiative, and resourcefulness. And not the least of its benefits is the cultivation of these powers. The benefits of the field-work are well stated in the words of Robert Waters: "Precisely as silence and solitude stiffen the tongue and rust the mind, so does intercourse with the world lubricate the tongue and polish the mind."

The observation feature of personality training extends to people wherever and whenever met; it also applies, in more intensive form, to the students of a class. Each student observes for several weeks three other students and at the end of

that time rates them on a number of personal characteristics such as posture, voice, courtesy, initiative, conversational facility, dependability, and the like. When this observation feature goes into effect, a noticeable toning up of the class is at once apparent. Pupils welcome these ratings by their fellows and attach proper importance to them. No student knows by whom he is being observed and rated.

In addition, each student is called on to rate himself on many such opposites as temper and selfcontrol, cooperation and individuality, main force and cleverness, inclination and duty, exaggerated ego and inferiority complex. Other schemes of selfexamination and rating are also employed. The open forum discussion of personal traits, followed by observation, rating and self rating, serves as a pronounced stimulus to the correction of personal faults and to the acquisition of more pleasing and effective expression of the personal qualities. The conversation group, again, lends itself to the observation and rating features of the work.

Many exercises and problems are employed in the personality work. Examples of these are: (1) "David is of good average ability, but does only what he is assigned to do; he follows the lead of others. How can he be helped?" (2) "Helen is very studious, giving all her time to the classwork. She does not make friends. How can she be helped?" The problems serve a double purpose—

first they call attention to the weaknesses of pupils, and second, they direct study and discussion toward their correction.

The proprieties, or the correct standards of conduct and convention, are given a prominent place in personality training. As far as possible they are dramatized in the conversation groups. Mary, accompanied by an out-of-town boy friend, calls to see her girl friend, Jane. The latter's parents are present. The introductions are performed. Manners in the home, in the school, on the street, at the table—these and other proprieties are given concrete form and application.

The ordinary classroom work includes such subjects for discussion as personal credit, personal capital, goals, goodwill, good sportsmanship, leadership, playing the game. Each one is made a subject of study and of thorough discussion with reference to its character-forming effects, although the term character is rarely mentioned. Moreover, in all the personal relationships the fact is kept in mind that the other fellow's point of view, his rights, his interests, his comfort, etc., must be respected.

From the first day of the term to the last the principle is either expressed or implied that *substantial qualities and personal graces* are interdependent and mutually essential. "Finish without fiber has little intrinsic value; fiber without finish has only a limited market value. Combined, they meet the needs and demands of the world."



IN 1927 many of us celebrate Thanksgiving as a day of fun, gaily forgetful of the courageous beginning of our nation. Thanksgiving has been observed as an official and national holiday since the time of President Johnson, who carried out President Lincoln's idea of making it a holiday on the basis of national recognition in 1864. These pictures were furnished through the courtesy of *The Scholastic*.

Beautifying the Schoolroom

LEON L. WINSLOW

Director of Art Education, Baltimore, Maryland

THE TYPICAL SCHOOLROOM in the older type of school building is perhaps the gloomiest of all the gloomy rooms that can be seen or imagined, surrounded as it usually is on three sides by blackboards that are literally as well as nominally black. Little wonder is it that many children find school life irksome and a poor substitute for the larger life outside the schoolroom's walls. Were it not for the gifts that art can bring, this esthetic barrenness would be hopeless. But to those teachers who recognize the need for enlightenment and who are also conversant with the possibilities for service afforded, the situation is not so dark as might be supposed. For here is a genuine opportunity to bring a little more of the "crystallized expression of life" into an institution which in some respects has drifted far afield of the mark set for it by the professional educator. Here, indeed, is an opportunity to contribute much to the cause of education in its broadest sense.

Considerable has already been done to make art function in education. Art instruction in our schools is now an established fact. Something has been done to

How to Improve Your Schoolroom

LET THE PUPILS share in beautifying the room.

2. Hang all framed pictures flat against the wall.

3. Adjust window shades, always leaving the room with shades "even."

4. Accept the blackboards at their face value. They are for daily use and do not require any form of permanent or semipermanent decoration.

5. Do not "put up" too many things. Three things can be shown to better advantage than five. They will also get more attention.

6. In choosing pictures for your room select those which are appropriate in subject, decorative in purpose, and good in color. Schoolrooms need more color.

7. Have a bulletin board and see that all material displayed on it is arranged with reference to a vertical axis and that the margins and spaces are right.

8. Exercise the same restraint, good sense, and good taste in decorating your room for holidays and special occasions that you use on other days.

make art function in a physical way. Improved facilities for lighting the rooms, both naturally and artificially, have contributed to dispel the physical darkness. Attractive color on the walls has helped to brighten many otherwise dismal rooms. Art must now be made to enter these barren rooms in the form of beautiful and inspiring pictures which will serve to dispel the spiritual darkness by supplying those essential esthetic elements which are today decidedly lacking in most school life. It is only by so doing that art can be made to compensate in some degree for the larger life out-of-doors, the life from which our children have been so ruthlessly withdrawn.

In most schoolrooms there is no place to display pictures properly, as the blackboards have been allowed to usurp all available wall space. Even those classrooms that are fortunate enough to possess good pictures must display them above the blackboards where they can scarcely be seen, to say nothing of their being either enjoyed or appreciated. There appears to be but one remedy for this condition. Every schoolroom should have a wall space at least four feet wide, free from blackboards, at the center of



MARINE. By A. T. Bricher. Such pictures as this give boys and girls an appreciation of the beautiful natural forms that are everywhere about us and encourage a love of the out-of-doors.

the front of the room, reserved for one large framed picture. This space should be covered with cork board which makes a good background. What is needed is not the accumulation of many small pictures which cannot be used effectively in a decorative scheme but a few large and excellent ones that will demand and receive the attention they deserve. These can be circulated from room to room. In a building with ten or more classrooms equipped in this way each room could have a new picture every month throughout the school year. The educational returns to be derived from such a systematic use of good pictures can scarcely be estimated.

Treatment of the walls is of the utmost importance in schoolroom decoration since they serve as a background for all that takes place in the room. When a single long wire, attached to two screw-eyes, one at each upper corner of the frame is used in hanging a picture, it forms two sides of a triangle, which often is the only triangle in the room. Even if the wire is small, it is always more or less visible and out of harmony with the structural lines of the room as well as those of the picture frame. It is better to use two wires, that the wires may be parallel with each other and with the other vertical lines of the room. Another method of hanging which is even more satisfactory is to use no wire at all but to have the screws in the sides of the frame near the top fit exactly over nails driven into the wall. This method of hanging should be used only in the installation of pictures as a permanent feature of decoration. Pictures should under no circumstances be allowed to tip forward into the room. They should lie flat against the wall without appearing to be hung or suspended from anything. They should almost always be framed, without a mat. A standard picture frame molding should, if possible, be adopted. This should be of neutral color, not gold, and may be toned to harmonize with the dominant colors of the picture and with the color of walls and woodwork. The molding should vary in width with the size of the picture. It should slope inward to meet the glass on the picture side and outward and backward to meet the wall on the outside. The use of such a molding should assure proper contact of the picture and the wall which it decorates. Ample variety can be achieved through changes in size, shape, and color of the frames and in widths of molding used.

The arrangement of pictures on the

walls is also worthy of careful consideration. When a wall space is to contain a single picture, the first thing to do in placing it is to locate the middle vertical axis of the entire picture space, for it is with this center line that the vertical center line of the single picture to be



Carmencita. By William M. Chase.

hung must coincide. These center lines can be established accurately by measurement. Then one must determine the ease with which it can be seen and the amount of space above and below. Pictures placed above the blackboard should be hung close to, but not touching, the blackboard frame.

What is true of the placing of pictures to serve as permanent decorations applies with no less force to all posters, clippings, and other notices displayed on a bulletin board.

The choice of pictures to be used in any scheme of schoolroom decoration is also of utmost importance. Pictures should be considered with reference to their merits and demerits as works of art, their suitability to the purposes of decoration, their content or storytelling value, and their appropriateness for certain rooms. This matter of selecting pictures is less difficult than most people think even though it does involve some knowledge of art principles.

Comparatively few schools are financially able to buy original paintings but all can now afford good colored reproductions of masterpieces of painting in the form of mechanically produced prints.

Art values are perhaps more easily recognized in fine works of painting than in any of the other forms of artistic expression and it is at once obvious that one may best study the direct application of art principles in masterpieces of graphic art. Since walls are flat, reproductions of mural decorations often make the most suitable wall pictures, although many other paintings are also strong in this decorative purpose. Pictures which do not have too great contrasts in respect to dark and light but which do have considerable contrast in hue are especially desirable. The proportions of a picture should approximate the proportions of the wall space around it.

Since most rooms are decidedly lacking in the element of color it follows that only pictures that are good in color should be chosen for the purpose of permanent decoration. The objects depicted should of course be represented with sufficient realism to be clearly intelligible to all, yet the composition should always be good; there should be a satisfactory balance not only of color but of areas and there should be a rhythmic and harmonious arrangement of lines. The test of a picture's final claim to artistic merit lies in the emotional esthetic response which it creates in the observer. Children are capable of such a response to pictures of the right sort. Their taste in these matters should be recognized and their opinions solicited.

With little children, the story that a picture tells is of great significance. This story side become less and less important as the child grows to maturity. There is always a seeming conflict between the content or story that the artist tells and the form or way in which he tells the story. If genuine art values are to furnish our criterion for selecting pictures, there should be no conflict between content and form. Pictures should have subjectmatter, however, if they are to interest small children. Landscape pictures and portraits of people of other lands and times are often more appropriate than local or modern subjects. They should open up vistas of idealism, supplying what is lacking in the everyday experience. Let us insist then on pictures that will bring both happiness and beauty into young lives and teach children how to see them, how to interpret their meanings, and how to enjoy their beauty.

Preparation for Librarianship

LUCILE FARGO

*Assistant, General Board for Librarianship, American Library Association
Chicago, Illinois*

ONCE UPON A TIME a teacher left the classroom to become a librarian. The processes of formal education did not appeal to her. She was weary of cramming facts into the heads of unwilling subjects. She said she preferred to work in the fields of culture and social service. So she became a librarian. Last year she left the city in which she had long been engaged in library service. The principal of the high school came to say goodbye. "Mary Stone," said he, "when you add 'librarian' after your name you fool nobody but yourself. You are the best teacher of all. We talk about individual differences; you work with the individual. We try to stir interest; you discover and direct interest. We think up projects; you provide the wherewithal. We establish continuation schools; you provide adult education. No more camouflaging, Mary Stone. You are a teacher and you know it."

Librarianship is an educational profession. What preparation is demanded? What is the relation of librarianship to other educational callings? What are the opportunities and what the satisfactions?

The time is fast passing when any but well prepared librarians may hope to be considered for responsible positions, and by well prepared I do not mean merely technically prepared. As an educator, a

librarian needs the widest possible background of culture and general information. It is true that knowledge of books



A CAPE MAY COUNTY booktruck has brought the enjoyment of library books to these children at Court House, New Jersey.

and of things bookish is indispensable, and that the education of the prospective librarian should include languages, especially modern languages, and literature; but not these exclusively. Natural

science, social science, and history should be added with generous hand. And then a hobby—music, art, archaeology, domestic science, journalism. Librarianship is broad enough to include them all and a person who rides his hobby well finds a place for it in his professional life. It is frequently the steed on which a librarian rides to success, for specialists are demanded in library service. To "know something about everything and everything about something" is the goal.

I have not said that a librarian must be a college graduate, but it goes without saying that a college course or its equivalent is indispensable; not because many of the accredited library schools require it, but because the librarian needs it.

The ways of entrance to the library field are various. Training or apprentice classes are conducted by some public libraries. Candidates for these classes are usually selected on the basis of entrance examinations and personal fitness. Preference is apt to be given to college graduates. Successful candidates are put through a combination of classroom and practical work often covering several months. At the end of that time they are eligible for appointment to the lower grades of service in the library sponsoring the class. This is one method of entering the profession and it gives the prospective librarian an intimate glimpse



IN THIS sunny corner of the children's department of the Boston City Hospital, young readers pass many long hours with old and new book friends. With the county as the basic unit for service, library opportunities are equalized for the boys and girls of Jefferson County, Indiana, shown in the picture at the right.

of the work and a certain degree of experience. If apprentice work is followed by a year or more of advanced study in an accredited school, the librarian is fitted for more responsible positions. The only trouble with the training or apprentice class route to librarianship is that it takes the ambitious climber too much time to get to the top.

A shorter method is to enter an accredited library school at once or after a few months of preliminary service in a city, school, or college library, if that is possible. You may then enter the school as an undergraduate or as a postgraduate student, depending on the school and on your educational equipment. The technical curriculum may be covered in a single year. Advanced work leading to specialized positions and a possible M. A. degree will require another year. The Board of Education for Librarianship of the American Library Association, with offices at 86 East Randolph Street, Chicago, is the accrediting agency for library schools. From the board you may secure, free of charge, a leaflet on *Librarianship as a Profession*, which lists the schools and gives brief information as to entrance requirements, costs, length of course, degrees, and certificates. In the *Second Annual Report* of the board will be found standard curricula for library schools of different types. The report affords insight into the content of these curricula and may be had for the asking.

The trend all along the line is to put librarianship on the same basis as other professions and to offer university credits and degrees for the completion of a curriculum. There is a growing tendency to offer the regular courses during summer sessions and to emphasize work with children and with schools, thus offering a rare opportunity for teachers to specialize in the school library field, where last year no less than forty superintendents declared there was a steadily increasing demand.

The library curricula offered in normal schools and teachers colleges should not be overlooked nor the possibility of taking a correspondence course. In the nature of the case, these are either short cuts or courses giving preparation in a limited field. To the parttime librarian in a small school—the so-called teacher-librarian—these courses are particularly useful. Her lot is not always an enviable one. She frequently finds herself saddled with two good-sized jobs instead of one. But as school administrators become more familiar with the educational possibilities of the library and give her

the three- or four-hour library schedule she needs instead of the one-hour schedule she frequently has, many women will find the duties of the parttime librarian a happy release from uninterrupted classroom work.

The fulltime school librarian working under a sympathetic administration is set a more joyous task, though not always an easy one. Around her thrills the life of the school of which the library is easily the heart and center. Recently I stood in an elementary school library. The sixth graders had finished a project which they trooped in to show me. The project had to do with transportation. Here came models of every conceivable equipment from jinrickshas bearing gay kimonoed ladies to prairie schooners drawn by patient oxen. The manual training, geography, art, and sewing teachers had evidently conspired together but not they alone. There were wellwritten compositions on travel in the Andes and reports on thrilling books of travel. "But how did you know how to draw a camel or to make a dog sled," I queried. "The library picture file," the class came back. "And the queer bonnet on the head of this little foreign lady?" "Oh, a library book showed that." "And the books you read, and the reviews—all so nicely done with the author, and title, and publisher, and date?" "Miss Brown showed us—she's the librarian." The teachers, too, paid willing homage: "It's the library that makes such work possible—and Miss Brown."

But school work aside, what are the general opportunities in the field of library service?

I have used the masculine in referring to librarians other than those engaged in work with children. This was not an accident. Librarianship is a profession for men. If you don't believe it, read Mr. Compton's article on librarianship in *The Open Road*, May, 1922, or go into any wellmanaged city or college library with your eyes open. Have you ever taken thought of its complicated organization and administrative problems? Such institutions are managed by women with distinct success, but librarianship is not exclusively a "woman's job." Look into a big reference room and ask the assistants in charge what people they deal with and what problems. The engineer, the doctor, the economist, the author, and the business man—all these are there with their questions. And the questions? Highly technical in many instances: a treatise on the venting of transformers, a list of authorities on the inheritance

tax, old sporting prints. Very few weeks go by in which the American Library Association is not the recipient of an inquiry for a man who can "take charge of our technical division," or "fill a research position in the political science library," or "manage our business branch." Librarianship is a profession for men.

Obviously, it is also a profession for women. Do you love little children and their books? Do you like to tell stories? Can you chuckle over the gentle whimsies of *Winnie-the-Pooh*? Would you like to do your bit in the educational world by fostering the reading habit and developing correct reading tastes? Do you believe that in the long run children educate themselves and that the educator's part is to search out and guide budding interests? Then children's library work is worth your consideration. You may even find your place in it without going outside the schoolhouse walls, for the elementary school library is a coming institution.

The limits of this article are too short to cover the multiple forms of library service. I have hinted at positions requiring business and administrative skill and at the varied ramifications of reference work. Among more recent developments are definite attempts at adult education through the library. A rather new position is that of reader's advisor—a man or a woman who knows books and people and libraries and gives guidance to such readers as desire to enter upon a definite line of selfimprovement through books, or to set out upon an adventure of mind or spirit by way of the printed page.

For the person who likes to do careful, scholarly work there are positions as catalogers and classifiers. Research assistants, government and state librarians, and the librarians of highly specialized technical collections are other tremendously effective workers in the educational field.

Then there is the county librarian. He is business agent, organizer, and missionary all in one. His supreme idea is to get books to people *where they are*. In Missoula, Montana, he equips a box car with books and chairs and tables, hitches it to the end of a freight train, and sends the library to the men in the mountain camps. In New Jersey he fits up a book truck, a "Parnassus on Wheels," that carries its load of literary freight to the remotest hamlet and provides the small sixth grader in the district school with that tale of adventure and daring for

which his young soul has long yearned.

Perhaps the most important worker of all is the librarian in the small public library. This is a job to challenge the keenest-witted and the broadest-minded. It demands leadership. It is hard work, yes. But the small town librarian most certainly lives in Friendly Village; her service, for somehow a woman most frequently assumes this task, extends from the graybeard who pores over Haeckel's *Riddle of the Universe* to the bare-kneed tot who sits mouse-quiet with a Caldicott picture book while mother absorbs the history of Japanese prints from the art reference shelf. The librarian is a good business woman, carefully budgeting and expending the receipts from the one-mill levy and the dog tax. She is also a good housekeeper, contriving to create a home-like atmosphere while leaning heavily on order and routine. She is a member of the commercial club and the Parent-Teachers Association. She provides the Rotarians with a reading list for boys' week; she sends classroom libraries to the elementary schools and is the literary guide of 'teen-age boys and girls; she helps the new minister prepare his sermons and gives the editor of the *Daily Bulletin* the statistics he needs for an editorial on the agricultural resources of Orchard County. Her opportunities for usefulness are limited only by the financial support the community provides and by her own equipment of knowledge, initiative, and technical skill. Even more than the worker in the large system she needs the best that the college and the library school can give, for she stands unsupervised and alone.

Is the demand for professional librarians great enough to warrant the time

and expense involved in preparation? I quote from the *Second Annual Report* of the Board of Education for Librarianship:

The study of library service and its changing needs reveals one factor which has remained constant and shows no sign of favorable variation in the near future, that is, the



PUBLIC LIBRARY SERVICE within reach of every one is the aim of Chemung County, New York, Library shown in this picture.

insufficient number of desirable candidates for many library positions. Leaders are being sought for important positions in large public and university libraries; administrators are desired for small and medium-sized libraries; catalogers and children's and school librarians are demanded in numbers far in excess of the supply. From every standpoint of library service the lack of personnel is acute.

Librarianship is an educational calling. It is also a profession, as evidenced by the establishment of professional library schools in colleges and universities. It is open to men as well as to women. It offers the rewards common to other educational callings: a competence ranging from \$1500 to \$10,000 or above, personal development, high emprise. It is increasingly engaging the attention of college students and it has a distinct appeal for the young teacher ready to specialize.

A brief reading list follows. Your nearest librarian or the secretary of your state library extension agency will be glad to give you a personal interview or write you concerning local opportunities for library service. As before noted, the Board of Education for Librarianship will furnish upon request a list of summer sessions and the names of accredited library schools. Detailed information as to curricular and entrance requirements may be had from the institutions themselves. Since accredited schools are not numerous and the number of applicants for admission is steadily growing, it is well to make an early choice and to apply at once for admission.

Reading list—American Library Association: Librarianship as a Profession, A. L. A. (free); Libraries and Adult Education, Macmillan; Second Annual Report of the Board of Education for Librarianship, A. L. A. (free). Compton, C. H.: Librarianship, a New Profession (in *Open Road*, Vol. 4, May, 1922). Wilson, Martha: School Library Experience, H. W. Wilson Co. American Library Association: Opportunities in library work; Joseph L. Wheeler, *The Library and the Community*.



THE ARRIVAL of a library book wagon means a red letter day to these children in a crowded one-room rural school in Hennepin County, Minnesota. The picture at the left shows traveling libraries in a warehouse at Madison, Wisconsin, ready to start on their helpful mission.

The Journal of the National Education Association

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

President, Cornelia S. Adair
Secretary, J. W. Crabtree

The payment of \$2 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.

The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the *Proceedings*, committee reports, and other regular publications of the Association. One dollar of each membership fee is for a year's subscription to THE JOURNAL. The payment of \$100 gives the privileges of the \$5 active membership for life.

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Joy Elmer Morgan Harold A. Allan
Editor Business Manager

EXECUTIVE AND EDITORIAL OFFICES:
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The Awakening

STRIKING, ISN'T IT, how many people there are talking about the good things in the schools? The spirit of achievement is in the air during these wonderful weeks of the fall season. One finds in the schoolrooms industry and purposefulness. Pupils are at their tasks. Teachers have found their stride for the year. Reports from speakers at fall institutes and associations show that the professional advance about which we have been talking during the past few years is not a mere wave but a real tide. Reports of large steps forward come steadily in—from San Francisco, from Cincinnati, from Los Angeles, from Texas, from Georgia. Summer school attendance was large. More people have come to see the deep significance of American Education Week and its abiding importance to the welfare of the nation. Teachers are enrolling earlier than usual in their professional associations and are starting to work on their problems with a will. Home folks are working with their Congressmen in behalf of a Department of Education with a Secretary in the President's Cabinet. Newspapers and magazines are featuring education. There is wholesome criticism of the schools here and there—much of it fruitful criticism born of love and faith. It is plain that 1927-28

will be a big year in the schools. Dr. Winship sounds a note we all appreciate when out of his long years and wide travel he says, "It's a great time to be alive!"

This season brings many new members into our association ranks. This is a part of the awakening. Harvest time is enlistment time. To members both old and new the officers of the Association extend the hand of fellowship. May it be a year of achievement and happiness.

We hope you will always remember that the Association is yours. It gains in power as more people work on its problems. We like the spirit of the teacher who said, when sending in her life membership, "The inspiration and help I get from the Association is worth a hundred times what I have put into it, but as I look back over the years I know that I grow most when I think not of what I get but of what I give. It is a rare privilege to work with such a fine company of professional people." That is the spirit of teacher participation. It recognizes that there are many things to be done in the profession—important problems to be worked out. It understands that these problems can never be solved until they are solved by the profession itself in the light of child needs. Those who give themselves to these problems grow in the work and are ready to undertake bigger problems tomorrow. Theirs is the satisfaction of having a part in the larger cause. It all helps. Many of the advances made during the year have been aided by the ideals set up by our associations in their resolutions and by the continuous campaign of interpretation that they carry on. THE JOURNAL'S Annual Roll Call in January will summarize the achievements of the year, but we want to call attention here to one advance of large importance.

The San Francisco schools have won a Supreme Court decision which means a new day for the children of that great city. A. J. Cloud, chief deputy superintendent of schools of San Francisco, sends the following statement of the situation:

On September 12 the California Supreme Court handed down a decision of far-reaching consequence to the public schools of San Francisco and of the entire state. In this decision the Court held that the taxlevying board—known as the Board of Supervisors—must accept without revision, upwards or downwards, the budget annually submitted by the Board of Education, and fix the tax rate for school purposes accordingly, provided such a budget complied with pro-

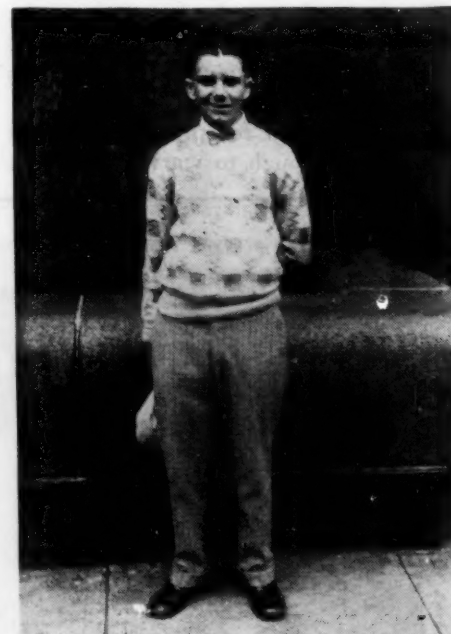
visions of the general state school law.

The immediate controversy originated in the fact that the Board of Supervisors had reduced budget requests of the Board of Education this year by a sum approximating \$1,000,000. The Board of Education and the superintendent of schools, J. M. Gwinn, after exhausting all other known remedies, took their case before the State Supreme Court, with the result above noted.

The decision gives added support to the legal doctrine that the schools of any given local community form primarily parts of the state system of schools, and that, therefore, state school laws take precedence over all local enactments relating to the schools, in case of conflict, whether such local provisions be incorporated in municipal charters, or otherwise. The immediate contention in the above mentioned case arose through a conflict between provisions of the San Francisco City Charter and the California school law. The court held that the state school law prevails.

The decision is also interesting in that it virtually places the San Francisco Board of Education on a basis of fiscal independence. Such a course is wholly in line with the curve of progress in school administration in the leading cities of the United States during the past quarter century. Under such a policy, responsibility becomes fixed; under it, authority and responsibility are united.

Among other advances are the million-dollar equalization fund created by the recent Georgia Legislature; an enlarged equalization program for Texas; an increase in the Los Angeles single salary maximum from \$2800 to \$3300; and a new interest in teacher retirement throughout the country.



International News Reel Photo

DEAN LUCAS of Congress, Ohio, who won the National Spelling Contest held in Washington in June, and the \$1000 first prize. He is thirteen years old and competed with representatives from thirteen states.

Growth Through Professional Activities

MARY R. BARNETTE

Editor, Official Bulletin, Cincinnati Teachers Association; teacher, Hughes High School, Cincinnati, Ohio

ANY MEMBER of a homogeneous group who today indifferently regards the necessity and value of cooperating with his fellow workers in a common undertaking is not only blind to his own welfare but he is also out of harmony with what is perhaps the most significant movement of the age. Indeed, so competitive and interdependent has our modern economic organization become that all groups having similar goals must unite in order to survive economically, not to mention the spiritual accomplishments potential in such an organization. Certainly in this age of interdependence one man working alone can barely survive even in the most hospitable environment; cooperating with others he so magnifies the results of his toil that he secures not only the necessities of life but he also enjoys its luxuries as well. From all the diverse currents, then, that cross and crisscross in American life today none emerges with greater distinctness than this tendency toward group consciousness.

Similarly, three great and learned professions—law, medicine, and theology—have crystallized about the magic ideal of cooperation. So efficient have they become, so professionally cohesive, so necessary to the life of the world that public criticism of all three has been practically annihilated. In addition to being well remunerated these professions are accorded great deference and respect. Through their effective organizations doctors and lawyers have been enabled to establish higher standards of training, efficiency, and ethics. To enter the legal or the medical fraternity today one must pass the acid test in regard to both native mental capacity and the attainment of professional skill. Manifesting their strength and influence through pooled interests these two professions, by thus barring the entrance gates to unpromising candidates, have rallied to their standards the intellectually élite of the human race.

Compared with the organized effectiveness of capital and labor as well as with the fine skill of the learned professions, teaching suffers immeasurably. Such comparatively low professional

status is owing largely to a lack of professional-mindedness among teachers in general; for next to certain types of unskilled laborers and farmers the teach-

WE CLASSROOM TEACHER organizations must work for 100 percent membership in local, state, and national associations. We must be alert to secure not only the enactment of a nationwide tenure law, but also to maintain unimpaired present retirement laws. We should keep our membership informed on taxation bills and pending amendments which may tend to interfere with school revenues. There is grave danger that the rank and file, too busy to attend meetings, too careless to read professional literature, may become apathetic and indifferent. This must never happen. We cannot afford to deserve the criticism that teachers are interested only in salaries. We must impress classroom teachers everywhere with the necessity of keeping uptodate, and of the wisdom of supporting their professional organizations. We will have to learn better teamwork; we need to work for cooperation and goodwill between administrators and teachers; and we should learn to subordinate personal interests to the interests of the larger bodies, state and national. Then will come recognition, financial and moral, and, best of all, the happiness that comes from the realization of a great service to humanity well performed.—*Mary R. Barnette.*

ers profession is the largest unorganized business in America. With only twenty-five percent of the nation's teachers professionally solidified is it any wonder that our schools are top heavy with inefficiency and mediocrity? George D. Strayer, Columbia University, said recently that fifty percent of the elementary school teachers lack minimum standard training, that is, a normal school education; furthermore, a survey made by the National Education Association in 1920 shows that twenty-five percent of our teaching body has had only two years' training beyond high school, that forty-five percent are under twenty-five years of age, and that the majority remain in the service only five years; again, the turnover in the smaller schools, as shown by the report, is com-

parable to that in low-paid industries. The fact, then, that the median teacher in the United States is not professionally trained added to a lack of stability in the vocation itself precludes our right to class teaching with the other learned professions.

Second to inadequate preparation, the social status accorded teachers in America retards professionalization. Until recently—and in some instances even yet—teachers were the targets for crude jokes and comic cartoons in the newspapers. As a group they are today in most communities socially isolated; indeed they are patronized by civic clubs and paternalized by their "superiors" to a degree that is highly amusing. Judged by the standing of secondary school instructors in Europe, the relatively low social footing of American teachers becomes immediately apparent. In France, Germany, and other European countries teachers are esteemed civil officers of the state. In Sweden and Austria, a high-school principal has the rank of major-general; other teachers, too, are accorded official rank, whereas, in America, the teachers relation is contractual rather than official. An English visitor said recently,

It certainly appears to the casual observer visiting the States that the teacher, as such, has little or no status; that is, his status is that of a man apart from his profession. His influence is determined by personal qualities and not by profession.

With such lackadaisical appreciation of the office of the teacher is it any wonder that promising, ambitious youths look askance upon teaching as a life vocation? Besides, certain facts seem to indicate that aversion to teaching is growing. The exodus of teachers during the Great War continues unabated: over 100,000 deserted in 1925. Obviously, hosts of teachers regard their work as a stop-gap occupation and are in no sense truly professional. Also in 1918, a poll was taken of the senior class of Columbia University to ascertain what work its members would undertake. Twenty-eight signified their intention to enter business; twenty-four, law; eight, medicine; twelve, banking; ten, engineering; and

two, teaching. Indeed the dwindling number and caliber of teacher recruits and the exit of those already in the profession not only indicate the growing competition for the services of college men and women but they also point accusingly to the vocation itself. Competition for mental acumen such as befits a leader of youth comes from three sources, namely, big business, the civil service, and the learned professions. Said Henry M. Stanley, noted economist, speaking in Cincinnati recently:

Business today is mobilizing brain power. In 1917 when the cry of war rang through the factories and the counting rooms of the land we mobilized an army that staggered the world. In 1927 we are mobilizing brains. Business has opened the door to the schoolroom and is inviting young men and young women with brains trained to think into its ranks.

Likewise an examination of government reports will show that Uncle Sam employs large numbers of college graduates of both sexes. And law, medicine,

theology, journalism, and engineering have, of course, always attracted to themselves the cream of the race. With the civil service, big business, and the learned professions in strenuous competition with the schools for people of capacity and training, and, in general, paying far better salaries, it requires no fertile imagination to picture the personnel of the teachers of the next generation; that is, unless measures are taken to make teaching more attractive.

Aside from the fact that instructing youth seems to have no great appeal for the novice, certain conditions within the field and under control of teachers themselves have an undesirable effect upon teachers and the lay mind as well. These are rather heterogeneous in character and are not universally applicable. For example, the majority of teachers have no bona fide guarantee of security of position; not all states yet have tenure laws. In many places, teachers may be hired and fired at the will of boards of educa-

tion or at the request of administrators who are not always free from petty bias or the influence of politics. Some states have poor pension systems; in others, retirement laws are subject to sporadic attack. Sometimes classroom teachers of distinguished ability are dominated by autocratic rule and incompetent supervision. Again the criticism that our public school graduates lack initiative is frequently heard. How can it be otherwise when teachers themselves are not permitted the full play of their initiative? An able classroom teacher said to the writer recently, "I have learned the lesson that *dumb obedience* pays." Indeed many teachers feel that there is no alternative but to become an agreeable echo. John Dewey, one of America's foremost philosophers, wrote in *The Delineator* last year that everything possible is being done to make of the teacher a servile rubber stamp. He said that colorless intellectual conformity and blank vacuousness is the state to which most teachers

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"Now About Our Association—"



Miss Newteacher and Miss Veteran* in Session on the Professional Program

Miss Veteran—If you can spare five minutes, Miss Newteacher, I want to talk over our teachers' association with you. We know you'll enroll, of course, as we always have 100% in our school, but we want you to know something about us. You see we want you rather than just your name and dues.

Miss Newteacher—I'm glad you came in, Miss Veteran, I really don't know much about your association yet and would like to know what it's all about.

Miss Vet.—Some folks call us the "teachers union", but we're not just that. The union in competitive industry has to work chiefly for the workers' interests, such as wages, hours and other conditions of their work, and they use measures of force such as the strike, boycott, etc. All that is undoubtedly necessary and right for industry, but it isn't suited to professional service. So we have our own organization. We don't even call it teachers' association but education association. Our idea is that by promoting and protecting

*Any teacher who has taught more than one year is an "old" teacher, and anyone who has taught five years is a "veteran."

"Give and it shall be given unto you". Give in schoolroom service, in community service, in professional service; and it shall be given unto you in salary, in esteem and affection, in self-respect and satisfaction.

education our own interests will be indirectly served better than if we worked selfishly.

Miss New—But don't you do anything in teachers' interests directly?

Miss Vet.—Oh yes, indeed! We have a welfare committee and other committees, whose sole service is concerned with the interests of teachers, but in the whole program this service is secondary and service to the public is primary. You'll find us practical human folks, not abstract idealists.

Miss New—Will you tell me what some of your organization activities are? You know I'm really in the primer class professionally.

Miss Vet.—All of our activities come under one or both of two heads, either *For Professional Efficiency* or *For Public Cooperation*. Obviously both are necessary if public education is to be successful. The first of these is probably our first business but the second is, like the second great commandment in the teachings of Jesus, "like unto it". For the first objective we hold professional meetings, just as any other professional body does, to discuss the subjects of outstanding interest and importance in our service. Of course, we mix play with our work. We need recesses as much as the kids do, you know. The national and state meetings are annual, but our local meets monthly. You'll soon learn all about these meetings. Then we have various other ways of encouraging and assisting teachers to make professional improvement while in service. You'll soon hear of these too. Then we publish our monthly magazines and bulletins. These keep us in touch with the rest of our professional world—integrate us, to use a high-brow technical term. You'll find the magazines alone worth the dues you'll pay. Also we are carrying on rather extensive research along various lines to keep abreast of our fast-moving age. Our national unit especially is doing magnificent work in research.

Toward public cooperation we're directing three major activities,—platform and press publicity, and legislation. The P. T. A., luncheon clubs, churches, unions, and many other organizations welcome our representatives to speak on education. It's invaluable service. So too the newspapers and magazines are wide open to us and most friendly. Last, but far from least, is our legislation work. The associations would be worthwhile if they did nothing else. I could tell you some interesting stories of our achievements in legislation if—

Miss New—If the clock would stop for a while.

Miss Vet.—Which it won't. I have my eye on that fleeting minute hand.

Miss New—Tell me the stories later. But tell me now in a word how well you think the altruistic idea works. Are you getting over?

Miss Vet.—We're sure of it. We don't have "standard tests and measurements" to check up results in service of the profession—(we'll probably get those in time and give "intelligence tests" to you novitiates and to our school board candidates)—but we know we're getting results—very big returns on a very small investment. Our 12,000 teachers are intelligent and alert—most of them—and morale was never finer in such a body. On the other hand, the attitude of the public generally toward public education is perfectly splendid. The people know enough about their schools to be proud of them and to pay well for them, even when times are not easy and taxes come hard. School finance in Washington has suffered no slump or reaction

are called, that the profession is insured by conscious and unconscious selection against the presence in classrooms of vigorous, manysided, rich personalities from whom—and whom alone—something positive and constructive might be expected. There are other cases in which capable, conscientious teachers receive no more recognition than the thoroughly inefficient time server. Still more instances could be cited in which teachers serve in fear and cowed subjection and carry vastly more than a proportionate share of the teacher load. Certainly unhappy mental states engendered by such untoward conditions are not conducive to effective teaching: for the status of the mind is of paramount importance in efficiency and in no place is this truth so distinctly applicable as in the classroom. Indeed the creative spirit which is conspicuously absent in the teaching profession cannot thrive under servitude and external control.

A large share of the blame for the de-

plorable lack of professional cohesiveness can, and should be, laid at the doors of some heads of schools and colleges of education. In several cities, there are known occurrences in which officials have tried to prevent teachers from becoming members of classroom teacher organizations. But these same administrators urge their teachers to affiliate with state and national associations, forgetting that local associations have supported, encouraged, and made possible the larger unions. Without such support, the more ambitious undertakings would have been relatively impotent. It is also difficult to get graduates of many colleges of education to enter heartily into cooperative enterprises with their colleagues. So far as we know teacher-training institutions are making no attempt to inculcate a professional consciousness among prospective teachers. Encouragement from these two sources, then, would do much to make teaching a genuine profession.

By all odds, however, the greatest

hindrance to the professionalizing of teaching is the empirical and censorious attitude of teachers themselves toward their work. Indeed the worst enemies to the profession are within the ranks. No less an authority than Dean Russell says, "The greatest obstacle, I am convinced, lies within the profession itself. It tends to become static because it accepts the dictum that what has been will be, despite the vision of reformers." Teachers are potentially the most powerful and influential group in the nation but a general lack of comity and the absence of acute intellectual discernment among the mass of teachers make efforts toward solidarity comparatively impotent. Doctors, lawyers, and ministers choose their life work and cheerfully abide by it: one seldom hears them condemning either their profession or each other. But the fault-finding attitude of teachers is proverbial. This sterile criticism spares neither colleague nor administrator, profession nor system; moreover, it is seldom

"How should one chase a thousand, and two put ten thousand to flight, except—" through organization, which multiplies the individual's power?

since the war, and the salary average last year was the highest in this state's history. It is no accident that Mr. Phillips of the U. S. Bureau rated our state high educationally in 1924. But that minute hand is nearly at 9:00, so I can tell you no more now.

Miss New—I see you have the enrolment cards. There is time for me to sign up now. (Signs up for local, state and national.) Come in again and tell me more.

Miss Vet—Better yet, I'll come in again with something for you to do.

"Better and Better"

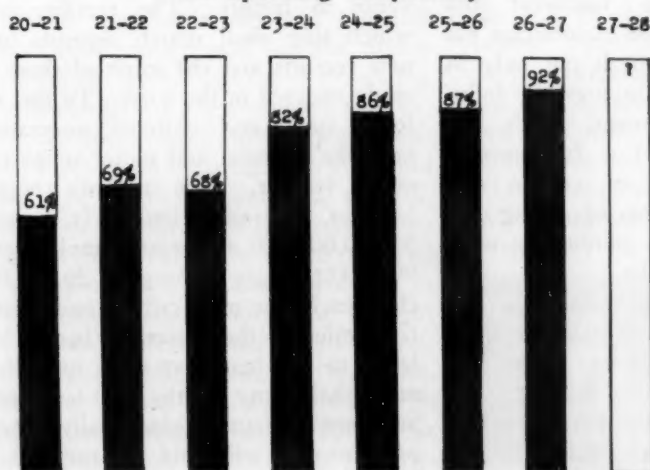
W. E. A.'s Membership Record Since Reorganization

	Teachers in State*	W. E. A. Members	Percent Membership
1920-21**	10,500	6,477	61.5
1921-22	10,755	7,766	68.7
1922-23	11,089	7,516	67.8
1923-24	11,369	9,361	82.3
1924-25	11,788	10,146	86.1
1925-26	11,965	10,319	86.8
1926-27	12,195	11,185	91.7
1927-28	12,500(?)	?	?

*Number listed in W. E. A. directory, not official.

**Year of reorganization.

Or Speaking Graphically



Today is debtor to yesterday and creditor to tomorrow. The obligations are discharged through organization.

Why Don't They All Belong?

It is hard to see why even eight out of one hundred last year did not associate and cooperate with the ninety-two. Here are some of the reasons given by those eight:

1 "We college professors have our own national special field organizations" (Very good! But it is the laws and public opinion of the state of Washington that give you your positions. You college professors live in the same house with us common-school teachers—top story at that—and your fortunes rise or fall with ours. Your students are our products, and we teachers in turn are your products. Let's all work together in the interest of all.)

2 "My salary is small and I need the dues money." (That's what some of the short-sighted taxpayers say about the school taxes that pay your salary, such as it is. It's "penny-wise-and-pound foolish", my dear, to "economize" on professional dues. The lower your salary, the more you need the professional organization.)

3 "I teach out 'in the sticks' and can't attend the convention." (But the convention is only one of many services of the professional program, and the cream of the convention is brought to you through the Journal.)

4 "I'm going to get married next year; I'd rather spend the dues on my trousseau." (But you're teaching this year. Better leave the profession in good standing, you may want to—or have to—come back to it.)

5 "My husband and I are both teaching, I can read his Journal." (But, Mrs. Teacher, you count one—not one-half—in school service. You and friend husband have two certificates, two contracts, two salaries. Why not pay two dues, just as you do two railroad fares? As for the extra Journal at your house, just pass it on to one of your board members or P. T. A. leaders and add that much to the cause.)

6 "I won't be stampeded. I don't want to sacrifice my independence." (Just let one of your pupils make a crack like that! Wowie!! But we don't want to "stampede" you—we want to "sell" you. As for independence, isn't the world a bit too crowded and complicated for much real independence? Isn't interdependence much more desirable anyhow?)

7 "I just won't, that's all." (There is no answer to that reply—for use in second-person discourse. Of course, one is reminded that every batch of popcorn has a few kernels that simply will not pop, however much care the popper may take, we call them "old maids." But there is extremely little poor "corn" in this state.)

As for Dues—

Local, state, national—all three—for a thin dime a week (except in a few units where local dues exceed one dollar). State and national dues, including Journal, each for two dollars. And you may post-date your check.

LET'S MAKE IT UNANIMOUS

accompanied by tenable constructive suggestion for improvement. Such a habit of censoriousness from which perhaps too few of us are free is psychically contagious. Every time a teacher abuses his calling or any one connected with it, he is not only lowering lay esteem for the teacher's work, but he is also tacitly inviting the outsider to do likewise.

Pettiness, superficiality, and a lack of finesse too frequently characterize the teacher personality; these traits often manifest themselves in overt behavior that is less than professional. Specifically such conduct is that form of professional dishonor which seeks promotion, by reason of political or personal influences, regardless of merit; and it sometimes undermines others profiting by their downfall. Again there is an apparent lack of group pride in high scholarly achievement and the absence of a desire to engage in common civic service. Lack of group consciousness is not strange, however, when there is such a diversity of professional preparation in the teaching ranks. There is also little evidence that teacher organizations as such have made their influence perceptibly felt in community progress. How can it be otherwise when scores of members manifest no interest in their associations except when a campaign for higher salaries is being waged? Furthermore, the majority give no assistance in forming policies; they absent themselves from meetings during times of crises. Even a large percent of those who are enrolled in organizations are members in name only and do not carry their share of the burdens. These are not pleasant things to say about one's calling, but they are true, nevertheless. Moreover, before we can reform there must be critical self-examination—we must first clean the inside of the platter. A real professional consciousness among American teachers is conspicuously and lamentably absent.

The influence of leaders among teachers is, moreover, rendered ineffective by the petty jealousy, the immaturity, the transient service, and the meager preparation of the teaching body at large. People of such narrow and limited human outlook cannot of course be other than inadequate professional workers. It is, therefore, the dead weight of the nonprofessional, the transient, the high caste, the indifferent, the self-centered, and the untrained, apathetic majority of the teaching population that hinder the growth of professionalism.

Yet there is cause for optimism. Recent achievements of local, state, and

national associations are nothing short of marvelous. The enlistment of large numbers of teachers in organizations, the steady growth of a professional spirit, and the development of a genuine technic are all results of the last few years.

FINALLY, there can be no professional growth except through the medium of cooperative effort. And the conclusion of the whole matter is that teaching will take its rightful place among the learned professions just as soon as the rank and file become truly professional. To achieve this hope the burden of leadership must be borne by the twenty-five percent who have had college and normal training; they must overcome the innate recalcitrance of most teachers to conscious organization by earnest and persistent education of the individual intelligence. Surely the teachers of the nation are not content to rest under the stigma of inferiority. Just as the physicians have created, maintained, and advanced the profession of medicine, just as the lawyers have converted the practice of law into a profession, just as the ministers have elevated their calling to the highest pinnacle of public esteem, so must professionally-minded teachers establish their vocation upon a professional footing.—*Mary R. Barnette.*

Practically all the large cities in the United States now have effective local associations. The Ohio State Teachers Association had 7863 members in 1918; this year it has 35,640. In nine years the California Teachers Association increased its membership 287 percent, growing from 7000 in 1918 to 28,042 in 1927. It is common knowledge that California is one of the most educationally progressive states in the union. To what extent is California's recognized superiority in education due to the professional attitude of her teachers? And our National Education Association has had a remarkable growth not only in membership but also in prestige, influence, and accomplishment. Such forward strides represent a fundamental movement, indicating a sensible and democratic method for advancing the cause of education and gaining the willing support of the public.

Values, tangible and intangible, accruing to every teacher everywhere from such organizations, cannot escape the notice of the least astute observer. All teachers share the benefits, but how many shoulder the burdens, financial and moral? Among the rewards they are getting from teacher cooperative enter-

prise are better salaries, security of position, effective retirement laws, heightened public respect and consideration, sabbatical years, and longer sick leave with pay. Because of their organizations teachers are no longer ignored. In many places, owing to the strength and effectiveness of organizations, teachers are members of Rotary, Kiwanis, and chamber of commerce. Again many of the more progressive laws were initiated by teachers themselves. Through their closely-knit organizations much desirable legislation has been carried to a successful conclusion. But why go on? The list is impressive enough. It is said that taxes and death are certain: it is equally certain that the above-named privileges and benefits would never have come to teachers without cooperation.

Local teacher organizations, too, have not only loyally supported state and national associations but they have also inaugurated reforms of tangible benefit to every one of their members and non-members as well. Among these are securing group insurance; establishing loan and emergency funds; initiating credit unions; providing cooperative buying; formulating codes of ethics; establishing professional courses; awarding scholarships to the deserving; bringing distinguished speakers to members; and lobbying for bills that directly affect teacher and child welfare. In spite therefore of enemies without and detractors within, in spite of the apathy and indifference of the rank and file, the professionalizing of teaching is steadily gaining momentum: the movement is no longer in the trial and error stage. Organizations of teachers together with the educational press are in a most strategic position. They should consolidate gains and press forward. Teachers today stand on the firing line of the greatest educational advance in history. The rapidity with which they shall march depends upon new recruits and the spirit of those already engaged in the work. To this end local, state, and national associations need the financial and moral support of every teacher. The nation's biggest business is education. It spends \$2,500,000,000 a year and employs over 900,000 teachers in charge of 26,000,000 children in the most critical and formative period of their lives. What a challenge to the best that is in us! How many shall prove worthy? At least there are some zealous, professionally-minded teachers who will hold the torch aloft. Verily, we have sounded forth a trumpet that shall never call retreat.

Elementary School Letter Awards

BERTHA SHANNON MOORE

LETTER AWARDS have long been given in both senior and junior high schools as a reward for athletic prowess or for bringing honor to the school and are highly coveted and prized by those who wear them. They can be used with equal success in elementary schools to develop leadership and school spirit, as well as to recognize service to the school.

The teachers of the Edmunds-Maury group in Washington, D. C., determined to test the value of letter awards in stimulating school spirit. It was recognized that athletic honors were beyond the reach of all, but that character building in any case was the most important objective, and with this in mind, after much discussion, a working plan was formed.

Under this scheme children from the fourth through the eighth grades were made eligible to wear the school letter, and they were required to meet certain standards in order to win the coveted honor. A boy or girl who wished to compete must have a cooperative attitude toward all the activities of the building, a satisfactory record as to deportment, and no mark below "C" on a semester report. In addition he must be able to show 100 points received for various achievements during the semester.

A semester report showing all "A's" would entitle its owner to 100 points and would give him the school letter for superiority in scholarship. Players in a championship game, as well as winners of any city recognition or prize, would also receive the required 100 points for service in bringing honor to the school.

Those who could not win the 100 points on a single credit had the chance to excel in several lines and by adding the points make up the required number. Marked endeavor in any line was evaluated. A report showing all "A's" and "B's" was worth 50 points, and a certificate from the Bureau of Education showing that the owner had read and reviewed a certain number of books prescribed in their home reading course also brought 50 points. Membership in an athletic team, boys' traffic patrol, glee club, dramatic, or garden club was valued at 30 points, and outstanding excellence or leadership in any of the above activities gained 20 additional points.

The following were valued at 10

points each: Perfect attendance for one semester; having a bank book and being a regular saver; winning the athletic button awarded by the Physical Training Department for completion of certain tests; rendering continuous outstanding service to the school in the way of play leadership, work on cleanup committees and other helpful activities; performing satisfactorily the duties of various bank, phone, playground monitors, etc. All awards were to be subject to the decision of the School Letter Committee, consisting of the principal and six teachers.

At the beginning of the second semester a mimeographed copy of the plan of awards agreed upon was given to each of the 400 pupils from the fourth grade through the eighth. After it had been explained in the classrooms, interest was further aroused by an assembly at which the principal gave her approval and advised the children to take their copies home and talk them over with their parents. Awards were to be made in June, and the children were encouraged to keep the plan of awards constantly before them, to decide what line of endeavor they would follow, and to work toward a definite goal of achievement.

Interest ran high from the beginning. For the first time, it appeared, "A's" on one's report had a definite market value. Reading groups had already been formed under the guidance of the Bureau of Education, and the glee clubs, athletic, dramatic, and garden clubs were already busy with their respective lines of work. Those pupils not in some form of extra-curriculum activity hurriedly became "joiners." Absence from rehearsals of the glee and dramatic clubs became rare. Athletic teams were increasingly active, and the playground was alive with aspirants for championships. The savings bank was more popular than ever, and teachers entered fewer "absent" marks.

Of course, everyone could not get "A's" on his report nor be on the winning

team; far from it, but there was a chance for him in "rendering continuous outstanding service to the school, etc.," and many and varied were the activities claimed under this heading.

Never were there such willing helpers and monitors. The little girl who voluntarily dusted the principal's office every day polished the furniture until it shone and called attention to her handiwork. Children begged for things to do and in some cases invented them. Each pupil rejoiced over his growing points and well knew how many he still needed.

Of course the teachers were interested and gave all encouragement to the earnest workers. No matter how fine an idea originates with the principal, it will die a natural death if the teachers do not share in her enthusiasm.

The week before the awards were to be made saw a final checking up of all activities during the semester. Each child was given a new copy of the plan of awards and allowed to make his own claims and evaluation in writing. If he felt that he had performed outstanding service, he was asked to give his reasons and defend his credentials.

The papers were handed to the classroom teacher, who examined them and rejected such claims as she felt were not legitimate. The others were turned over to the School Letter Committee, which in turn passed on the claims of each aspirant.

After the final sifting out, about 50 children were found to be honor students and entitled to letters. The winners were asked to invite their parents to the presentation ceremonies, which were held before the assembled school, with several school officials as invited guests. Attractive certificates lettered by artistic teachers were presented with each school letter, and as a child's name was called the number of points earned and the list of his achievements were read out.

Although the children were consciously striving for the coveted letter, they were unconsciously developing a morale which was apparent in all branches of school work. Problems of discipline were reduced to a minimum owing to the eager interest which was centered in all school activities. The teachers were well pleased with their experiment in character building, and are using the method of letter awards again during the coming year.



Why Adult Education?

KATHRYN M. RAY

Los Angeles Evening High School, Los Angeles, California

TO MANY, adult education presents a picture of an overworked undernourished young person, nineteen or twenty years of age, of about eighth grade caliber, heroically struggling to gain greater efficiency in vocational subjects, in order to hold his present job or secure an increase in salary. To others, the picture is that of a failure in the day schools, who could not or would not learn, and who now expects the evening school to fill up the gaps in his educational attainments. To the majority, however, the picture is that of the stranger in our midst, the foreigner, who in a few months' time hopes to master the intricacies of our language and to become a full-fledged citizen.

There is certainly an insistent need for helping these various types. The millions of persons who are taking correspondence courses; the private schools and schools for Americanization in every large city; the moonlight schools and schools for illiterates in various parts of the United States—all these speak most emphatically of the stupendous task to be performed in the name of adult education. Another phase of the subject concerns our adult population who earnestly desire to keep abreast of the times, who wish to supplement an education, which in former days was fully commensurate with the needs of the time.

How shall we meet the demands of these inquiring minds that realize the expansive force of new conditions, new ideas, and new facts? How can we show these seekers their way? Why should the schools assume this responsibility?

For our nation to live, to grow, to advance onward and upward, adult education must receive recognition as part of our educational system. No other agency can meet this demand. Take, for instance, the ballot of today. In former days, a voter could become reasonably well informed, if he attended one or two campaign meetings preceding an election; now our modern voter is baffled by the complexity of the ballot which he is expected to read and to interpret. Would it not be well for him to have the opportunity of intelligent discussion before casting his ballot? True, many have the advantages of clubs and socie-

ties, but what of the vast number who cannot enjoy such privileges? Should not this service be rendered by the state or community whose interests are so immediately concerned with the welfare of all of its citizens?

The practical business man may object to a program of education which extends from the cradle to the grave; he may object when he thinks that he is being overburdened with taxes and the many doubting Thomases may ask, "Why should the state be given this added expense of providing teachers and schools for ablebodied, selfsupporting adults? Is it not enough that we are taxed for the education of the children?" The same objection was raised when men of far vision asked for taxsupported high schools for the many, instead of private academies for the favored few. Now we are asking high schools for all, universities for all, people's colleges for all, and this, too, in the name of the state and under its nurture and guidance. No other agency can in its entirety, carry out a program that will safeguard its interests and at the same time prepare its men and women individually and collectively for participating in the responsibilities of modern life. The evening schools for adults must come as a logical development in our American democracy.

We must interpret America and the world to our own people as well as to the stranger in our midst. Emerson realized the necessity of this knowledge, and so from the town hall and those rude schoolhouses, our Horace Manns went forth as evangels of educational extension. Now in dynamic times like these, shall we sit at ease in Zion and forget that our temple is still unfinished? Shall we trust that a mental diet such as that furnished by newspapers, magazines, and movies will result in building up a mental and moral fiber commensurate with the multitudinous demands of living today?

This added knowledge, this post-graduate work for intelligent adults must be given by the state. Since daylight hours are generally needed for gaining a livelihood, the evening must be used for this purpose. Here, for two or three hours, at the close of a day of labor, the adult has an opportunity for a renewal of his

spirit and a broadening of his mental horizon that fully compensates him for any sacrifice which he may make in attending.

In these classes, he may have his wits sharpened by getting the point of view of those who have come from the far corners of the globe, those who have come, not always for the loaves and fishes, but because of the gleam which they are following, because of an insatiable desire for added knowledge and culture. He will find it extremely interesting to learn the rules of the game of life and to take his place as one of the players.

Although the evening school is not a club where kindred souls meet to while away the time and to enjoy the companionship of friends of their own social rank, yet, under the sheltering roof of the evening school can be found the finest examples of social contacts. Here, all sham, hypocrisy, crass commercialism fade away, and men and women, whose cardinal virtues are honesty, industry, courage, faithfulness, and loyalty, form friendships of the highest type.

The evening school, moreover, is not a business college or a school of accounting; it is more than a vocational institution, although, a survey of students who have attended our evening schools would reveal a large percent of students who have financially benefited thereby. An increase in salary is not the only measure of success, but words of commendation, one's own sense of achievement, and a greater ease in performing the task which one must do, are all evidences of advancement.

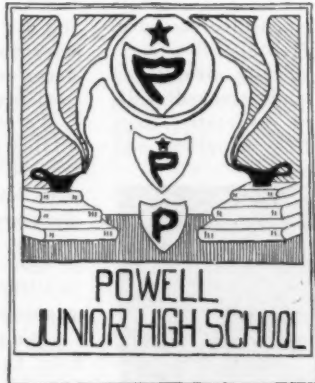
The doors of our schools should swing wide open for all who desire a more complete living, for all whose minds are ready; for those who find their lives unadjusted; for the busy housewife whose wellordered household gives her some hours of unused time, for father, brother, son, or husband in order to understand more fully the conditions of life today.

Finally, the ultimate good that comes from continuous study and school association throughout life is a renewal of the spirit, an enthusiasm for living, a joyousness in doing one's work. The widening of life's horizons always brings joy and gladness.

A School Citizenship Project



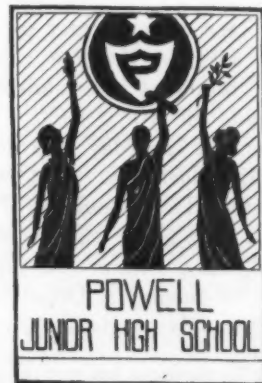
The books symbolize knowledge. The mighty pillars on either side of the design are symbolic of fame gained through books. The circle and shield with P. J. H. S. in it are taken from the school seal and are a way of identifying the books.
Drawn by Emily Barron.



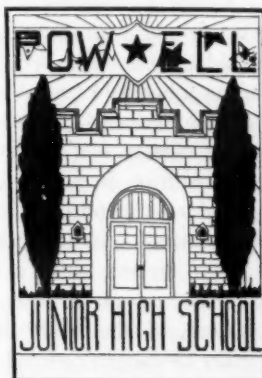
The lamp, symbolizing knowledge which may be gained through good books, progresses into the "three awards." By Ford Cramer.



This book plate represents the pupils of Powell Junior High school continually trying to reach higher ideals. By MacLain Lusby.



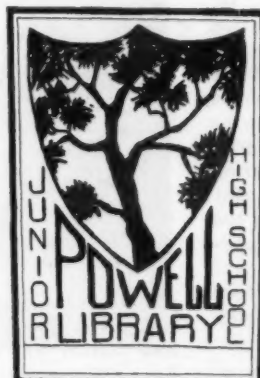
In this book plate the three outstanding figures represent scholarship, citizenship, and athletics. They are reaching toward a higher standard of education by trying to achieve the Powell "P." By MacLain Lusby.



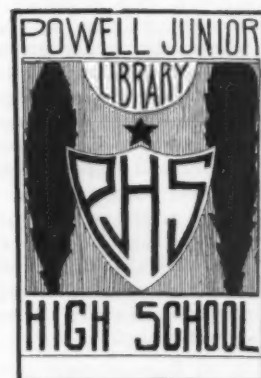
This book plate represents the doorway leading to knowledge, brightly lighted by lamps which encourage the seekers after learning to enter. The stars typify the school motto, "Ad astra per aspera." By Richard Herman.



This book plate represents the ship of Powell sailing toward the port of the Future laden with knowledge. By Naomi Holt.



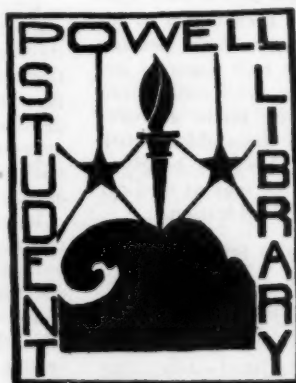
In this book plate the pine tree, an evergreen, is symbolic of our constant effort to uphold the dignity and high standard of Powell Junior High School. By Louise Linkins.



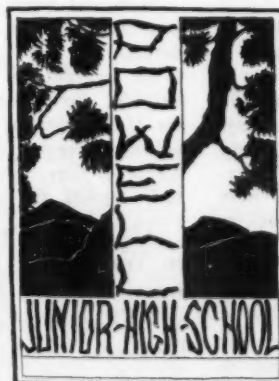
The shield in my book plate represents the protection of ideals, the trees represent growth, and the star shines as the knowledge that our library will bring us. By Priscilla Holcombe.



The warrior with his sword and shield is climbing the steps of life, striving to overcome all difficulties and reach the faraway goal of high standards. The stars and the steps provide an illustration of our quotation, "Ad astra per aspera," the steps affording new difficulties in the warrior's path. By Marion George.



True knowledge and learning and the heights attainable by Powell students are represented in this book plate by the torch springing from the depths and reaching to the stars. By Francis Cave.



The pine tree in the foreground signifies sturdy strength that Powell wishes to show in scholarship, sportsmanship, and school interests. The hills in the background are symbolic of surmounted difficulties. By Marion Dowling.



I have chosen the books to stand for knowledge. The pattern of stars in the background are my idea of wisdom, which all Powell students strive to have. The circle and shield surrounding the P. J. H. S. are symbolic of Powell, because they are taken from the seal which is the symbol of the school. By Emily Barron.

THESE ARE BOOK PLATES prepared by the drawing class of the Powell Junior High School, Washington, D. C., to be used in the development of the school library. Into these drawings the children have built their appreciation of the ideals of their school and of the service which their library is to render the school community. The prize was awarded to the plate which stands in the upper left corner of this page, chosen by vote of the class and teachers. Beneath each plate is the child's description of its meaning. Miss Bertie Backus is principal of the Powell Junior High School and Miss Virginia Alderson is teacher of art.

Lip Reading at Seattle

THE DEPARTMENT OF LIP READING met for the first time at Seattle, following its establishment at Philadelphia in July, 1926. At the first session on Tuesday afternoon, July 5, Superintendent E. E. Oberholtzer of Houston, Texas, spoke on "What Houston is Doing for the Hard-of-Hearing Child," and commented on the importance of having a Department of Lip Reading. He said:

The Department has met the need of training for this group of children and it has to justify its existence not only in the fact that these children are receiving what is due them from the public schools in an inherent right, but also the added improvement in the classroom for individual work as well as the improved group work in charge of the regular teacher, since helping the hard-of-hearing child relieves the regular teacher of that special problem. Training in lip reading helps the child to keep his place, helps him to shape his education toward some work in life, for vocational guidance is emphasized as a part of this work and helps the school to bring happiness and success to the student. Any one of these results named would justify the expenditure of such a department. The leaders of this work should feel enthusiastic over the outlook and strive unceasingly to promote such instruction in every city and community of this great nation.

Maria P. Templeton, head teacher in the School for the Deaf, Seattle, described what is being done in the Seattle schools for the hard-of-hearing. She said that the aim of the deaf school is to put all of those who are capable, whether totally deaf or partially deaf, into schools of higher education. She continued:

Our first great problem is to make the child feel he is an important member of society. As he gradually gains his self-respect and independence it is much easier to make progress with his school work. With his new mental attitude, school work presents its happy side and lip reading has a real life meaning to him.

It is a curious thing, but frequently parents object to lip reading for their children as they have been given to understand it would be detrimental to what hearing is present. Overcoming this prejudice is sometimes a task, but, when reluctantly they have agreed to the lip reading work and it has helped, the parents are honest enough to admit their mistake and to give genuine thanks for the benefits derived and become our ardent advocates.

Superintendent J. M. Gwinn of San Francisco described the work of the San Francisco schools for handicapped children, saying:

Education today, in response to the ideal that each child must be given his full chance, has been making scientifically determined inventories of the latent and achieved abilities of each child. These inventories have revealed facts and conditions appalling and



CAROLINE F. KIMBALL, *president of the Department of Lip Reading for 1927-28 and teacher of lip reading, public schools, Lynn, Massachusetts.*

have stirred society somewhat to its responsibility and duty to many classes of handicapped children and to a consciousness of the dependence of society itself upon the welfare of these less fortunate members.

Now that attention has been called to the fact that children with even slight hearing defects are three and one half times as apt to be retarded as children with unimpaired hearing, surveys are being made all over the United States to find the children with defective hearing so that they may be given whatever they require in the way of medical and surgical aid or special education.

The Department held a second session on Wednesday, July 6. Alice G. Bryant of Boston, Massachusetts, speaking on "The Pressing Problems of the Deafened," said that the hard-of-hearing should not be segregated or isolated. They should have a first-hand knowledge of school conditions of work and acquaintance with their school comrades and teachers. The seemingly dull child in his new environment has become the alert child. Time after time he has outpaced his hearing schoolmate. She continued:

The desirability of the human touch, the adaptability, love, sympathy, and understand-

ing for his chosen field of work must be uppermost in the mind and heart of the ear doctor of the future who would serve the deafened.

We should watch the ears carefully from infancy onward through the years. Deafness may be due to foreign bodies, wax, obstructions, catarrhal conditions, so-called "colds," abscesses, running ears, nerve deafness, measles and scarlet fever, diseased conditions of the tonsils, adenoids, teeth, and sinuses and diffuse lymphoid tissue, improper nose cleaning, and improper care of the teeth.

Let us stress one of the questions of the hour, namely, wrong air-conditioning in public and private abodes which affects our comfort and health. Correct air-conditioning is not a free gift. Its material cost may sometimes be heavy, but the outlay incurred will be amply repaid when understood by the public.

Coralie N. Kenfield, teacher of lip reading to the adult deafened, San Francisco, gave an address on "The Why of Adult Lip Reading Classes in Our Public Schools." Miss Kenfield said that public school lip reading classes for the adult deafened are an evolution in educational methods as applied to the adult who is handicapped by deafness. In sharp contrast to the hard-of-hearing child is our educational problem, or rather our re-educational problem, of the adult deafened. These must be taught to read the lips that they may continue or reestablish a normal contact with life, both socially and economically. She continued in part:

Employers who question deafened applicants seeking work, as to lip reading ability, recognize certain powers of eye and mind that are characteristic of a lip reader and that make for efficiency on the part of a deafened worker. A lip reader has a quick, accurate eye, and an alert, receptive mind, with powers of concentration highly developed.

In our plea for the adult deafened we ask the establishment of lip reading classes in our public schools. We ask that lip reading courses be offered and the work inaugurated, if but two or three are gathered together. The deafened adult who becomes a lip reader is one restored to the right side of life's social and economic ledger. He is no longer a liability. He has become an asset to his community.

The officers of the Department of Lip Reading for 1927-28 are: *President*, Caroline F. Kimball, 39 Jackson Street, East Lynn, Mass.; *vicepresident*, Agnes Stowell, 1056 Euclid Avenue, Berkeley, Calif.; *secretary-treasurer*, Alice I. Putnam, 3610 Milam Street, Houston, Tex.

Classroom Teachers at Seattle

THE SEATTLE TEACHERS were most generous hosts to the thousands of teachers from all parts of the country who attended the sixty-fifth annual meeting of the National Education Association in July. Never was there a better demonstration of what may be accomplished through effective organization than was shown by the Seattle Grade Teachers Club, the Seattle High School Teachers League, and the Seattle Principals Association. The presidents of these organizations were in charge of the hospitality program for the week including the flower greetings.

The Department of Classroom Teachers presented two afternoon programs, prepared by President Anna Thompson, in the auditorium of the First Methodist Church. Both sessions were opened with a musical program furnished by a high school ensemble and by an all-city-grade-school orchestra. At the opening meeting on Tuesday afternoon Bertha K. Landes, mayor of Seattle, and Edith Post, president of the High School Teachers League, extended greetings. Augustus O. Thomas, president of the World Federation of Education Associations, speaking on the subject "The Social Aspect of Teachers" emphasized the need of teachers budgeting their social opportunities. Time should be apportioned not only for health, church, and social life but also for the exterior adornments that pertain to the personal appearance of the individual. He urged teachers to get near to the social life of those with whom they are working.

Carl Croson, a former member of the Seattle School Board, in discussing the economic welfare of teachers said that in the past some teachers have not rendered the service for which payment was made thus depreciating greatly the economic standing of the group. He further said that the goal toward which teachers must work is to prove that their contribution is of increased economic value and the recompense will follow.

The professional welfare of teachers was discussed by Florence Hale, state agent for rural education in Maine. She expressed the belief that there has never been a time when the professional opportunity and welfare of the classroom teacher has been more promising than today.

A feature of this session was a symposium by ten teachers representing ten school systems on the outstanding benefits conferred upon teachers by boards of education. Among the benefits named were: sabbatical leave, improved salaries, tenure, demonstration schools, leave



JEAN L. SOULES, an elementary teacher in Spokane, Washington, was elected president of the Department of Classroom Teachers at Seattle. Miss Soules has been a member of the executive committee of the Department for three years and has been prominent in educational circles in the state of Washington.

without loss of salary to attend educational conventions, bonuses for professional study, and advisory councils.

The annual business meeting was held on Thursday afternoon and the Second Yearbook of the department distributed. Reports of the president and other officers showed marked growth in the department's activities. A large number of cities had been visited and forty-seven regional conferences had been held. Cornelia Adair, chairman of the committee on a departmental fee, recommended that for the present the department should not establish a separate fee but should have a financial committee appointed to go into the whole question of appropriations with the view to establishing a standard by which the department should be guided in making requests of the budget committee of the Association. After a lengthy discussion

of the report of the committee on sections within the department it was decided not to divide the department into sections, but to hold three sessions next year to provide for the discussion of various group problems.

The report of the resolutions committee, of which Frances Harden was chairman, closed with this paragraph:

The Department of Classroom Teachers of the National Education Association wishes to express its deep appreciation to the teachers and other citizens of Seattle and the State of Washington for the many courtesies extended during the convention. Never before in the history of the organization has a more beautiful greeting been conveyed to the visitors than that expressed in the wealth of blossoms which have been showered upon us. We realize the tremendous amount of time and labor spent in order that our stay in Seattle might be made happy. We wish to thank the children for their delightful contributions to our pleasure. Their happy spirit of cooperation is a high tribute to the Seattle public school system.

The officers for 1927-28 are Jean L. Soules, *president*; R. Ross Smith, *vice-president*, and Charles E. Scott, *secretary*. The members of the executive committee are Mrs. Edith B. Joynes, Eula F. Hunter, and Miriam D. Eisner.

A conference for editors of publications of local organizations and others interested in this activity was held on Monday evening at which Vida Hammond presided. Many constructive ideas were exchanged.

The climax of the department's activities for the week was reached on Thursday night, when more than six hundred classroom teachers and their friends sat down to the annual dinner in the beautiful Spanish ballroom of the Olympic Hotel in the midst of a veritable flowerland. Thousands of old-fashioned blooms had been gathered by the Seattle teachers for the table decorations and every guest received an artistic boutonniere. Miss Thompson, the retiring president, presided and introduced the new officers and other guests of honor. Informal talks, musical numbers, a humorous skit, and community singing made up a delightful program. Edith B. Joynes was chairman of arrangements.

The teachers were united in their support of Cornelia S. Adair, junior high-school teacher from Richmond, Va., for president of the National Association.

Elementary School Principals at Seattle

THE ELEMENTARY SCHOOL PRINCIPALS at Seattle held three inspiring meetings in addition to daily breakfast conferences during convention week. At the first session on Tuesday July 5 there were greetings from State Superintendent Francis G. Blair of Illinois, and Superintendent J. M. Gwinn of San Francisco. Dean William F. Russell of Teachers College, Columbia University, talked on International Gossip, followed by a general discussion of concrete ways of applying principles of international goodwill in elementary education. Margaret Poore, principal of the Grant School, Oakland, California, who led the discussion, declared:

We are hesitating at the threshold of a new cycle in human experience. In this cycle suspicion must be disarmed, racial differences accepted, and tolerance and liberty of speech and thought encouraged. Too long have thoughts appeared in uniform. Our great responsibility to the future will be to teach children how to think.

At the second session on Wednesday afternoon, there were greetings from President Anna Thompson of the Department of Classroom Teachers, followed by short talks on Cooperative Supervision. Superintendent Susan M. Dorsey of the Los Angeles schools defined the supervisor as an expert helping teacher. She said:

The supervisor's assistance affords the principal a leisure that may be used more purposefully for the community. He may interpret modern education, telling them what we teach, why, and how. He must be able to converse with understanding and administer his school with wisdom based on present knowledge.

Mrs. Dorsey suggested that it would be interesting to know how many principals read *books* and are not satisfied with the snatchy sort of information that comes through digests and magazines.

Elizabeth McCormick, principal of Timothy O. Howe School, Superior, Wisconsin, in talking on cooperative supervision from the viewpoint of the elementary principal, declared:

A principal should be acclaimed great, not in the degree to which he has done a work which may not be duplicated, but to the degree in which he has been instrumental in leaving successors who can equal or pass him in educational achievement. "By the steps that we have cut they will climb, by the stairs that we have built they will mount."

Following Miss McCormick, Grace Swan of Pittsburgh, Pennsylvania, spoke from the viewpoint of the elementary supervisor and told of the Pittsburgh plan:



ARTHUR S. GIST, *president of the Department of Elementary School Principals for 1927-28, and principal of the Frick School, Oakland, California.*

Under the direction of the supervisors, teachers who are doing outstanding work are selected to give demonstration lessons showing a definite plan of procedure. These lessons are invariably followed by a period of discussion, the results of which are soon evident.

Cornelia S. Adair, president of the National Education Association and junior high school teacher, Richmond, Virginia, spoke from the viewpoint of the classroom teachers. She asked the question "What knowledge of supervision is necessary to a teacher in order that she may cooperate?" and answered it as follows:

It seems to me the teacher should know the purposes of supervision, know something of its technic, and have an appreciation of the art. If the supervision has a very definite aim, valuable time and effort will be conserved and much of the timidity with which most teachers regard supervision will be removed. Just as modern methods of education are shifting the emphasis in the classroom from instruction to supervision, so better professional training and equipment of teachers is changing the plane of relationship of supervisors, principals, and teachers.

The Thursday session was composed of committee reports and business meetings. Carl S. Zook of Portland, chairman of the resolutions committee, presented his report which was unanimously adopted. The resolutions urge active support of the Curtis-Reed Bill, request boards of education to finance a delegate from every principals' organization, recommend coinclusive membership, recommend tenure for superintendents as well as teachers and principals, approve single salary schedule, and recommend that department publications be placed in libraries of superintendents. One resolution stresses character education or training as among the important functions of the school and urged study of the Detroit plan and other plans that have been tried and found valuable.

A new constitution unanimously adopted included these important changes: Associate membership created; five vicepresidents given vote on Executive Committee; elective officer may hold same office but one term and is ineligible to election to Executive Committee until lapse of a year; a permanent reserve fund created; and a committee on educational progress and a committee on enrolment created, to consist of no less than one member from each state.

On Thursday evening a banquet brought over three hundred principals and guests together. The tables were beautifully decorated with flowers and a glee club and a quartet from Seattle supplied enjoyable music, which combined with addresses and community singing to make a memorable occasion.

Officers of the Department of Elementary School Principals for 1927-28 are: *President*, Arthur S. Gist, Frick School, Oakland, Calif.; *first vicepresident*, E. Ruth Pyrtle, Bancroft School, Lincoln, Nebr.; *second vicepresident*, Warren A. Roe, Belmont Avenue School, Newark, N. J.; *third vicepresident*, Herbert C. Hansen, Talcott School, Chicago, Ill.; *fourth vicepresident*, Julia M. White, Steele School, Denver, Colo.; *executive committee*: W. T. Longshore, Greenwood School, Kansas City, Mo. (term expires 1928); Jessie M. Fink, Buchanan School, Grand Rapids, Mich. (term expires 1929); M. E. Peterson, Twentieth Street School, Los Angeles, Calif. (term expires 1930); Elizabeth McCormick, Howe School, Superior, Wis. (term expires 1931).

Growth of Summer School Attendance

Prepared by the Research Division of the National Education Association

States	Estimated number of teachers 1926-27 ¹	Summer school enrolment 1926		Total number of summer schools 1927 ²	Number of summer schools reporting 1927	Summer school enrolment 1927		Percent of teachers in State represented by enrolment in education courses 1927	Rank of column 9
		All courses	Education courses			All courses	Education courses		
1	2	3	4	5	6	7	8	9	10
Continental United States.....	845,000	311,480	217,220	662	596	377,462	247,227	29.2	
Alabama.....	15,800	5,736	4,302	15	15	10,913	8,883	56.2	2
Arizona.....	3,000	975	873	2	2	945	585	19.5	36
Arkansas.....	12,500	1,918	1,639	8	5	2,726	2,136	17.1	40
California.....	36,000	8,402	5,883	20	20	19,422	12,118	33.7	17
Colorado.....	10,000	7,236	5,563	10	10	8,610	6,248	62.5	1
Connecticut.....	10,536	168	22	3	3	975	873	8.3	48
Delaware.....	1,458	291	272	1	1	293	237	16.3	42
District of Columbia.....	2,824	1,300	140	6	6	2,490	729	25.8	27
Florida.....	10,000	1,419	1,231	3	3	2,112	1,450	14.5	43
Georgia.....	18,200	4,208	2,347	16	13	6,564	3,778	20.8	33
Idaho.....	4,700	1,443	1,296	8	7	1,399	1,180	25.1	29
Illinois.....	45,500	24,536	15,145	41	34	25,512	12,700	27.9	25
Indiana.....	26,500	12,512	10,524	25	24	15,378	10,644	40.2	7
Iowa.....	27,000	8,613	6,059	19	15	10,626	6,562	24.3	30
Kansas.....	20,300	10,245	7,048	19	18	10,619	6,858	33.8	16
Kentucky.....	16,100	6,254	5,486	15	14	6,537	4,561	28.3	23
Louisiana.....	11,500	2,461	2,059	8	8	4,861	3,530	30.7	20
Maine.....	6,400	1,520	1,304	7	7	1,606	1,364	21.3	32
Maryland.....	8,200	2,045	1,548	9	7	2,205	1,428	17.4	39
Massachusetts.....	26,200	6,906	3,183	19	19	8,799	4,425	16.9	41
Michigan.....	30,300	12,110	8,161	17	17	12,883	8,437	27.8	26
Minnesota.....	23,000	7,160	3,789	12	11	8,102	4,300	18.7	37
Mississippi.....	15,600	1,992	1,570	7	6	2,596	1,707	10.9	45
Missouri.....	24,500	9,772	7,458	26	23	13,561	9,255	37.8	10
Montana.....	6,400	1,388	1,162	7	7	1,493	1,286	20.1	35
Nebraska.....	14,600	8,570	5,718	14	12	9,051	6,018	41.2	5
Nevada.....	825	145	139	1	1	130	88	10.7	46
New Hampshire.....	3,200	520	376	2	2	553	320	10.0	47
New Jersey.....	23,000	2,210	1,375	10	6	1,983	983	4.3	49
New Mexico.....	3,350	1,144	1,034	5	4	1,772	1,346	40.2	6
New York.....	71,000	31,676	15,978	33	33	36,903	19,887	28.0	24
North Carolina.....	24,000	10,267	7,862	20	16	10,648	8,152	33.9	15
North Dakota.....	9,600	4,634	4,297	8	7	3,971	3,573	37.2	12
Ohio.....	43,200	15,438	10,091	33	28	15,701	11,148	25.8	28
Oklahoma.....	19,600	15,165	11,223	14	13	14,206	8,894	45.4	3
Oregon.....	7,900	3,797	2,381	9	7	4,079	3,079	38.9	8
Pennsylvania.....	57,110	20,885	16,280	44	44	22,594	16,740	29.3	22
Rhode Island.....	3,600	474	369	2	2	514	459	12.8	44
South Carolina.....	13,100	3,933	2,868	7	6	3,940	2,355	17.9	38
South Dakota.....	8,100	2,968	2,378	10	9	2,703	1,933	23.9	31
Tennessee.....	17,000	8,548	7,615	17	13	8,489	7,228	42.5	4
Texas.....	37,500	12,901	8,429	49	38	23,252	14,155	37.7	11
Utah.....	4,521	595	395	3	3	1,900	1,337	29.6	21
Vermont.....	3,070	815	603	3	3	1,421	635	20.7	34
Virginia.....	17,000	5,968	4,455	14	14	7,742	5,856	34.4	13
Washington.....	11,606	5,390	3,873	9	9	5,951	4,457	38.4	9
West Virginia.....	14,800	4,256	3,874	16	16	6,635	4,922	33.3	18
Wisconsin.....	21,600	9,771	6,903	15	14	10,733	7,349	34.0	14
Wyoming.....	3,200	800	640	1	1	1,364	1,039	32.5	19
Hawaii.....	1,700	722	525	1	1	682	425	25.0	
Philippine Islands.....	27,000			1	1	616	616	2.3	
Porto Rico.....	5,000	1,006	950	1	1	1,111	1,000	20.0	

READ TABLE as follows: In Alabama there were 15,800 teachers, principals, supervisors, and administrative officers in public elementary and secondary schools in 1926-27. In this state 15 institutions conduct summer schools. A complete report was obtained from all 15 of these institutions as to summer school enrolment in 1927. These 15 institutions reported a total summer school enrolment of 10,913. Of this total 8883 were enrolled in teacher training or education courses. In Alabama the ratio of summer school enrolment in education courses to number of teachers in the state is 56.2 percent. This percent gives Alabama a rank of 2 in this regard.

In interpreting the figures of this table

it should be kept in mind that some states offer fewer and less attractive opportunities for summer school work than others. Consequently many teachers attend summer schools outside the states of their service. This and other factors probably combine to give a few states a considerably higher rank than is deserved and correspondingly reduces the rank of others. Many teachers now gain their professional advance in extension courses during the regular year. This table takes no account of such work.

Considered as a whole the table indicates a healthy desire on the part of teachers throughout the nation to improve their professional preparation.

¹The figures as to number of teachers

in 1926-27 are estimates, based upon the latest and most reliable data available; they include teachers, principals, supervisors, and administrative officers.

²The number of institutions in this column is that reported in the *Educational Directory* for 1927, United States Bureau of Education, Bulletin, 1927, No. 1. All institutions listed in this Directory were given two opportunities to report. Of the 662 institutions conducting summer session 596 reported or 90 percent. A complete report was received from all institutions in 27 states and territories. The rank of a few states is considerably lowered because some of their institutions failed to report. Such states may be identified by comparing columns 5 and 6.

The Thermometer and School

THOMAS D. WOOD AND ETHEL M. HENDRIKSEN

A COOL TEMPERATURE is the most important single factor in good ventilation. Air movement is of hardly less importance. Without air movement odors will accumulate and the air of the room will not be pleasant and stimulating. A slight degree of humidity is necessary also to good ventilation. With windows open and fresh outdoor air used in ventilation there is, as a rule, a gentle air movement and an adequate supply of moisture, providing the room temperature is kept cool. In some very cold, dry climates artificial humidification will be desirable.

There are instruments for measuring each of these three conditions of good ventilation. The thermometer is the least expensive of these instruments and, since temperature is the most important element in good ventilation, the thermometer is the most important instrument and every schoolroom should have a reliable one.

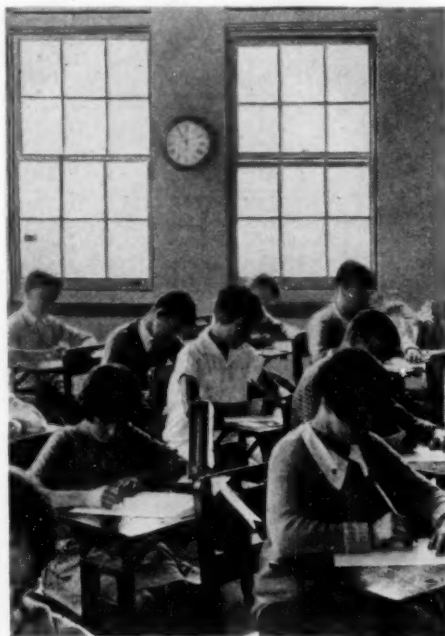
But a schoolroom may have the most accurate of thermometers and yet it may not record the room temperature properly because of its location in the room. A central location is the most desirable, with the thermometer suspended either in the center of the room or over the teacher's desk. In the illustration, the thermometer is located on the desk of a pupil seated in the center of the room. There can be no doubt but that the temperature recorded is that which the pupil experiences.

In a large room such as a gymnasium, which is often used as an assembly room as well, one thermometer is not sufficient. To keep the room temperature under perfect control it is necessary to place thermometers fifteen feet apart around the room. It should be possible to admit cool air at various points in the room as the need is indicated by the temperature.

For a schoolroom to own a reliable thermometer, properly placed, is not enough; the instrument must be read periodically. The pupils, when old enough, should be taught to read the thermometer just as they are taught to tell the time of day.

The excellent practise of recording the schoolroom temperature readings is followed in some schools. This is usually done on a temperature record chart by

the teacher. It would better be done by the pupils and checked up by the teacher, until known to be accurately done. Minute accuracy should be followed, re-



THESE CHILDREN are recording the temperature in a school in Evanston, Illinois, where keeping temperature records is a part of classroom routine.

cording the tenths of degrees after the degrees when such a reading occurs.

Temperature record charts should be used which allow spaces for recording the hourly temperature from the time the session opens until the hour of closing.

It is especially desirable to know the opening and the closing hour temperatures during the cold winter days. Inside temperature should be cooler at these hours, especially, to allow for a lessened strain on the heat-regulating mechanism of the body as the child passes from the colder to the warmer temperature and vice versa at the end of the school day. Very often the highest temperatures of the day will be recorded at these hours. It is a frequent complaint of teachers that rooms are either too hot or too cold upon their arrival in the morning. If too hot they frequently remain in this condition when the pupils arrive, while if too cold the complaints of the teacher induce the janitor to fire heavily so that by the end of the session the room is overheated.

Careful attention to temperature records will help to correct these seriously wrong conditions.

Children who go from suffocating schoolrooms out into the cold air of winter are subjected to a severe strain on the body which weakens its general tone and makes the child susceptible to colds and other diseases. It would be an excellent practise for schoolrooms to carry out a definite plan to cool off the last half hour of the session. Particularly should this be the practise when children are required to put on their wraps in the schoolroom, waiting until all are ready before being dismissed. Windows should be opened during this period to prevent the bodies of the children from becoming overheated when outdoor wraps are put on.

From experiments conducted by a number of investigators a health temperature of 68 degrees F. has been established. Some modern thermometers have the word "Health" opposite 68 degrees F. It would be better yet if an electric buzzer would sound the moment the mercury mounts beyond this figure and remain insistent until the temperature is reduced to the safety zone.

The implication attached to the word "Health" opposite 68 degrees, is sometimes interpreted to mean that anything below this figure is undesirable. This misunderstanding is most unfortunate. The real meaning of the word in this position is that 68 represents the maximum of all health temperatures. A much lower temperature is often desirable for health.

Hourly temperature records kept day by day and week to week will indicate to the teacher and the principal the progress the room is making not only in the control of its temperature but in its training for cooler temperatures.

Lessons on fresh air; its value to health and how to have it indoors, should constitute a part of the teaching given in every school. Primary grades should pave the way for this by teaching children an appreciation of fresh air, through stories, songs, games, and dances. The delight in the freshness of air is one of the sense impressions which children need to be taught just as they are taught to appreciate color, harmony, and the fragrance of flowers.

Commission on the Curriculum

TEACHERS with better training and curriculum that meets the needs of American adolescent youth were pointed out as the outstanding needs of the secondary school when the Commission on the Curriculum of the Department of Superintendence met in Washington September 27 and 28 to select the material for its final yearbook on Curriculum Development in the Senior High School.

The Commission on the Curriculum was authorized at the Cleveland convention of the Department of Superintendence in 1923. At that meeting President John H. Beveridge devoted one morning session to the Elementary School Curriculum. Following that meeting the Department of Superintendence voted to form a commission "for the purpose of bringing together the elements for the construction of a suitable curriculum for the boys and girls of the American public schools." A year later President Payson Smith appointed the commission with Superintendent Edwin C. Broome of Philadelphia as chairman.

The Commission, with the help of assisting committees it has appointed annually, has already prepared three yearbooks for the Department of Superintendence. They are *Research in Constructing the Elementary School Curriculum, 1925*; *The Nation At Work on the Public School Curriculum, 1926*; *The Junior High School Curriculum, 1927*.

A significant feature of the conference

on the senior high school was the apparent desire on the part of both city superintendents and representatives of higher institutions to cooperate in ad-

student must receive first consideration.

The place of the junior high school in the modern school organization was recognized by committee reports which urged that college entrance be based only on credits offered from the senior high school or grades ten, eleven, and twelve. Other reports emphasized the importance of teacher training, stating that the curriculum can be only as effective as the teacher who interprets it.

The meeting was noticeably free from concentration on the subjectmatter of traditional high school courses. No attempt was made to write a course of study. The Commission considered the needs of high school pupils and suggested the means of meeting those needs.

As the Commission closed its final session, resolutions were adopted to request that the Department of Superintendence at Boston next February discontinue the Commission on the Curriculum, and to thank the Research Division of the National Education Association for its assistance in preparing the Commission reports for the past four years.

Members of the Commission for 1927-28 are Edwin C. Broome, Chairman; John L. Alger, F. L. Bacon, Frank W. Ballou, Susan M. Dorsey, John M. Foote, Oscar C. Gallagher, Thomas W. Gosling, Arthur Gould, William H. Holmes, Charles H. Judd, Edward D. Roberts, Harold O. Rugg, Theodore Saam, Zenos E. Scott, Frank E. Spaulding, Paul C. Stetson, Willis A. Sutton, A. L. Threlkeld, George M. Wiley, H. B. Wilson, John M. Withers.

THE 1927-28 Commission on the Curriculum is studying the Senior High School Curriculum under the following twelve topics:

1. The Needs of American Adolescent Youth.
2. Objectives of Secondary Education.
3. Curricula Found in American Secondary Schools.
4. Relationships between High School and College.
5. Appropriateness of High School Courses for Pupils Not Going to College.
6. Differentiation of Curricula for Pupils of Different Levels of Ability.
7. Relation of Counseling to Secondary School Curriculum.
8. Curriculum Problems of the Small High School.
9. The Senior High School Teacher.
10. Evaluation of Extra-Curriculum Activities in the Secondary School.
11. Junior College with Reference to the Curriculum Problem as it Centers around Orientation Courses.
12. Health and Physical Education.

justing the problem of coordinating college entrance requirements and the work done in the high school. It was regarded as a problem of joint responsibility. Members of the commission agreed that the college and secondary school must each adopt a more sympathetic attitude toward the viewpoint of the other, and that the interests of the



THESE are some of the people who have been working since last spring on the curriculum for senior high schools. The Commission on the Curriculum of the Department of Superintendence held its final meeting at National Education Association headquarters in Washington, September 27 and 28.

Front row, left to right: H. B. Wilson, Berkeley, California; John L. Alger, Rhode Island College of Education; Edwin C. Broome, Philadelphia, Chairman of the Commission; Cornelia S. Adair, President of the National Education Association; Oscar C. Gallagher, Brookline, Massachusetts; Carl L. Schrader, Boston, Massachusetts; Edwin L. Miller, Detroit, Michigan.

Second row: Frank E. Spaulding, Yale University; Thomas W. Gosling, Madison, Wisconsin; John W. Withers, New York University; Charles H. Judd, University of Chicago; E. B. Cauthorn, Dallas, Texas; Frank W. Ballou, Washington, D. C.; Francis L. Bacon, President, National Association of Secondary School Principals; David E. Weglein, Baltimore, Maryland.

Third row: William F. Ewing, Oakland, California; Edward D. Roberts, Cincinnati, Ohio; William H. Holmes, Mt. Vernon, New York; Paul C. Stetson, Dayton, Ohio; Zenos E. Scott, Springfield, Massachusetts; Theodore Saam, Council Bluffs, Iowa.

National Teacher Day

Sunday, November 13, 1927

BY SETTING aside Sunday of American Education Week as National Teacher Day the National Congress of Parents and Teachers has struck a note of the utmost importance. The day will be observed each year on the Sunday that marks the close of American Education Week. It is particularly fitting this year inasmuch as the central theme for that day is ethical character. The teacher is often the greatest single factor in the development of character in children. They regard the teacher they love as a pattern of what they would like to be. Children catch attitudes as they do the measles. Unconsciously they learn to value the best things in life from hearing their teachers' comments. If we honestly believe that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up those who teach that youth may be lifted up.

In the community the teacher uses his influence to counteract forces that interfere with character development among children. He is able to do this successfully because of his contact with countless boys and girls which gives him a certain disinterestedness and a high appreciation of the worth of individual life.

The following plans will be carried out in various states and communities to make National Teacher Day a success:

1. Superintendents, principals, and officers in educational associations will get in touch with state and local officers of the Congress of Parents and Teachers, who will lead in developing plans for the observance of this day.

2. Ministers will pay special tribute to teachers who have done notable work in schools and community betterment.

3. Presidents of young people's societies in the various churches will appoint someone to read Henry van Dyke's tribute to "The Unknown Teacher."

How Teachers Build Child Character

By the influence of a fine personality upon unfolding life.

2. By insisting on honesty in school relationships.

3. By developing habits of self-restraint and goodwill.

4. By emphasizing the importance of industry and the dignity of labor.

5. By showing children how to work together and live together.

6. By helping children acquire the spirit of learning and the desire to continue their education throughout life.

7. By introducing children to biographies of men and women of initiative and character.

4. Prominent people will describe the work of teachers who have influenced their lives.

5. Life memberships in the National Education Association will be presented to worthy teachers in appreciation of their service.

6. Local press and radio stations will announce National Teacher Day during the preceding week.

7. Sunday editions of November 13 will print short biographies of educators who have had a lasting influence on the life of the community.

8. Pilgrimages will be made to the graves or monuments of wellknown educators and floral tributes will be placed there. Hardly a city in the land

but contains the burial-place of some teacher whose chief reward when living was the knowledge that the world was brought a bit nearer heaven by his words and presence.

9. The attention of young people will be called to the possibilities of the teaching profession as a form of patriotic service which has many rewards.

A few books of reference on *Education as a Career* are:

Dearborn, Ned H. An introduction to teaching. D. Appleton & Co., New York, 1925.

Frasier, George Willard and Armentrout, Winfield D. An introduction to education. Scott, Foreman & Co., Chicago, 1924.

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

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

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

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

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

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

Bernays, Edward L. An outline of careers. George H. Doran Co., New York, 1927.

Material on teaching as a career may be found in the following earlier numbers of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION.

The teacher's faith—Henry Noble MacCracken, May, 1926; 15:142.

The need for professionalism—Lillie E. List. December, 1926; 15:290.

Education as a career. November, 1926; 15:249.

The veteran teacher—Editorial, June, 1925; 14:188.

Preschool education as a career—Patty S. Hill. October, 1927; 16:209.

THE UNKNOWN TEACHER—I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enroled in a democratic aristocracy, "king of himself and servant of mankind."—HENRY VAN DYKE.

The Child's Own Library

CARRIE E. SCOTT AND ELIZABETH OHR

Indianapolis Public Library

WHEN I WAS A BOY," said a veteran in the profession, "I read a book that changed my whole life. It was a present from a teacher I loved. It was the beginning of a library that has grown from that day to this. For when my parents saw how I prized the book the teacher had given me, they began buying me books for birthdays and Christmas, usually after talking with my teachers or a librarian friend of the family."

You can duplicate this experience in your own town. It is not exceptional. Every teacher is properly interested in seeing that his pupils enjoy book ownership. It is the best way to catch the spirit of learning. This list prepared by two fine women who love both books and children, working with all the resources of one of the greatest public libraries in America is just the list to give to parents who want to know what to buy for Christmas. We have published it early that there may be time to order the books. Parents and teachers may take this list to the local librarian or bookstore or may order direct from publishers whose full names and addresses are given on the next page.

Old Favorites

For Younger Children

A APPLE PIE, by Kate Greenaway. Warne. Beautiful colored pictures and simple rhymes. "Margold garden" and "Under the window" are two other beautiful books by the same author. Both are favorites with little girls.

ÆSOP'S FABLES; selected, told anew, and their history traced by Joseph Jacobs. Macmillan. Excellent in makeup and in the selection of fables.

CHILDREN'S BOOK; a collection of the best and most famous stories and poems in the English language; comp. by H. E. Scudder. Houghton. "Best single volume collection of children's literature."

FAIRY TALES OF THE BROTHERS GRIMM; tr. by Mrs. Edgar Lucas; illus. by Arthur Rackham. Lippincott. Excellent edition for young children. Good editions are also published by Harper, Jacobs, McKay, Macmillan, and Rand.

FAIRY TALES, by H. C. Andersen; tr. by Mrs. Edgar Lucas and illus. by Charles Thomas and William Robinson. Dutton. One of the best translations for children. Good editions of the tales of this famous storyteller are published by nearly all publishers who make a specialty of children's books.

GOLDEN GOOSE BOOK, by L. L. Brooke. Warne. The stories of the golden goose, the three bears, the three little pigs, and Tom Thumb in large print with humorous illustrations. Also published separately in paper covers.

HEY DIDDLE PICTURE BOOK, by Randolph Caldecott. Warne. One of the famous Caldecott picture books, of which there are four volumes.

LITTLE MOTHER GOOSE; illus. by J. W. Smith. Dodd. Contains the same illustrations as

the *Jessie Willcox Smith Mother Goose*, but is reduced in size to five and one half by seven inches, which makes it a pleasing book for little children. Some other editions of *Mother Goose* popular with children are "The real Mother Goose," illus. by Blanche Fisher Wright and published by Rand; "Mother Goose's nursery rhymes," edited by L. Edna Walter and published by Macmillan; Boyd Smith "Mother Goose," published by Putnam.

My Books

MY BOOKS are little castles
Where magic playmates dwell;
Queens and kings and vassals
Knights with plumes and tassels
My little books are castles
That tales of romance tell.

My playmates grow by stages
For each leaf holds a friend
I turn the clean white pages
Behold—from bygone ages,
Come heroes, clowns, and sages,
And comrades without end.

TALE OF PETER RABBIT, by Beatrix Potter. Warne. This little story with its colored pictures is enjoyed by children as young as two years. Some other stories by the same author are "Tale of Benjamin Bunny"; "Tale of Squirrel Nutkin"; "Tale of two bad mice."

For Older Children

ADVENTURES OF PINOCCHIO, by C. Collodi; pictures by Attilio Mussino; tr. by Carol Della Chiesa. Macmillan. "A story full of fun, of quick, short, witty conversation, the kind that children understand. Other attractive editions published by Ginn, Lippincott and McKay.

ALICE'S ADVENTURES IN WONDERLAND, by Lewis Carroll, with forty-two illustrations by John Tenniel. Macmillan. "The most delightful of all nonsense books and one that has already become a classic."

ARABIAN NIGHTS, THEIR BEST-KNOWN TALES; ed. by K. D. Wiggin and N. A. Smith; illus. by Maxfield Parrish. Scribner. The standard of selection, the beautiful illustrations and the excellent makeup are the features which recommend this edition as an appropriate book for a child's library.

BIBLE STORIES TO READ AND TELL; selected and arranged by F. J. Olcott. Houghton. One hundred and fifty stories selected from the King James version of the Old Testament. Attractively illustrated in color by Willy Pogany.

BOY'S KING ARTHUR; Sir Thomas Malory's history of King Arthur and his knights of the Round Table, ed. for boys by Sidney Lanier. Scribner. One of the Scribner editions illustrated in color by N. C. Wyeth. It includes all the greater tales, those of Arthur, Launcelot, Tristram, Gareth, Galahad, Percival, and the Holy Grail.

GOLDEN NUMBERS; A BOOK OF VERSE FOR YOUTH; comp. by K. D. Wiggin and N. A. Smith. Doubleday. One of the best classified one volume collection of poems.

HEIDI; tr. by Marian Edwards; with colored illus. by Lizzie Lawson. Dutton. "A delightful story of child life on the mountains of Switzerland. Its chief charm lies in the author's harmonious pictures of the child Heidi and the out-of-door life about her." This story is also published in good editions by Dutton, Lippincott, McKay, and Houghton.

LANCE OF KANANA, by H. W. French. Lothrop. "One of the best stories for boys and girls teaching heroism of the highest order."

LIFE AND STRANGE SURPRISING ADVENTURES OF ROBINSON CRUSOE; with illus. by the brothers Rhead. Harper. "A feature of this edition is the illustrations and borders made especially from sketches of the island of Tobago in the West Indies, near Trinidad, known to be the island described by Defoe. Excellent editions are also published by Doran, Houghton, Jacobs, Macmillan, and Rand.

LITTLE WOMEN, by L. M. Alcott; illus. in color by J. W. Smith. Little. All of Miss Alcott's stories stand the test of time and will be welcome additions to any child's library.

MERRY ADVENTURES OF ROBIN HOOD, by Howard Pyle; illus. by the author. Scribner. One of the best collections of stories about the brave outlaw of Sherwood Forest.

MORE THAN CONQUERORS, by Ariadne Gilbert. Century. Well written sketches of Beethoven, Lamb, Scott, Irving, Emerson, Agassiz, Thackeray, Livingstone, Pasteur, Brooks, Stevenson, Saint Gaudens, and Lincoln from an interesting point of view.

MUTINEERS, by C. B. Hawes. Atlantic monthly. "A stirring tale of sea life and adventures sixty years ago, told with skill and evident knowledge of the sea and seamen. Older boys will find it absorbing."

TREASURE ISLAND; illus. by N. C. Wyeth. Scribner. "Stevenson's fascinating tale of adventure is already a classic. Nothing of the sort, perhaps since Robinson Crusoe, has so appealed to both old boys and young ones."

There are many editions of this famous story, but this one illustrated by Wyeth excels them all. Boys and girls also like "David Balfour," "The Black arrow," and "Kidnapped."

TWO YEARS BEFORE THE MAST, by R. H. Dana; illus. by E. B. Smith. Houghton. One of the best descriptions of the life of an American sailor.

WONDER-BOOK FOR GIRLS AND BOYS; and "Tanglewood tales for girls and boys," with pictures by Maxfield Parrish. Duffield. "No artist could have better expressed in color and form, the supernatural element in the stories." Attractive cheaper editions are published by Dutton, Houghton, Jacobs, and Rand.

New Favorites

For Younger Children

A B C BOOK, by C. B. Falls. Doubleday. A most attractive pictured alphabet book with no text. The drawings, cut on wood blocks, are printed from four color plates; the designs do far more than definitely connect the letter and bird or animal, for each gives rein to the imagination.

ATLANTIC TREASURY OF CHILDHOOD STORIES; ed. by Mrs. M. D. (H) Hodgkins; illus. by Beatrice Stevens. Atlantic monthly. A carefully selected and wellwritten collection of folk and fairy tales of various nations. A book for the home, library, or school.

CHI-WE, THE ADVENTURES OF A LITTLE INDIAN GIRL; by Mrs. G. P. Moon; illus. by Carl Moon. Doubleday. "Chi-We, who lives with her mother, high above the desert in a great stone pueblo, that houses many families, learns to weave, make pottery, and play long days on the Mesa. She is a very real little girl that children will accept and love."

FATHER'S GONE A-WHALING, by A. C. Gardiner & N. C. Osborne. Doubleday. An engaging story of the things that happened at Nantucket while Peter's father was away on his long voyage. Redolent with sea flavor and the thrill of the arrival and departure of the ships. Delightful illustrations and end papers.

ILLUSTRATED BIBLE STORY BOOK, stories retold by Seymour Loveland; with pictures by Milo Winter. Rand. Stories from the Old Testament simplified for younger children in large type with attractively colored pictures.

LITTLE LOST PIGS, by H. F. Orton; illus. by Luxor Price. Stokes. "Roseline and Piggy Joe are honest-to-goodness little pigs who run away and are found by Sport, the farm dog. A relief from those stories in which the animals are dressed up and whose adventures are those of little children."

NO SCHOOL TOMORROW, by M. E. Ashmun. Macmillan. "The everyday life of a little girl in the country and the happenings of a summer vacation are made into an engaging story that little girls of eight to ten will enjoy."

SHEN OF THE SEA, by A. B. Chrisman. Dutton. Short stories about Chinese people and life which blend happily a foreign atmosphere and a sense of reality with humor and sprightliness. Although not too difficult for children of nine and ten, many older ones will enjoy them. Silhouette illustrations full of action and interest. This book was awarded the Newbery medal for the best children's book published in 1925.

SILVER PENNIES; ed. by B. J. Thompson. Macmillan. (Little library.) A nice understanding of children's appreciation of poetry is shown in the selection of these eighty or more modern poems which are divided into those that have been heard and enjoyed by children under ten and those more suitable for older children.

STORY OF DOCTOR DOLITTLE, by Hugh Lofting. Stokes. A queer old doctor who loves animals more than the "best people" turns his attention to curing their diseases and goes to Africa to check an epidemic among monkeys. Much droll humor especially in the illustrations.

WHEN WE WERE VERY YOUNG, by A. A. Milne; illus. by E. H. Shepard. Dutton. "Delightfully imaginative poems for and about little children in most engaging rhyme and meter."

For Older Children

DERIC IN MESA VERDE, by Deric Nusbaum. Putnam. "The twelve-year-old son of the superintendent of the Mesa Verde national park tells of his

make new friends, and form new standards of what is worthwhile, is full of the excitement of modern life and will be enjoyed by children of twelve and over."

INTERNATIONAL PLAYS, by Virginia Olcott. Dodd. "Eight short plays, one each for England, Greece, Italy, France, Armenia, Germany, Japan, and Switzerland, written to give our boys and girls a greater appreciation of the gifts brought to America by these nations."

KARI, THE ELEPHANT, by D. G. Mukerji. Dutton. The everyday life of an elephant in captivity, cared for and trained by a young Indian boy who tells the story with a simplicity and sincerity that reveals a real love and understanding of animals. The sequel is Hari, the jungle lad.

MODERN ALADDINS AND THEIR MAGIC; the science of things about us, by C. E. Rush and Amy Winslow. Little. "This wellarranged book gives information concerning the history and development of familiar articles of everyday life and describes clearly the process of their manufacture. School edition called 'The science of things about us.'"

MODERN BIOGRAPHY; ed. by M. A. Hyde. Harcourt. Selections from eighteen biographies of recent years. Each selection is complete in itself and gives an account of some important period in the life of its subject or some episode so characteristic that the entire character is illuminated. With each section is given a brief summary of the career of the person portrayed and a few words about the author of the biography.

NEW MOON, by Cornelia Meigs. Macmillan. "Boys will like this story of an orphan Irish boy who comes to America with a sheep herder, and of his friendship in the wilderness with an Indian boy and girl."

PEARL LAGOON, by C. B. Nordhoff. Atlantic monthly. "The adventures of a California ranch boy on a pearl-fishing cruise. There are stirring battles with pirates and sharks and a fine picture of South Sea Island life afloat and ashore."

PRINCE JAN, ST. BERNARD, by Mrs. F. (C) Hooker. Doubleday. "How a dog from the land of snow (Switzerland) made good in the land of no snow (California). A vivid picture of the life of service led by one of the noble St. Bernards."

THIS SINGING WORLD, by Louis Untermeyer. Harcourt. An anthology for young people that will delight many an older reader as well.

THE VOYAGERS, by Padraic Colum; with pictures by Wilfred Jones. Macmillan. Legends and romances of Atlantic discovery.

WHAT HAPPENED TO INGER JOHANNE, by Dikken Zwilgmeyer. Lothrop. "Everybody in her town in Norway knew her, for she was the Judge's daughter. She herself tells of her adventures and her frolics in a thoroughly human and genuine way. A story full of fun that both boys and girls will like." "Inger Johanne's lively doings" is a worthy sequel to "What happened to Inger Johanne."

WHEN I WAS A GIRL IN SWEDEN, by Anna-Mia Hertzman. Lothrop. The author tells in a sincere, pleasing way her girlhood, with its studies, duties, and pleasures, and closes by showing how she was drawn to the United States of America. A new title in "Children of other lands books."

Publishers Mentioned in This List

ATLANTIC MONTHLY PRESS, 8 Arlington Street, Boston, Mass.
Century Company, 353 Fourth Avenue, New York City.
Dodd Mead and Company, 443 Fourth Avenue, New York City.
Doubleday, Page and Company, Garden City, N. Y.
Duffield and Company, 200 Madison Avenue, New York City.
E. P. Dutton and Company, 681 Fifth Avenue, New York City.
Ginn and Company, 15 Ashburton Place, Boston, Mass.
Harcourt Brace and Company, 383 Madison Avenue, New York City.
Harper and Brothers, 49 East 33d Street, New York City.
Houghton Mifflin Company, 4 Park Street, Boston, Mass.
George W. Jacobs and Company, 1628 Chestnut Street, Philadelphia, Pa.
J. B. Lippincott Company, E. Washington Square, Philadelphia, Pa.
Little, Brown and Company, 34 Beacon Street, Boston, Mass.
Lothrop, Lee and Shepard Company, 275 Congress St., Boston, Mass.
Macmillan Company, 60 Fifth Avenue, New York City.
David McKay, 604 South Washington Square, Philadelphia, Pa.
G. P. Putnam's Sons, 2 West 45th Street, New York City.
Rand, McNally and Company, 536 South Clark Street, Chicago, Ill.
Row, Peterson and Company, 623 South Wabash Ave., Chicago, Ill.
Charles Scribners Sons, 597 Fifth Avenue, New York City.
Frederick A. Stokes Company, 443 Fourth Avenue, New York City.
Frederick Warne and Company, 26 East 22d Street, New York City.

share in the archeological studies of his parents. His genuine interest in the past life of the region is balanced by his delight in the free out-of-door life. This book reflects a happy boy whose natural abilities are being stimulated and developed."

IN THE LIGHT OF MYTH, by R. B. Baker. Row. Carefully selected myths of Greece and Rome, myths of the North, myths of the Orient, and myths of the New World.

IN THE SHADOWS OF THE SKY-SCRAPERS, by M. C. Widdemer. Harcourt. "Financial reverses send the Potters, mother and two children, from their Fifth Avenue home to live in a few rooms in an old tenement which they own. The story, telling how they meet changed conditions,

Payment in Full

GLADYS E. MCKINNEY

Teacher of English, Meadville High School, Meadville, Pennsylvania

TOMORROW, in this class, we shall do three things."

Ellen Merrit paused, while notebooks appeared and pencils were poised as the class in argument prepared to take the next day's assignment. Twenty-six pairs of hands found the place with much unnecessary fluttering of pages. At least half of the twenty-six pencils escaped from careless fingers and were pursued down aisles and captured under desks. As Ellen waited, her already drooping spirits sank even lower. How little they knew—and how little they cared to know! What did they care about "argument from the sign"? Who cared if he couldn't concoct a syllogism? What thrills were there in writing a brief? Ellen herself failed to find much excitement in the correcting of endless outlines. But slowly, painstakingly, she gave the assignment and asked from force of habit, "Any questions?" Even as she spoke, a bell shrilled its welcome announcement that the period was ended and, with animation that had been strangely lacking for the last forty minutes, the class filed out, Ellen standing guard at the door.

Suddenly a voice spoke behind her. "A well given assignment, Miss Merrit. I have seldom heard a better one."

Ellen gasped. She had completely forgotten the presence of her superintendent. Each day for a week he had slipped quietly into the classroom and, after the first day, neither she nor the pupils had heeded him. A boyish-looking man, his shrewd, kindly eyes looking out through thick glasses, he had listened attentively and at intervals had taken hasty notes. And now, as she watched him hurry away down the hall, his soldierly bearing in contrast with the awkwardness of the growing boys, his words set themselves to a little tune and sang themselves over and over. Even the dreaded last period class developed new life and interest as she guided reluctant juniors through the mazes of irregular verbs to the refrain of "a good assignment, a good assignment."

Four o'clock! The last straggler had clattered down the stairs and banged his way out through the front doors. From upstairs came a faint irregular thump-

ing as the janitor began his evening rounds. From the laboratory sounded the clinking of glass and a minor, tuneless humming. The drinking fountains in the hall bubbled loudly. Ellen sat



Courtesy, Children, The Magazine for Parents

at her desk, her head on her hand, staring across the empty room, out through the dust-dimmed windows. A faint thud of an unseen carpetbeater told a tale of unwilling service extracted from some small boy. Spring again. The third spring that Ellen had seen steal through the streets, across the wide lawns of the village. The third spring that—but a pile of papers lay under her hand, and with a little sigh, she picked up her pen.

The thin sunlight of late afternoon brought out every stain on the buff walls; touched into relief every set of initials, every mystic symbol carved on the old desks, revealed every crack in the chalk clouded blackboards. It slipped among the Chinese lilies in the blue bowl on the window sill and coaxed a faint sweetness from the snowy blossoms. It followed Ellen's hand, as her pen traveled down page after page, leaving a trail of red marks. Book reports, the bane of the English teacher! Fiercely the red ink wrote: "Be yourself! Did *you* like this book?"—"They—." Then her ear caught the sound of lagging footsteps on the stairs. She sighed. Celia! The instigator of half the school pranks, the girl with too much money of her own, the purchaser of the questionable magazines that slid from desk to desk in study

hall—Celia, the school problem. And tonight of all nights!

"Hello!" The familiar, lazy drawl brought no response as Ellen again bent over her papers.

"Miss Merrit!" Ellen looked up! Over her desk, her elbows bending the corners of Ellen's favorite books, leaned a tall, ungainly girl with a plain, unattractive face. Short black hair, straight, carelessly combed, straggled against her sallow cheeks. Her mouth was twisted in the half-sneering expression that Ellen knew so well and her really beautiful eyes held a bitter, mocking light.

"Yes?" "I was pretty rotten in class today, wasn't I?" "You were." The answer was brief and unencouraging. Again the pen left its wake of red down the untidy page of a criticism.

"Miss Merrit." "Yes?" No word could be shorter or cooler.

"Miss Merrit," the lazy voice seemed a trifle less indifferent, "I didn't mean to be so bad, honest I didn't. But when you told me to stop talking, you just sort of rubbed me the wrong way, and—well, you know what I said and did." Her voice took on a tone of bravado. "No teacher can make me stop when I feel like talking, even you can't."

There was no answer. To Ellen's disgust, hot tears were crowding close behind her eyelids and her throat tightened. But she turned a page and read on. A hand came down over the paper and strong brown fingers forced her to lay down the pen.

"You aren't listening to me. I said I was *bad*. I talked back to you in class. What are you going to do about it?"

Ellen pushed back her chair and stood up. With hands that shook just the least bit she gathered up her scattered papers and put to rights her untidy desk. She did not look up as she answered.

"I'm not going to do anything, Celia. You know you are bothersome and you know how it makes me feel—yet you enjoy it. I'd rather not talk about it tonight."

She turned to step down from the little platform on which her desk stood but Celia blocked her way. After one look at the girl's face, Ellen felt all her resolution to be firm slowly slipping away;

for the defiance seemed to have faded, and into the child's face was creeping a wistfulness that the older girl could not resist.

"Look at me, Celia."

From the edge of her platform she looked down into the face lifted to hers and with a hand on either shoulder she held the girl squarely in front of her. Then slowly, choosing her words carefully, Ellen spoke.

"Celia, you pretend to like me, yet you purposely annoy me, disturb the class, and then take my time after school. Why?"

"I don't know. Guess I'm just bad through and through. Everyone says I'll never amount to anything. I'm going to quit school as soon as Dad says the word. Guess you'll be glad, won't you? Guess you'll—" Then suddenly all the indifference was gone. "Oh, Miss Merrit, please try me once more, just once. I didn't mean to bother you today, honest I didn't. Don't look at me that way, so sorry and hurt!"

Ellen cast firmness to the winds and yielded to impulse. One arm around the narrow shoulders, she drew the girl to her and softly pushed the black hair away from the thin face.

"I like you, Celia, you know that. I've watched you day after day, wishing that you would use your ability and stand at the head of your class where you belong. I'm sorry that you can't respect me enough to obey my requests in class. But shall we try again?"

There was a light in the brown eyes and the sallow cheeks flushed.

"Oh, please try me! I can't get good all at once, but I'll try—I'll try hard! Please! I don't want to make you sorry!" Then to Ellen's surprise, two arms held her tightly for a short minute, and a black head dropped against her shoulder. And this was Celia, Celia of the devil-may-care ways! Ellen's eyes were soft as she smoothed the rough hair.

"Never mind, child. All of us have our bad days, you know. We can start all over again tomorrow. Shall we?"

Half ashamed of her outburst, Celia drew away, took up her books from the desk behind her, and edged towards the door. A glow lighted her plain face and her lovely eyes met Ellen's shyly.

"I should like to try." And as her hand turned the knob, she made the supreme concession. "I like you awfully, Miss Merrit."

Ellen leaned weakly against the blackboard. Was it possible that the child was, after all, just hungry for a little

understanding and affection? Maybe if—well, it would be worth trying. Gradebook, notebook, papers—she gathered them from her desk and went into the little square cloakroom. As she stood at the window putting on her coat, she

THE GREATEST INVENTION—Princeton
University students buy ten times as many books as their predecessors did ten years ago and borrow three times as many.

Remember this the next time someone tells a juicy story about the scandals of young people.

The lads at Princeton seem to be reading wisely. Technical subjects in popular language, poetry, short stories, the salty prose of the eighteenth century are all to their taste.

Such reading in college or out is a way to education and also to happiness.

After all none of the inventions of men are quite so useful or so pleasant as books.

From early childhood to the very end of life reading is the key to many things. Theodore Roosevelt used to travel with books. On the train, in the midst of a political campaign, he would be found buried deep in the pages of some favorite volume. Reading was at once a refuge and a source of suggestion to him. It will do as much for you.

Radio and moving pictures are good for ear and eye entertainment, but nothing is an adequate substitute for books.

The best a man has he puts into his book. The finest aspirations and the straightest thinking, all the romance and adventure that ever were or were only the substance of dreams, the wise meditation, the bold discovery, all the endless variety of human effort and hope find eventually their best expression within the lines of the printed page.

Develop the reading habit and don't skip the books which make you work a little. Even the mind can stand exercise.—From *Collier's*, *The National Weekly*.

saw a low blue car swing out of the school drive and turn toward the country. Celia, who as she had once told Ellen, did her thinking while driving over little, narrow country roads. What thoughts would she be thinking this time? Would she regret her moment of setting ajar the door of her reserve and be the same old Celia tomorrow? . . .

Again it was spring, and again Ellen sat at her desk in her strangely quiet classroom. Outside the windows were the cluttered back dooryards of a row

of small stores. Within the room, the slanting sunlight reflected from the red-brown varnish and the green metalwork of new unmarred desks. Beyond the open door stretched the gray stillness of a long corridor. But Ellen's thoughts were far from the orderly newness of the great building; for under her hand, on top of the everpresent papers, lay a letter. Across its pages sprawled Celia's writing, careless, far from neat. Ellen read eagerly, all the little details of school news, all the bits of village gossip, all the small happenings that were magnified and of such vast importance in the tiny county-seat town. She smiled at the casual announcement, "I made all A's last month; thought you might like to know." Then followed the description of the new car, reward from Dad for having the highest average in the senior class. It was the next paragraph that brought a queer tenseness to Ellen's breathing, a warmth that took away all the weariness of the hard day.

You'll think I'm awfully silly, but there's something that I'd like to tell you. Do you know what happened a year ago today? I do. That was the day that you told me that you liked me and that it would make you happy if I would do better work in school. I don't know why, but for some reason that went in deeper and lasted longer than any scolding could have done. That's why I've actually worked this year, why I've stopped running around with that bunch you didn't like. Remember how I used to cuss when things didn't suit me? Well, I'm no angel yet, but I never shoot off without seeing your face as it looked the day you heard me swear at Karl for tormenting his dog. Remember the time you asked to borrow that copy of a cheap magazine that I was reading in study hall? Gee! I thought I'd sink through the floor. They *are* trash, aren't they? I never get any kick out of them any more. Remember the afternoon before you went home, when I took you out along the Wade road, and I asked you if you believed in Heaven? I suppose it sounds simple to you, but lots and lots of times I drive out there by myself, and think about what you told me and about—well, I can't explain. As I said before, I'm no angel and I've no desire to be, but I don't believe you'll ever need to be ashamed of me again.

I hope you aren't disgusted by all this, but I just wanted you to know. Now I'll ring off and not bother you any longer. Write when you have time and don't forget your Celia.

P. S. I'm sending this to you at school, because I'd like to have you read it after school—you can pretend that I'm hanging on your desk and talking to you. And if you laugh, I'll shoot you by return mail!

Carefully Ellen folded the letter. There was a little sob close behind her smile as she said aloud, "Celia, the school problem! It pays, oh, it does pay!"

Builders of Our Profession

GREAT TEACHERS have always valued highly their influence over pupils and in the community. They have rejoiced that this influence goes on and on. Literally there is an immortality of influence. The good one does like the echoes of Tennyson's bugle grows forever and forever. The institutions men build live after them. The National Education Association carries forward the spirit of generations of consecrated schoolfolk. It has always appealed to the best in the profession. It has been the nursery of better things for the children. Only fifty years ago its president, explaining that he knew he was in the minority, told his hearers that compulsory education for all children must come. And it has. So with one advance after another. The Association is the policy-determining agency in American education.

An endless chain of influence is now being started within the Association. The thousand who responded last year to the call to enlist in the ranks of life membership value that connection so highly that this year chains of life membership are being established. Those who become links in that noble chain have more than a life membership. They have an immortal membership, for the \$100 they pay goes into the permanent fund where through the centuries it will go on building better schools for better children. As one of our finest leaders recently remarked, "Such a privilege is really worth some sacrifice!"

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the June JOURNAL:

ARIZONA—Ivan P. Hostettler.
 ARKANSAS—Howard A. Dawson, G. C. Floyd, L. M. Goza, Jr., D. T. Henderson, Luke B. Jackman, James R. Jewell, Druzilla Kent, W. T. Rowland, Jr., Adlai S. Turner.
 CALIFORNIA—Carl Edward Bash, Charles Arthur Colmore, Carrie E. Daly, Imogene W. Huey, Emil Lange, M. E. Peterson, Florence F. Tillman, John Willard Wilson, James Albert Winchester, Mrs. Helen T. York.
 COLORADO—Glenn T. Wilson.
 CONNECTICUT—Mary A. Sullivan, John A. Young.
 DELAWARE—Mary L. Chase, H. V. Holloway.
 DISTRICT OF COLUMBIA—S. Carlyle Adams, Margaret M. Alltucker, Frances Moon Butts, Harriett M. Chase, Jessie M. Robbins, Mabel E. Wheelock.
 FLORIDA—Edward Conradi.
 GEORGIA—Walter P. Jones, George Harris Webber.
 HAWAII—Oren E. Lond.
 IDAHO—Charles F. Dienst, D. H. Holloway.
 ILLINOIS—Alfred O. Brown, Annie S. Newman, Harry C. Short, Jr., Justin Washburn.
 INDIANA—J. L. Lord, Anna Reade.
 IOWA—Theodore Saam.
 KANSAS—F. W. Lewis, Paul C. Loveless, Mary M. Pfefferkorn, Mollie Wilson.
 MARYLAND—Florence E. Bamberger.
 MASSACHUSETTS—Willard B. Atwell, Charles S. Clark, Henry H. Harris, Bradford M. Kingman, John E. Lynch, Ernst Makechnie, Matilda M. Remy.
 MICHIGAN—Ellsworth B. Holden, George C. Kyte, Webster H. Pearce, John Sundwall.
 MINNESOTA—Elizabeth Hall, M. F. Roberts, Zada White.
 MISSOURI—William T. Longshore, Mrs. Helen D. Rossi.
 NEBRASKA—Chloe C. Baldrige, Oliver H. Bimson, S. L. Clements, George F. Knipprath, Edwin L. Rouse, Edward T. Whiting, S. Adelia Winter.
 NEVADA—Mrs. Harriet K. Bieghler.
 NEW JERSEY—George A. Crotley, Dorothy V. Jones.
 NEW MEXICO—J. R. Adell, Guy A. West.
 NEW YORK—Charles B. L. Kelley, Alice L. Woodward.
 NORTH CAROLINA—H. T. Hunter, O. W. Johnson.

NORTH DAKOTA—Erma G. Armstrong.
 OHIO—Orville G. Brim, B. R. Buckingham, Harman L. Creveling, Marie Gagle, Henry H. Helter, Chester N. Murphy, J. E. Newell, R. E. Offenhauer, O. D. Rider, Edna Wood.
 OKLAHOMA—John G. Mitchell.
 OREGON—Marguerite Ferrin.
 PENNSYLVANIA—George H. Alderman, Wilmer G.

The Trumpet Call

CORNELIA S. ADAIR, PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION

FROM TIME IMMEMORIAL when the trumpet call has sounded men have come up from the highways and the byways to serve in the armies. They have responded to the call for enlistment and have rallied round the flag to defend what they held precious. Humanity has learned to honor them for their devotion to the common weal and has adorned its public places with monuments to their memory.

Today a new trumpet call is sounded for service in another army larger in numbers even than the present combat forces of our great nation. Those who rally for this new army—like the soldiers and sailors—are servants of the public. Like them also they are defenders of the common weal. Daily this army a million strong marches forth to the schoolrooms to lead the children on their way. Verily it holds the destiny of the race in its hands. Its sacred trust requires the highest devotion, training, and skill. That the teaching army may be true to this exalted trust professional organizations are urging that all teachers enlist in the cause and work on the problems of the profession. This challenge is more significant than the calls to arms that have gone echoing down the ages. It is the trumpet call to join the ranks of our comrades in local, state, and national associations in their efforts to elevate teaching and magnify education as the greatest constructive force in the modern social advance. Can any teacher afford not to enlist?

Dugan, M. Edna McKain, C. Everett Myers, J. Edward Smith, Grace Gibson Swan.
 PORTO RICO—F. Rodriguez Lopez.
 SOUTH DAKOTA—William H. Batson, H. B. Melcher, Charlotte M. Noteboom, Arthur L. Shaw, Clara Sinclair.
 TEXAS—Mamie S. Bastian, Homer R. Gross, Leslie C. McDonald, A. K. Presson, Mrs. Ema O. Stewart.
 VIRGINIA—Rebecca Blackburn.
 VIRGIN ISLANDS—Thomas Johnson.
 WASHINGTON—Bertha Fournier, W. L. Hall, Eldridge Wheeler.
 WEST VIRGINIA—Bertha W. Combs.
 WYOMING—A. G. Crane.

New Affiliations

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

CALIFORNIA—Burbank, Burbank Teachers Association, Estelle Burnett, President; Holtville, Imperial County Teachers Association, Mrs. C. B. Collins, Secretary; Los Angeles, Los Angeles

Evening High School Teachers Association, Mrs. Kathryn M. Ray, President; San Diego, Visual Education Association of Southern California, Marian Evans, President; San Francisco, Part Time High School Teachers Association, Harry G. Hansell, Vice-Principal.
 COLORADO—Golden, Jefferson County Teachers Association, R. T. Brown, President.
 CONNECTICUT—Waterbury, Waterbury Teachers Association, Margaret C. Healey, Secretary.
 NEW JERSEY—Mendham, Morris County Teachers Association, Mary E. Oliver, Secretary.
 PENNSYLVANIA—Reading, Berks County Teachers Association, Calvin A. Unger, Secretary.
 VIRGINIA—Lynchburg, Lynchburg Teachers Club, A. L. Burger, President.
 WISCONSIN—Superior, Superior Grade Teachers Club, Mrs. Dahlia E. Muirhead, Secretary.

Completed Enrolments

THE FOLLOWING schools have completed their report for 100 percent membership in the National Education Association since the list appeared in the June JOURNAL. Many of the schools also have a complete enrolment in state and local associations. Following this list is one for the 1927-28 schools received up to date.

Six years or more

COLORADO—Colorado Springs, Washington.
 CONNECTICUT—East Hartford, Burnside.
 ILLINOIS—East St. Louis, Hawthorne, Rosemont.
 INDIANA—Hammond, Edison.

Five years

CONNECTICUT—Stratford, Washington.
 MAINE—Old Towne, Junior High.
 MICHIGAN—Mount Clemens, Mount Clemens Public Schools, A. T. Donaldson, Clemens, Dickinson, Grant, High, Lincoln, Wilson.

Four years

ARKANSAS—Urbanette, Public.
 COLORADO—Colorado Springs, Arensdale.
 HAWAII—Waianae, Waianae; Waipahu, Waipahu.
 MICHIGAN—Hazel Park, Hazel Park Public Schools, High, Hoover, Lacy, Martin Road, United Oaks, Wanda.
 MISSOURI—Kansas City, Jefferson.
 PENNSYLVANIA—Pittsburgh, Ralston Industrial.
 VIRGINIA—Winchester, Winchester Public Schools, Kerr.
 WASHINGTON—Hoquiam, Central, Emerson; Spokane, Willard.

Three years

CALIFORNIA—Bakersfield, Indian; Long Beach, Franklin Junior High; Los Angeles, San Pedro Street; Monrovia, Wild Rose; San Bernardino, Urbata.
 COLORADO—Denver, Villa Park, West High; Erie, High.
 DELAWARE—Wilmington, George Gray.
 FLORIDA—West Palm Beach, Northboro.
 INDIANA—East Chicago, Garfield, Harrison; Evansville, Benjamin Bosse High; Fort Wayne, Forest Park; South Bend, Girls Pre-Vocational.
 KANSAS—Topeka, Potwin.
 MICHIGAN—Grand Rapids, Michigan; Paw Paw, Paw Paw Public Schools.
 MINNESOTA—Minneapolis, Lake Harriet.
 MISSOURI—Kansas City, Blue Valley, Douglass, Penn, W. W. Yates.
 NEW JERSEY—Summit, Industrial.
 OREGON—Portland, Marysville.
 PENNSYLVANIA—Franklin, Fourth Street.
 SOUTH DAKOTA—Nisland, Nisland Public Schools.
 UTAH—Kooskarem, Junior High.
 VIRGIN ISLANDS—St. Thomas, Nisky Rural.

Two years

CALIFORNIA—Long Beach, Luther Burbank Elementary; Los Angeles, Morningside; San Francisco, Department of Physical Education; Santa Maria, Union High.
 COLORADO—Kremmling, Grade, Union High.
 DISTRICT OF COLUMBIA—Washington, Blow.
 HAWAII—Honolulu, Central Grammar, Lanakila.
 LOUISIANA—New Orleans, Milne.
 MAINE—Bar Harbor, Emerson Grammar.

MASSACHUSETTS—*Beverly*, McKay; *Norwell*, Center; *West Springfield*, Amosdown.
 MICHIGAN—*Grand Rapids*, Straight.
 MINNESOTA—*Minneapolis*, Madison, Webster, Whitney.
 MISSOURI—*Kansas City*, Cherry Street; *St. Louis*, Cottage Avenue.
 NEVADA—*Eureka*, Eureka County High School and Consolidated District Number One.
 NEW JERSEY—*Atlantic City*, Boy's Vocational, Brighton Avenue, Girl's Vocational, Household Arts Department, Pennsylvania Avenue; *New Brunswick*, Roosevelt Junior High.
 NEW MEXICO—*Silver City*, New Mexico State Teachers College.
 NEW YORK—*Buffalo*, Lincoln Elementary; *Kenmore*, Washington Elementary; *New York*, Public Number 160, Manhattan.
 OHIO—*Toledo*, Harvard.
 OREGON—*Florence*, Grude; *Hebo*, Public.
 PENNSYLVANIA—*Philadelphia*, Columbus; *Pittsburgh*, Gladstone Elementary; Gladstone Junior High.
 TENNESSEE—*Memphis*, Humes High.
 TEXAS—*Dallas*, Cedar Lawn.
 VIRGIN ISLANDS—*St. Thomas*, Washington.
 WASHINGTON—*Spokane*, Alcott, Arlington, Cowley.
 WEST VIRGINIA—*Welch*, Grade.
 WISCONSIN—*Appleton*, Columbus.

Current year

ALABAMA—*Birmingham*, Cunningham.
 ALASKA—*Seward*, Seward Public Schools.
 ARIZONA—*Candler*, Grade, High.
 CALIFORNIA—*Glendale*, Theodore Roosevelt.
 CONNECTICUT—*Norman*, Jefferson, Washington.
 DELAWARE—*Clayton*, Public.
 FLORIDA—*Pinellas County*, Pinellas County Public Schools.
 HAWAII—*Honolulu*, Washington Junior High.
 ILLINOIS—*Chicago*, Mayfair; *East St. Louis*, Denverside, Dunbar, Edgemont, Garfield, Lincoln, McKinley, Rush City; *Harvey*, Cary, Holmes, Lowell-Longfellow; *Smithton*, Public.
 INDIANA—*Earl Park*, Richland Township Public Schools; *Fort Wayne*, Adams; *Sedalia*, Public.
 MARYLAND—*Annapolis*, West Annapolis; *Trappe*, Bruceville.
 MASSACHUSETTS—*Waltham*, Seth Bemis.
 MICHIGAN—*Denton*, Public; *L'Anse*, High, Pequaming.
 MINNESOTA—*Minneapolis*, Horace Mann; *St. Paul*, Riverside.
 MISSOURI—*Kansas City*, Booker Washington, Boys Industrial, Seven Oaks.
 NEBRASKA—*Grainston*, Public.
 NEW JERSEY—*Neptune*, Public.
 NEW MEXICO—*San Patricio*, Public.
 NEW YORK—*Howard*, Public; *Pitcher*, Public.
 NORTH DAKOTA—*Rugby*, High.
 OHIO—*Cincinnati*, Bond Hill; *Hamilton*, Jefferson, Tyler, Van Buren; *Sycamore*, Public.
 OKLAHOMA—*Ramona*, Ramona Consolidated Schools.
 OREGON—*Myrtle Point*, Public.
 PENNSYLVANIA—*Braddock*, Copeland, Hamilton; *High*, Gettysburg, Gettysburg Public Schools, Franklin Street, High, Meade; *Philadelphia*, Julia Ward Howe; *Woodbine*, Lower Chancelord High.
 TEXAS—*Houston*, Magnolia Park.
 UTAH—*Gusher*, Moffat.
 VERMONT—*Johnson*, Junior-Senior High.
 VIRGINIA—*Richmond*, Chimborazo, Franklin, George Thorpe, Helen Dickinson, J. E. B. Stuart, Jefferson, John B. Cary, John Smith, Nathaniel Bacon, Oak Grove, Randolph, Stonewall Jackson, William Fox.
 WASHINGTON—*College Place*, Public; *Molson*, Public; *Poulsbo*, Union High; *Seattle*, Maple, Orthopedic Hospital; *Spokane*, Grant.
 WEST VIRGINIA—*Elkins*, Third Ward.
 WYOMING—*Knight*, Public.

New Completed Enrolments

THE FOLLOWING is the first list of schools having completed their report for 100 percent membership in the National Education Association for 1927-28:

Six years or more

CALIFORNIA—*San Francisco*, Grattan, Harrison Kate Kennedy, Madison; *Santa Barbara*, Roosevelt.
 COLORADO—*Longmont*, Columbine.
 OHIO—*Bellefontaine*, Bellefontaine Public Schools, Central, High, Hubbard, Lincoln, McBeth, North, South; *Marietta*, Norwood.
 PENNSYLVANIA—*Juniata*, Juniata Public Schools, Keystone, Logan, McKinley High, Noble; *Pittsburgh*, McCleary, Mount Albion.

Five years

ARIZONA—*Bisbee*, Lincoln; *Jerome*, Administration Building, Elementary, Primary, Walnut Gulch.
 ARKANSAS—*Urbauette*, Public.
 ILLINOIS—*Waukegan*, West.

MASSACHUSETTS—*Beverly*, Centerville.
 NEW MEXICO—*Roswell*, Washington Avenue.
 NEW YORK—*Rome*, Jay Street.

Four years

ARIZONA—*Bisbee*, Garfield.
 ARKANSAS—*Fort Smith*, Fort Smith Public Schools, Albert Pike, Belle Grove, Belle Point, DuVal, High, Howard, Lincoln, Mill Creek, Parker, Peabody, Rogers, South Fort Smith, Spradling, Trusty, Washington.
 IDAHO—*Boise*, Garfield.

American Education Week

SCHOOL PEOPLE who are masters of the principles of education and understand the deeper significance of current trends are usually most successful in interpreting educational needs and achievements to the public. The Cleveland Public Library, considered by many the greatest library system in the world, was asked to suggest one book for each of the seven days of American Education Week. Here is the list.

Health Day

Winslow & Williamson—The laws of health and how to teach them.

Home and School Day

Russell—Education and the good life.

Know Your School Day

Smith—Education moves ahead.

School Opportunity Day

Kilpatrick—Education for a changing civilization.

Armistice Day

Ross—Roads to social peace.

Community Day

Groves—Special problems and education.

For God and Country Day

Bowers—Jefferson and Hamilton.

ILLINOIS—*Bismarck*, Township High; *Champaign*, Lincoln; *Havana*, Community High.
 INDIANA—*Fort Wayne*, Lakeside.
 IOWA—*Independence*, Independence Public Schools, Emerson, Hawthorne, High, Lincoln, Washington.
 KANSAS—*Cherryvale*, Garfield, Lincoln, McKinley.
 MASSACHUSETTS—*Medford*, Osgood.
 MICHIGAN—*Grand Haven*, Grand Haven Public Schools, Central, Fourth Ward, High, Junior High.
 MINNESOTA—*Minneapolis*, Clara Barton.
 NEBRASKA—*Omaha*, Sherman.
 NEW JERSEY—*Stelton*, Public.
 OHIO—*Tiffin*, College Hill; *Warren*, Roosevelt.
 PENNSYLVANIA—*Darby*, Darby Public Schools, High Ridge Avenue, Walnut Street; *Logan Township*, Logan Township Public Schools, Baker, Baker's Mines, Brush Mountain, Coleman, East End, Eldorado, Endress, Glen White, Hamilton, Jefferson, Kittanning Point, Lincoln, Logan, Madison, Martz, McKinley, Mill Run, Newburg, Roosevelt, South Lakemont, Washington, Webster.
 SOUTH DAKOTA—*Frederick*, Frederick Public Schools; *Nisland*, Nisland Public Schools.
 VERMONT—*Brattleboro*, Canal Street.

Three years

ARKANSAS—*Texarkana*, Texarkana Public Schools, Central, College Hill, College Hill, (Colored), Fairview, Junior High, Orr, Senior High, Washington High.
 CALIFORNIA—*San Francisco*, Denman.
 ILLINOIS—*Sherrard*, Community High.
 INDIANA—*Fort Wayne*, Rolling Mill.
 KANSAS—*Garden City*, Buffalo Jones.

MICHIGAN—*Saint Clair*, Saint Clair Public Schools.
 MISSOURI—*University City*, Flynn Park.
 NEW JERSEY—*Camden*, H. C. Sharp, McKinley, Northeast, Read; *Plainsboro*, Public.
 OHIO—*Tiffin*, Columbian High.
 OKLAHOMA—*Hominy*, Mound Valley High.
 OREGON—*Boring*, Public.
 PENNSYLVANIA—*Perryopolis*, Perry Township High.
 SOUTH DAKOTA—*Astoria*, Astoria Public Schools.
 WEST VIRGINIA—*McDowell County*, Browns Creek District Public Schools, Asco Junior High, Big Four, Big Sandy Junior High, Burke Hollow, Davy Junior High, Eckman, Erin, Hemphill-Capels, High, Keystone Junior High, Kimball Junior High, King, Landgraft, Maitland, Marytown, Mohegan, Premier Junior High, Roderfield, Twin Branch, Vivian, Welch, Welch Junior High; *Fort Gay*, Fort Gay Public Schools.
 WISCONSIN—*Madison*, Lapham, Marquette.

Two years

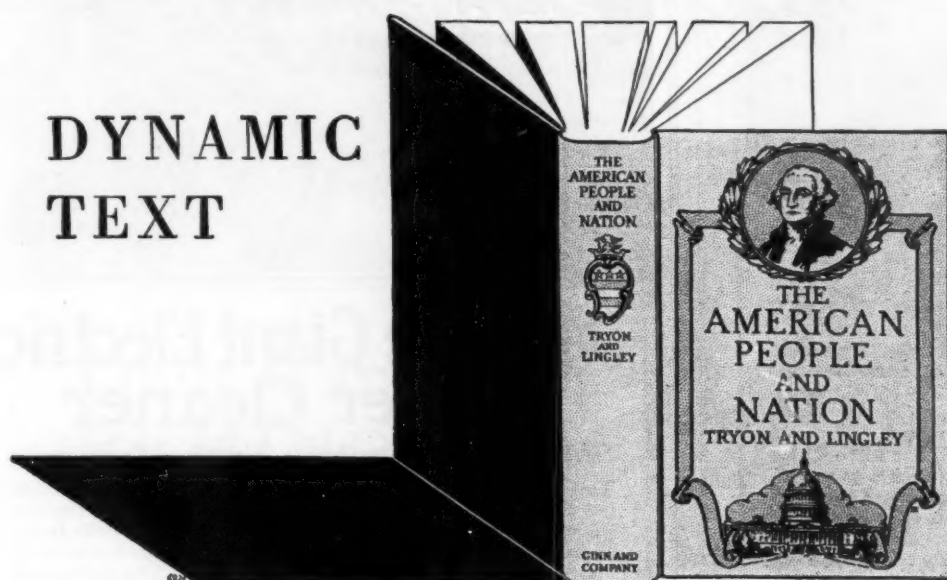
ARIZONA—*Cochise*, Grammar.
 ARKANSAS—*Paris*, Short Mountain.
 CALIFORNIA—*San Francisco*, Sanchez.
 COLORADO—*Berwind*, Corwin; *Coal Creek*, Public; *Englewood*, Lowell; *Hasty*, Public; *Longmont*, Bryant, Central.
 ILLINOIS—*Wood River*, Wood River Public Schools, Lincoln, Washington, Wood River, Woodrow Wilson.
 INDIANA—*Indianapolis*, William McKinley.
 IOWA—*Des Moines*, Webster.
 LOUISIANA—*Grand Cane*, High.
 MICHIGAN—*Ferndale*, Coolidge; *Marenisco*, Marenisco Township Schools.
 MINNESOTA—*Mankato*, Franklin, Lincoln Grade; *Minneapolis*, Howe, Riley, Washington.
 MISSOURI—*Saint Louis*, Wyman.
 NEW HAMPSHIRE—*East Rochester*, Public; *Madison*, High.
 NEW JERSEY—*Bloomfield*, Center.
 OHIO—*Archbold*, Archbold Public Schools; *Ashtabula*, Columbus Street Grade; *Rittman*, Rittman Public Schools, First Street, High, Primary; *Tiffin*, Minerva Street; *Van Buren*, Allen Township Centralized.
 OKLAHOMA—*Ramona*, Ramona Consolidated; *Sapulpa*, Garfield.
 PENNSYLVANIA—*New Salem*, Public.
 SOUTH CAROLINA—*Bethune*, Bethune Public Schools, Grammar, High, Shamrock Grammar, Timrod Grammar.
 TEXAS—*College Station*, A. and M. Consolidated.
 VIRGINIA—*Faber*, Junior High; *Norfolk*, Villa Heights.
 WISCONSIN—*Ashland*, Ashland County Rural Normal; *Madison*, Lowell; *Wauwatosa*, Lincoln.
 WYOMING—*School District Number Nineteen*, Alton Grade, Auburn Grade, Bedford Grade, Etna Grade, Fairview Grade, Freedom Grade, Grover Grade, Osmond Grade, Smoot Grade, Star Valley High, Thayne Grade, Tarrerville.

Current year

ARKANSAS—*West Point*, Consolidated High.
 CALIFORNIA—*San Francisco*, Mission Grammar; *San Leandro*, McKinley.
 COLORADO—*Platteville*, Platteville Consolidated Schools; *Sopris*, Sopris Public Schools.
 ILLINOIS—*Henning*, Community High; *Milledgeville*, Milledgeville Public Schools.
 INDIANA—*Fort Wayne*, Justin N. Study; *Union City*, Union City Public Schools.
 IOWA—*Dubuque*, Bryant; *Hanlontown*, Hanlontown Consolidated.
 MICHIGAN—*Bellevue*, Bellevue Public Schools; *Flint*, Genesee County Normal; *Pontiac*, John P. Wilson.
 MINNESOTA—*Mankato*, Roosevelt Grade; *Minneapolis*, Henry Junior High.
 MISSOURI—*University City*, Pershing.
 NEBRASKA—*Broken Bow*, South Ward.
 NEW JERSEY—*Hopewell*, Grammar; *Madison*, Green Avenue.
 NEW YORK—*Rome*, Fort Stanwix.
 OHIO—*Allensville*, Richland Township High; *New Philadelphia*, New Philadelphia Public Schools, Central, East, Front, Junior High, Schoenbrun, Senior High, South, Tuscarawas Avenue, West; *Youngstown*, Taft.
 OKLAHOMA—*Hominy*, Hominy Public Schools, Horace Mann Ward, Junior High, Mullins Ward, Senior High; *McAlester*, First Ward, Second Ward, Third Ward, Fourth Ward, Fifth Ward, Sixth Ward, Junior High; *Stidham*, Stidham Consolidated.
 OREGON—*Lexington*, Public; *Pendleton*, Hawthorne.
 PENNSYLVANIA—*Edgeworth*, Edgeworth School District; *Philadelphia*, Home for Deaf Children.
 SOUTH CAROLINA—*Blaney*, High.
 TEXAS—*Palestine*, Lamar.
 WISCONSIN—*Sheboygan*, Washington.
 WYOMING—*Laramie*, Junior High; *Sheridan*, Coffeen Avenue.

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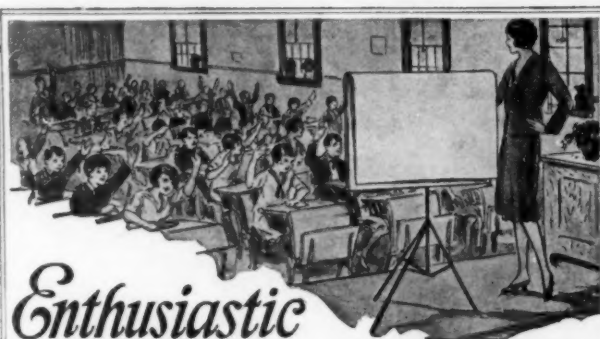
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NOTES and ANNOUNCEMENTS

TOO MUCH CLERICAL WORK—"Cannot something be done," writes a conscientious teacher, "to lessen this clerical work which is becoming such a burden and which interferes seriously with the real business of teaching? Surely the problem is not merely a local one and I think it would be a good plan to have an editorial on the subject. The heavy clerical work required leaves little time for real inspirational reading."

THE INTEREST IN American Education Week is suggested by the demand for reprints of the section of the October JOURNAL covering the Week, and for copies of the Research Bulletin, *The Advance of the American School System*. It is also indicated by many letters from the field telling of plans for the observance of this week. The following from State Superintendent Ford of West Virginia is typical:

I am now preparing to send a letter con-

cerning American Education Week to all county, district, and city superintendents. West Virginia will make an exceptional effort along this line this year. We have already made mention of this in our department publication and in the next issue shall devote quite a few pages to it. *The School Journal*, of which Mr. Hickman is editor, is planning to give quite a little space this month. We shall request the Governor either to issue a proclamation, or write a letter urging the observance of this week.

If you have any extra copies of the leaflet containing suggestions for making a program, I would appreciate receiving a supply for distribution to our school officials.

GROWTH THROUGH PROFESSIONAL ACTIVITIES by Mary R. Barnette on page 247 of this issue, is one of a series of articles on growth in professional service which will appear during 1927-28. Other articles which will appear in THE JOURNAL during the year are: Growth in Voice Excellence, Growth in Understanding Children, Growth through Travel, Growth through Nonprofessional Reading, Growth through Mental

Hygiene, Growth through Professional Reading, and Growth in Philosophy of Life. Many hundred percent schools and local teachers' clubs are using this series as a basis of group discussion and regular study.

SECRETARY J. W. CRABTREE recently wrote to the chairmen of the committees on National Education Association Relationships in colleges on the question of salaries for college instructors. Mr. Crabtree emphasized the following three great needs which came upon institutions all at once:

First, the need for new buildings to care for increased enrolments; second, the need for additional instructors; and third, the need for increasing salaries to offset the decrease in the purchasing power of the dollar. A few colleges have met all three of these needs. Nearly all have made fine progress in meeting the first need. Many have attempted to meet the second without meeting the third. Now that we have large commodious buildings in many of our institu-

(Continued on page A-238)



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Book II for the fourth grade.

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(Continued from page A-236)

tions, let us give first attention for a while to the welfare of those who do the work. Let us not only offset the decrease in the purchasing power of the dollar, but let us make the increase in salaries large enough to cover the additional living demands which have come upon us during recent years.

IN THE JOURNAL LAST MONTH was presented a sevenfold plan of action for supporters of the New Education Bill during this school year. It was a call to individual service. Now that nearly two months of the school term have passed, pupils, teachers, and administrators are ready to exert organized effort in behalf of this essential movement. Let us adopt this year something of that spirit which persevered for many years to secure the establishment of the Departments of Commerce, Labor, and Agriculture. Here are some suggestions for members:

1. Let your congressmen who are now returning to Washington know that you are interested and that you will continue to be interested until the Department of Education with a Secretary in the President's Cabinet is established.
2. Encourage full and free discussion, based on facts, in your civics and English classrooms.
3. Conduct interclass and interschool debates on the question: Resolved, That Congress should pass the New Education Bill, sponsored by the National Education Association, to establish a Department of Education with a Secretary in the President's Cabinet.
4. Write to members of Congress for copies of the Bill and for printed reports of the public hearings on the bill held in Washington in February, 1926.

INTERPRETING THE SCHOOLS TO THE PUBLIC—The Division of Publications of the National Education Association has been requested by the Associated Press to supply it with a weekly article on some outstanding progressive movement in the field of education. These statements are written by leaders in the teaching profession. They form a part of the Associated Press Feature Service which is sent to approximately 1200 daily newspapers throughout the country. This is an indication of the interest of the press in modern educational advancement and presents an opportunity for educational leaders in special fields to place their ideas before the public.

THE NATIONAL EDUCATION ASSOCIATION is eager to complete its file of the Yearbook of the American Association of Teachers Colleges, and needs in this connection a copy of the 1923 yearbook. If anyone has an extra copy and will send it to The Library, 1201 Sixteenth

Street N. W., Washington, D. C., it will be greatly appreciated.

A SCHOOL RESEARCH EXCHANGE that will periodically collect reports of city school research projects and information on research studies being carried on has been undertaken by the Research Division. It is planned to make such a collection perhaps three times during the present school year and to issue to those cooperating a descriptive list of research projects completed and under way. The undertaking has been limited to a comparatively small number of cities. Should results prove valuable the work will be extended another year.

IN THE SCHOOL INDEX, an exponent of the Cincinnati school system, September 16, 1927, Randall J. Condon, Superintendent of Schools, presents the call of the National Education Association in the characteristically dignified and effective manner as follows:

The National Education Association has become the greatest educational association of the world. This has resulted from the generous support of the association by teachers in every state of the Union. Cincinnati teachers have done well, but not quite well enough. Many of our schools are 100 percent. Every school should be. I wonder if it is asking too much, for us to inaugurate our new professional year, with one of the finest salary schedules which has been adopted for any city in the country, by having every teacher become a member of the one great professional educational organization of the nation.

A letter just received from Mr. Crabtree asks that all principals take up with their teachers, during the month of September, the matter of renewals and new memberships, and I am asking principals to report to me when all teachers in their schools have become members of the association, in order that we may receive in THE JOURNAL the credit for 100 percent membership schools.

If the principals have not yet received the blanks directly from Mr. Crabtree, they should write to him, 1201 16th Street Northwest, Washington, D. C., asking for enrolment blanks.

Cleveland, Columbus, and Toledo for years have had a larger percentage of their teachers enrolled as members of the National Association than we. I am making an earnest request that this year Cincinnati should lead all of them.

A PUBLICITY PRIMER FOR VOLUNTEER WORKERS is the title of a booklet recently published by the National Congress of Parents and Teachers, which gives excellent material for members of professional organizations wishing to bring their activities to the attention of the general public. Write to the National Congress of Parents and Teachers, 1201

(Continued on page A-239)

(Continued from page A-238)

Sixteenth Street N. W., Washington, D. C., inclosing \$1 for the *Publicity Primer*.

AMERICAN EDUCATION WEEK—Persons wishing to consider the needs of the schools especially in the light of suggestions for their improvement, will profit from a careful examination of the following three books: (1) Kilpatrick's *Education for a Changing Civilization*; (2) Everett Dean Martin's *The Meaning of a Liberal Education*; (3) David Snedden's *What's Wrong with American Education?*

INTERPRETING THE SCHOOLS TO THE PUBLIC—The following list of books has proved helpful to educational workers in bringing the needs of the schools to public attention:

Alexander, Carter & Theissen, W. W. *Publicity campaigns for better school support*. Yonkers, N. Y., World Book Co., 1921, 164p.

Alexander, Carter. *School statistics and publicity*. Boston, Silver Burdett & Co., 1919, 322p.

Hines, E. C., & Jones, R. G. *Public school publicity*. N. Y., Macmillan, 1923, 72p.

Kohn, Laura Underhill, and Wilkinson, Mildred Rumbold. *A publicity primer for volunteer workers*. 1201 Sixteenth Street N. W., Washington, D. C., National Congress of Parents and Teachers, 1927, 124p. \$1.

Long, John C. *Public relations—A handbook of publicity*. McGraw-Hill Book Co., 1924, 248p.

Miller, Clyde C., & Charles, Fred. *Publicity in the public schools*. Boston, Houghton Mifflin Co., 1924, 178p.

Quiett, G. C., & Casey, Ralph. *Principles of publicity*. N. Y., Appleton, 1926.

Reynolds, Rollo G. *Newspaper publicity for the public schools*. N. Y., A. G. Beiler, 1924, 125p.

Sheehan, Murray. *Hints on news reporting*. Little Bluebook No. 342. Haldeman-Julius Co., Girard, Kansas, 55p.

Stevenson, P. R. *Campaign publicity for schools*. Columbus, Ohio, Ohio State University Press, 1926, 59p.

Wheeler, Joseph L. *The library and the community*. Chicago, American Library Association, 1924, 417p.

WILLIAM LYON PHELPS suggests the following list of the world's fifteen best novels: *Robinson Crusoe*, by Defoe; *Gulliver's Travels*, by Swift; *Clarissa Harlowe*, by Richardson; *Eugenie Grandet*, by Balzac; *The Three Musketeers* (and sequels), by Dumas; *David Copperfield*, by Dickens; *The Scarlet Letter*, by Hawthorne; *Henry Esmond*, by Thackeray; *Madame Bovary*, by Flaubert; *Fathers and Children*, by Turgenev; *Les Miserables*, Hugo; *Anna*

(Continued on page A-240)

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(Continued from page A-239)

Karenina, by Tolstoi; *The Brothers Karamazov*, by Dostoievski; *Huckleberry Finn*, by Twain.

EDUCATION FOR LEISURE—Persons interested in the deeper problems that underlie leisure will enjoy reading George B. Cutten's *The Threat of Leisure* and Joseph McCabe's 1825-1925: *A Century of Stupendous Progress*.

AN ARMISTICE DAY TRIBUTE FROM A VETERAN TEACHER—Loyal Freeman Hall of Butler, Pennsylvania, sends this letter and tribute for Armistice Day:

I joined the National Education Association in 1893 along with Dr. Martin G. Brumbaugh when the list of Pennsylvania members was about two inches long and I have been interested to see that list grow from year to year.

I enclose herewith a word of tribute from the living to the devoted dead.

If you deem it suitable you may lay it on the tomb of our "silent defender."

Asleep by the Marne, or in Argonne,
Or on Flanders Field, he lay,
But we brought him back to the homeland
And he's lying at rest today
In the Beautiful City of Silence
In the land he died to save,
While nations pay their tribute
By an unknown soldier's grave.

ONE HUNDRED YEARS OLD AND STILL ACTIVE—Ned H. Dearborn, director of the Teacher Training Division of the State Department of Education, Albany, New York, calls attention to the recent dedication of a new central rural school building in Sherwood, the home of Doctor Emily Holland, whom the University of the State of New York last year granted the degree of doctor of laws. Mr. Dearborn writes:

Doctor Holland will be one hundred years old in November. She stood before that group without the use of even her cane and talked for fifteen minutes in a voice clear and penetrating with a forcefulness of expression which would arouse the admiration of everyone and with a statement of educational philosophy which would do justice to our foremost professional leaders of today. She indicated that her main interest in the school is in the development of the boys and girls rather than in the comfort or convenience of their environment. She hoped that they enjoyed the building but she said that she was more interested in the kind of brains developed within the building. Her theme was the importance of continuous intellectual growth. She demonstrated that she was a disciple of that theory in fact when she referred to her reading concerning the world educational conference recently held at Toronto. She was particularly interested in the discussions which took place there regarding world peace. She had copied an extract from President Coolidge's address at

(Continued on page A-241)

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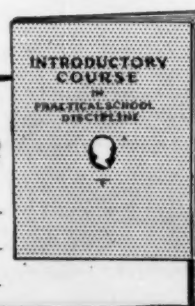
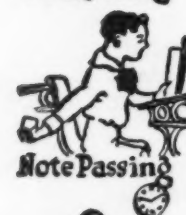
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(Continued from page A-240)

a recent dedication of a public library and read it with grace and effectiveness.

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(Continued from page A-240)

lars out of the state treasury annually for the removal of illiteracy, the legislature which recently adjourned having made such appropriation. This is \$37,500 over its previous annual expenditure for this purpose. Since the county and city school boards are authorized to make similar appropriations to meet state expenditures it will probably mean one hundred thousand dollars expended annually to wipe illiteracy out of the state.

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THE DISTRICT OF COLUMBIA Kindergarten Association wishes to correspond with teachers in small towns, mission stations, or places who have no organized group for discussion of kindergarten problems and who therefore miss the inspiration and help to be derived from such a group. Are you in a village or in the mountains? Do you teach under unusual conditions? Have you any problem we could discuss with you? Perhaps we could send you a new game, a song, or a story which will fill a place in your program. In short, we want to establish an exchange of ideas with a personal touch of help to both of us. Address all communications to Bertha S.

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A CLINIC on wheels, carrying a complete set of optometrists' and dentists' fixtures, is the latest addition to the equipment of the health department of the Los Angeles Board of Education. The clinic consists of a small house on a truck, the house having two rooms, one for dental work and one for eye testing. Children with defective teeth and eyes can receive aid from the two physicians and one nurse on the periodic visit of the truck to their school.

THE TEACHERS CLUB of Flint, Michigan, maintains an attractive residence which serves as a dormitory for 125 young women where they have the freedom of a hotel and the comforts of home. It has been named the Oak Grove Teachers' Club. The buildings and furnishings are the property of the school district but through the courtesy of the Board of Education the organization and management are given over to the teachers. The buildings are situated within a sixty acre grove of oaks.

150,000 GERMAN national school teachers are protesting against the German School Bill, according to a report in the *Christian Science Monitor*. The German Teachers Union has published a manifesto condemning the bill as contrary to the constitution and as destructive of the sovereignty of the state, taking the decision out of the hands of the state and citizens and giving it to "confessional" and other groups.

EDUCATIONAL TERMINOLOGY—"Curriculums," the English plural of "curriculum," was preferred by the Curriculum Commission of the Department of Superintendence at its recent meeting in Washington. This will help to further clear up educational terminology. At the meeting of the Commission a year ago preference was expressed for "extracurriculum" instead of "extracurricular."

AT LOCARNO during August was held an international conference under the auspices of the New Education Fellowship. The aim of the meeting was to find ways to secure the greatest possible release of the abilities of the individual child and to develop cooperation as against competition. The importance of beginning education much earlier than now was emphasized. The next conference of the

(Continued on page A-243)

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(Continued from page A-242)

Fellowship will be held in 1929 in Denmark. If the World Federation meets that year in Geneva, it will be possible for Americans to attend both conferences.

SIGHTSAVING classes for children unable to see enough to be educated with pupils of normal sight are a feature of the Cleveland school system. This is one of the many steps in the effort to adapt schools to children as they are instead of begging the questions by ruling the children out of the schools. A report of the work in Cleveland is contained in a recent bulletin issued by the Board of Education. Eye hygiene is important for all schools.

DURING the year Georgia and Tennessee were added to the growing number of states which provide state equalization funds to assist poor school districts. School authorities, legislators, and citizens are beginning to see that there are many rural school districts in the United States—some indeed in every state—in which there is not enough taxable wealth to give the children even a decent education, if local sources of income are the sole support of the schools.—*Rural America.*

TWO ISSUES of the *Research Bulletin* of the National Education Association have recently come off the press—Volume 5, number 3, *The Scheduling of Teachers Salaries*, and Volume 5, number 4, *The Advance of the American Public School System*. The latter bulletin is for use during American Education Week. Volume 5, number 3, is the second salary bulletin published by the Research Division giving data for 1926-27, the previous issue being Volume 5, number 2, *Salaries in City School Systems, 1926-27*. In addition to the salary data given in Volume 5, numbers 2 and 3, the Research Division also has available sets of special salary tabulations. Write to the Research Division for more information about its *Continuing Salary Service*.

QUESTIONNAIRES to school superintendents are being studied by a small group of superintendents in various parts of the country, working in cooperation with the Research Division of the National Education Association. When a questionnaire comes to one of the superintendents concerned, he immediately reports the source and subject of the

(Continued on page A-244)

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questionnaire to the Research Division, which undertakes to obtain a copy. This procedure will be continued through the school year 1927-28. The material collected will indicate the approximate number and kinds of questionnaires sent to superintendents and will be used as a basis for preparing suggestive criteria to guide those who send out and answer questionnaires.

THE NEW READING HIGH SCHOOL, Reading, Pennsylvania, was presented a flag on Saturday, October 1, by the Patriotic Committee of the Reading Company. This was made the occasion for the public to visit the recently completed building, and more than 3000 people attended.

FOUR MARKS OF A FINE MIND.—A good mechanic studies the tools of his trade continuously and critically. The better he knows his tools, the better he can use his tools. He knows that good craftsmanship is impossible unless he keeps his tools adjusted to his tasks.

Our brain is, of course, the major tool we bring to the task of living. Like good mechanics, we profit from keeping our brains under continuous and critical study. As a sort of primer to guide us in such a study of our own minds, I suggest that a firstclass mind bears these four marks:

First, *humility*. A firstclass mind is never cocksure; it is always willing to admit that it may be wrong; it is never afraid to say that it does not know; it does not specialize in closed questions; all questions are open questions to it; it is always ready, in the presence of new knowledge or fresh challenges, to question the soundness of its earlier observations and the sanity of its earlier conclusions.

Second, *curiosity*. A firstclass mind is never satisfied with surface observations; when, in its humility, it has admitted that there is a question to be considered, it turns a restless and ruthless curiosity on the question; it is never satisfied with a sweeping judgment; it ferrets out every detail and tries to see just what bearing each detail has on the whole question.

Third, *courage*. A firstclass mind is marked by a subtle blending of courage and imagination, the result of which is that it takes the results of its analysis of a problem it has worked over and puts these results into various new combinations in an effort to find some new and better theory for action; it is never

(Continued on page A-245)

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(Continued from page A-244)

afraid to set up a tentative new theory of action; it is willing to follow a new idea, if it is sound, even if it upsets former notions and former ways of doing things.

Fourth, *responsibility*. A firstclass mind has a sense of responsibility in handling its new theories; it puts them through all sorts of tests to prove both their logical soundness and their practical utility.

The practical fruits of the intellectual virtues are obvious: Humility makes for openmindedness. Curiosity makes for careful analysis. Courage makes for creativeness in blazing new trails. Responsibility makes for reliability in action.—Glenn Frank.

WE COME into the world with a certain capital of character, intelligence, and power. This initial capital is not of our choosing; yet, constantly changing as it is under the influence of action and experience, it is the basis on which we do business in the vocation of life. We have, moreover, a definite income; every human being has just twenty-four hours a day income from God, and the wonderful thing about this income is that we can save it only by spending it. If we would save our dollars, we must put them away, but if we would save our hours we must spend them, and the more completely they are spent for ends that are worthwhile the more they are converted into the capital of character, intelligence, and power. Out of this twenty-four hours of income, the large part must be spent merely in paying running expenses in the business of life, that is, in making a living, but for every one except those upon whom the industrial structure of our society rests most pitilessly, there is some margin of time each is free to spend as he pleases; as in business, so in life, the use of this margin determines the growth of the capital, and so the ultimate success or failure in the vocation of living.—Edward Howard Griggs.

SUPERINTENDENT W. F. WEBSTER, of Minneapolis comments on the rapid growth of the National Education Association since 1917, saying:

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