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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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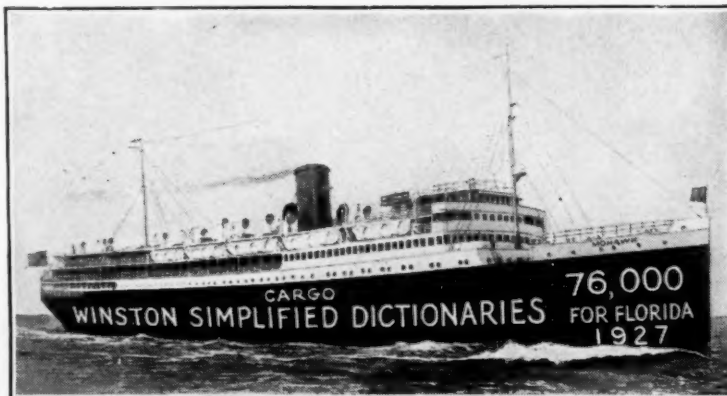
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FOR TEXTBOOKS

The Sources of Ethical Character

CHARACTER EDUCATION comes first. It has always been first with the great teachers. Character comes first in business. Faith in fellowman is the foundation of the whole business structure. Character comes first in the home. Mutual trust and helpfulness are fast taking the place of cruelty and domination in home life. Character comes first in citizenship. Faithfulness to public trust is the cornerstone of modern government. Character comes first in learning. The world's great thinkers have loved truth and maintained their intellectual integrity. Character comes first in daily work. No workman is really effective who does not build into his task, however simple, his own spirit and honesty. Character comes first in leisure. It makes leisure a thing of beauty and a joy forever. The old doctrine that happiness belongs to youth alone is false. In the rightly lived life each year grows richer and fuller.

The emphasis on character education is slowly transforming the schools. It is making them child-centered, rather than knowledge-centered. It is exalting human nature above subjectmatter. It is helping teachers to realize that normal, wholesome child growth is more important than the petty accuracies. There is now a growing inclination to accept children as they are—to appreciate their limitations and their gifts, as suggested by William Hawley Smith in his excellent book, *All the Children of All the People*. This increasing knowledge of childhood is throwing light on the four great sources of character in the child—*health, experience, intelligence, and ideals*.

Most authorities agree in putting health at the foundation of character development. A sound mind in a sound body is a fundamental of happiness. Good health heightens pleasure and diminishes pain. It gives tone to those delicate organs of sense by which we see, and hear, and smell, and taste, and touch. It is through these intricate sense mechanisms that we get our knowledge of the objective world.

Ill health and physical defects tend to fasten the attention of children on them-

selves to the exclusion of those broader interests which underlie the happy life. Health makes hard work a pleasure, and honesty and courage less difficult. Psy-

A Few Definitions

CHARACTER. The total qualities of an individual, both good and bad, especially traits that mainly control conduct. Often used in the positive sense to mean ethical character. Better restricted in professional writings to the narrower meaning of crude character—the individual as he actually is.

Ethical character. Character that has been refined or is in accordance with prevailing ethical standards. Underlying these standards are natural laws and racial experience.

Personality. Character in action. The dynamic elements of character which make an impression on others.

Morals. The standards of conduct set by people of influence or authority. Superficially, moral patterns differ somewhat from country to country and from one period to another, but fundamentally they rest on basic human needs. It has been suggested that these master virtues are common to all the great systems of morals—honesty, industry, selfrestraint, and cooperation.

Ideals. In discussions of character, this word usually refers to keen appreciation of high standards of conduct, especially in fields of action where pioneer thinkers believe common practise to be too low. To understand how ideals evolve compare standards as you knew them years ago with practises now in such matters as international relations, the obligation of service, selfrestraint, and cooperation.

chiatrists and criminologists are now discovering that much of the prevailing mental disease and crime is due to physical defects. However, science and education are getting in their work. This is reflected in the increasing average length of life. In the middle ages, plagues and wars kept the average at about 21 years; during the eighteenth century the average individual lived to 25 years; in 1825, 30 years; in 1850, 40 years; in 1900, 46 years; and now, in

the United States, an average of 58.

Health—including both the mental and the physical—is a foundation of character growth. The aim in character culture is the greatest happiness of the greatest number. Let us emphasize over and over again that in the rightly lived life each year should be happier and richer. In the campaign for ethical character, then, let us put first a reasonable program of physical and health education for every child with ample provision for parks, playgrounds, and classes out of doors.

Second among the sources of ethical character comes *experience*. Traditional educational practise tends to place undue reliance on the verbal side of education. Many teachers do not understand the difference between giving a child experience and mere descriptions of experience. The old school taught character by giving the child a code. The new school teaches character by giving the child a task, knowing that his sense of character values grows naturally from his activities and relationships. The emphasis on words, rather than experience has been caused partly by the undertraining of teachers—by the notion that a teacher is a mere peddler of petty accuracies. Red-blooded children want more than petty accuracies. They want experience. It is not enough to tell the child that the magnet attracts iron. He must himself feel it pull. It is not enough to talk about cooperation. The child must take part in situations that call for cooperation and give him a firsthand sense of what it means to be loyal, and tolerant, and patient. Each of us who looks into his own growth knows that the greatest character development came during periods of large activity, amid stress and strain, with decisions to be made and things to be done. If the child is to grow in ethical character, there must be things to do that involve moral situations. Progress is not made by don'ts and quits and stops. Necessary as these may be at times, they are not the normal approach to growth, and joy, and power.

Let us then seek to create a school that is rich in freedom, fertile in responsibilities within the power of the

child, generous in its provision for clubs and free activities, cooperating with organizations for boys and girls, built around a curriculum that is child-centered, rather than knowledge-centered.

The third source of ethical character is what Solomon meant when he said that wisdom is more precious than rubies. In education for a changing civilization, sheer *intelligence* must play a larger and larger part. By intelligence we mean here both knowledge and the inclination to seek knowledge. We mean those attitudes of mind and those habits of study and reflection which cause one to weigh all the factors in a situation. There are many people who are unteachable, who simply will not look at facts that seem to conflict with their established habits. The effort to be intelligent, to be fair minded is one of the noblest achievements of the human race. The long struggle that man has made to use the greatest gift that God has given him is an epic that should be written in simple language and taught to every child. In such books as Robinson's *The Mind in the Making*, Joseph K. Hart's *The Discovery of Intelligence*, and Everett Dean Martin's *The Meaning of a Liberal Education*, we have a picture of what man at his best is capable of being when he really learns to use his mind. It is a fascinating bit of history—this account of man's rise in thinking up through mere revery, crude practical decision, and rationalizing to creative and systematic thinking.

If man is to do right in the complicated situations that modern life forces upon him, he must first have intelligence enough to know what is right. Little faith can be placed in any morality that does not have its foundations in keen intelligence, abundant knowledge, and sound judgment. Let us, then, put into our schools more of that knowledge which touches conduct, more emphasis on social studies, and more opportunity for experience in the use of intelligence. There is tremendous moral significance in the desire to learn and the willingness to study that is reflected in the growth of American high schools and colleges. It is during this period that the fourth source of character—*ideals*—comes into its finest development.

For grownups, ideals tend to crystallize into laws and codes and platitudes. The infant is not blessed, or embarrassed, by such broad generalizations. He discovers his ideals, not in the words of his elders, but in their deeds. He thus develops a highly varied and concrete

morality of situation. A child may be scrupulously honest in one subject and cheat like a pirate in another. Research in character education seems to show that there are no such general traits as honesty and bravery, although as grownups we create ideals of these qualities in human character. It is quite possible for a child to do perfect lip service to the rules of conduct and still to violate them all. If we really wish the child to have fine ideals, we must build these into the very atmosphere of the school, into the spirit of the home, into the quality of the child's reading, into the tone of his picture shows, into the character of his associates—these give to each child the standards that control behavior. If these conditions are right, knowledge of rules merely explains and fortifies what has already been built into attitude and habit.

As children grow rich in experience and approach the widening paths of adolescence, they examine the generalizations of their elders about conduct. It is then that they come to appreciate, if ever, the great ideals that lie back of conduct—an understanding of their importance to the happiness of man. This appreciation—this growth into a philosophy of life—is the fruit not of authority, but of critical and honest weighing of experience and values. Each generation *must* survey anew the problems of conduct. Were it possible to do so, no thinking man would wish to take the average of present moral practise and crystallize it into a fixed standard for the masses of men for all time. Any standard thus developed would be far too low for the needs of tomorrow.

There is a widespread and mischievous notion that the ideals of young people are lower than the standards of their parents. We believe that a reasonable examination of all the facts would show the exact opposite to be true. Why, then, this widespread misconception? Two reasons suggest themselves. First, youth is breaking away from certain customs of dress and speech and manners which an older generation took with intense seriousness, but which in reality are relatively unimportant. Second, we older folks too easily forget that standards of right living are higher than formerly.

Modern life is so exacting in its demand for personal efficiency that it brings out the exceptions and breakdowns. Failures which would have been taken as a matter of course a few generations ago are now the subject of com-

ment and discussion. It is easy to forget that for every breakdown there are many who make the grade, steep though it often is. If our moral standards seem to be in a state of anarchy, it is not youth that has failed, but the grown men and women to whom youth naturally looks for example and inspiration. Youth gets its ideals first not from our nicely worded ethical systems, but from our daily lives. Our ethical systems are fairly simple. They represent the best practise of the best people. Our daily conduct is not so simple. It ranges through all degrees of rightness and excellence, from the highest to the lowest. As our final attack on ethical character, we need to set our standards of daily conduct as high as possible. We need then to make our ideals higher still and to guide young people in interpreting those ideals in terms of their own experience. They need to realize that the mighty current of our customs, laws, institutions, personal manners—our very words—has been built up, bit by bit, through the countless years. Ideals of fortitude, loyalty, honesty, purity, citizenship are older than our printed books or our monuments of stone. Buildings crumble, nations fall, races die, religions come and go, but the great ideals abide. They run like a golden stream through all the old customs and religions ever finding new channels, ever purifying themselves in the bright sun of experience, ever reaching for the wider purpose, but eternally true to the original nature of man.

The trumpet call of a new age is here. It demands solid character, with its foundations laid deep in sound *health*, buttressed by *experience*, guided by persistent *thinking*, searching for the best *ideals*. This is an age of change and educated men face the challenge to improve their ideals and perfect their institutions. The program of the National Education Association is built around the seven cardinal objectives of education. One might think of these seven centers of educational effort as a ladder, with ethical character at the top. Or again, he might visualize these great purposes as an arch, with ethical character as the keystone, uniting health, home, and learning on the one side, with citizenship, vocational service, and leisure on the other. Or, better still, he might picture them as strands of precious metals, so woven into the cable of life that each adds strength to the others, and all together interwoven with other cables to make up the varied pattern of our modern society.—Joy Elmer Morgan.

Improvement of the Speaking Voice

ADRIAN M. NEWENS

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I WAS the only person in the outer office of a college president waiting for an interview. The stenographer-secretary with whom I had slight acquaintance was busy at her desk. The typewriter clicked. Time dragged on. Presently the outer door was noisily opened and a woman burst into the room. With the words, "Can I use the telephone?" she rapidly pushed her way toward the instrument. A polite consent was given. The telephone conversation was started, continued, and concluded. She left the room as hurriedly as she had entered. When the door was banged shut, I found myself smiling. I looked at the secretary who was more than smiling. She was laughing. She looked at me quizzically and remarked, "How would you like to be married to that voice?" With a shake of her head she resumed her work at the typewriter.

Contrasts in teachers' voices—One of the earliest recollections of my school life is the soft, smooth, compelling voice of my first grade teacher. What a contrast is brought to my memory as I recall my fourth grade teacher. After that, school was a matter of "I had to go," for my interest was dissipated in the harsh, cynical voices of other teachers who followed. One of these voices sticks to my mind to this day—high-pitched, accusing, petulant.

Voice cultivation needed—What a wonderful instrument the human voice is! It is the only musical instrument

educational program. Because the voice is a natural gift is not a reason for neglecting its education. Legs and feet are natural possessions but one must learn to walk. A voice must be cultivated that it may reach its best development as an instrument of expression.

Great voices of history—Some of the great voices of history are interesting and perhaps revealing to the student. Henry Ward Beecher's voice was a great asset in his ministerial career. Was this marvelous voice of power given him by nature? To have followed him through his weekly activities would have found one seated in his church almost daily, listening to him as he practised the technic of the speaking voice. Those who heard him said that the eloquence of his voice equaled the eloquence of his language. In contrast to this, the snarl of Pitchfork Tillman's voice is a gruesome memory to his contemporaries and was a coincident accompaniment to his manner of thought, disposition, and personality.

Voice sensitively reveals character—There is no more sensitive instrument than the human voice for revealing character and indicating the depths of human emotion. A man may write beautifully, but his writings may reveal only his brain power, his wit, or his educational acumen, but his voice reveals the man that he is. His voice is

How to Improve Your Speaking Voice

FORM THE HABIT of listening to tones in the speaking voices of others; try to imitate the pure, full tones and to avoid the harsh and flattened ones.

Fixing attention on the auditive memory of your own speech for a few seconds after you have finished, judge your own tones by musical standards; a faulty tone detected is half corrected.

Vowels are resonators of our voices, souls of our words; therefore give each audible vowel its due value in time and in fulness of tone. Consonants are relatively unimportant.

To overcome the "teachery" voice, make your tones voice your pleasant feelings as faithfully as they do your irritations; make your words of praise as hearty as your words of blame; be willing to express your enthusiasms generously. You will gradually find your sharp inflections becoming rounded modulations, and your cold tones warm with human feeling.—Marion Midgely, teacher of voice, High School of Practical Arts, Boston, Massachusetts.

God Almighty ever made. It responds to cultivation and thoughtful attention as readily as the mind responds to an



STORY HOUR in the Fairy Ring, Columbus Park, Chicago, is eagerly awaited by children of all ages. Margaret Schneider, the teacher, has a voice that charms and delights her listeners.

the living thermometer of the whole man. Through the various elements of the human voice, its quality and pitch particularly, its inflections, its articulation and enunciation, the experienced listener consciously or unconsciously, wilfully or unwittingly judges of the depth and the breadth of the human soul. The lawyer, the judge, the police magistrate, the experienced officer of personnel knows full well that there is no voice but that will eventually reveal the inner life of its possessor.

Training improves pitch and quality—We repeat, "The voice can be improved." Scarcely a voice can be found that under training will not show improvement in both pitch and quality. These are the fundamental elements wherein improvement first appears. The greatest difficulty encountered in self-growth or improvement is the fact that one's voice is not known to its possessor. A friend's voice on the phonographic record is at once recognized. One's own voice on the same record is foreign to its owner, both in pitch and quality. Persons get used to their own voices. The ear ceases to be interested in these two basic elements, pitch and quality, because the word rather than the tone has been considered the vehicle for expression.

As one detects the step of a friend even in the darkness, or the sound of his voice on the telephone, so one himself becomes known to others. But his own eccentricities or peculiarities he does not know. He is unconscious of his own walk, his own vocalizations. We are with ourselves so much that within our own consciousness we do not count.

"Learn thou the sound of thine own voice" is as great a commandment as "Know Thyself." If one would learn the first steps in the process of knowing one's self, one should learn to know one's own voice. The voice itself is a wonderful and vital recorder of one's life qualities. Constant petulance shows more vitally in the quality and pitch of the voice than in the words one uses for his vehicle of thought. Kindliness of disposition will reveal itself more in tones than in language. All the qualities of sensitive human life reveal themselves more in tone quality than in the phrases used.

Low pitch and warm quality admired—"You are a liar!" may bring the slap of good fellowship on the shoulder of the speaker from the target of the remark, depending on the pitch, the tone quality, and the inflection by which the words are spoken. These same words in another pitch and quality with slightly different

inflection may be the gong and curtain on a mortal combat. Pitch and quality of tone, therefore, are of primary consideration. Low pitch and warm quality are the most universally admired elements in vocal communication. To let the voice tend toward low pitch, which can't be done unless one has trained his ear on his own voice, will bring forth wonders in one's own vocal reconstruction. To hold attention and please the ear and leave lasting, positive, constructive impressions, the interested student should cultivate a quality of warmth.

Looseness in speech habits—Yet these things are not all that one can do. As a nation we are careless in our speech habits in ordinary conversation. The habit of cleancut, clear articulation is almost altogether lost.

Attention to pure enunciation will raise the speech habits above the ordinary. Every vowel should be well molded in its resounding cavity, the mouth. The letter *o* should not be mistaken for the letter *e*, or long *o* should not be mistaken for long *e* or long *a*. The vowel *i* should be so spoken that it does not sound like *a*. Distinction should be made between *o* and *u*. Full resonance should be given to the vowel consonants, *m, n, r, l, v, z*.

Compulsory torture in schoolroom—The singer works years to produce tone and he makes tone the vehicle of his art, but seldom the public hears him sing. The teacher is speaking throughout the hours of the school day. We can straightway leave the singer if his tones do not please us; but the boys and girls in the schoolroom must stay on regardless of the quality of the teacher's voice. We criticize severely the singer whose voice does not suit our fancies. The pupils in school must "be nice," though they writhe in nervous pain and mental anguish under a Mrs. Ruggles' voice.

Singing instructor a poor speech teacher—The mistake is oftentimes made of going to the teacher of singing for instruction in speaking. There are not many points in common in the technic of voice for speaking and for singing. There is one point in particular in the singing art which the vocalist spends years to acquire, namely, tone quality. But tone quality for speaking cannot be acquired except by decided readjustments in practising the technic of the speaking tone quality. Speaking tone quality should be the primary thing in the speaking art and that tone should be low in pitch and warm in quality. Add to these clear articulation, well molded

vowels and consonants and you have the basis for great progress in speech growth.

Women's voices high-pitched—For speaking more men qualify for good expression than women, because men's voices are usually lower in pitch. When one does find a woman with a great voice like that of Bertha Kuntz Baker, or Katherine Ridgeway, or Julia Marlowe, surprise is so great that one is inclined to do men an injustice by declaring that women outclass men in speaking qualities; but these voices are trained voices. Women's voices are inclined to be high-pitched, yet that high pitch need not be accentuated and continued, for the pitch in women's voices, and men's voices alike, may be controlled. Shakespeare in *King Lear* said: "Her voice was ever soft, gentle, and low—an excellent thing in woman." Julia Marlowe declares, "General instruction about control of the voice would be a measureless boon to civilization. It would help to mitigate the high piercing voice that is so common among us women."

The teacher's big opportunity—The preserved language of printed texts and other forms of written material are cold and lifeless in themselves. They must be "lifted" from the page by the instructor and made living things in speech, in other words, interpreted. It is his chief business to put inspirational meaning and fuller meaning into all oral explanations and classroom speaking. Language becomes vital, effective, and inspirational, not by a semi-intelligible pronunciation of words in a voice which is the result of thoughtless driftings and habits. It does become vital and effective by proper physiological pronunciation, a tone quality, and a pitch of voice thoughtfully developed and cultivated.

"A good voice is a good recommendation at all times." No voice is ever so bad or so good but that it can be improved. Place the child in the constant presence of good voices during the twelve years of his public school life and you have given him a schooling equal to the informational knowledge he may gain from the teacher. If the teacher should know that voice and manner of speech are as much a basis for tenure of office as the information to be imparted, there would be a great change in his whole attitude with reference to the control of temperament and disposition. The classroom would be more of a joy to the pupil and the teacher would be developing another important element in personality, a good speaking voice.

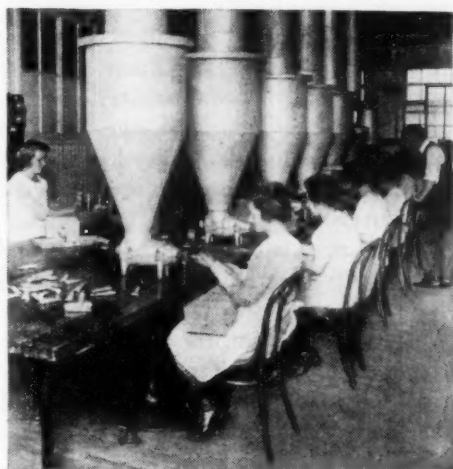
The Boston that Few People Know¹

A MAN FROM MARS would be sore perplexed upon alighting in Boston. He would see busy textile mills and scores of shoe factories, but he would search New England in vain for cotton fields or cattle ranches. He would visit factories making cutlery and tools and electrical machinery, and learn that New England has no metal mines to produce the raw materials for these commodities, nor any coal mines to provide the power that shapes them.

History, which has been defined as "geography set in motion," abounds in Boston. But the geography of one of the world's foremost industrial areas, which hasn't a coal or iron mine or an oil well, and lacks enough farms to supply its exceedingly prosperous and well-fed people, is a somewhat neglected and fascinating story.

The historian will point, rightly, to the sturdy and industrious Pilgrims, and the poet will sing of how they were snow-bound, also mountain-rimmed, boulder-beset, and cut off from the interior by rivers that seldom are navigable.

Counting character as a potent geographic factor and assessing the Puritan qualities as the Mayflower's most precious cargo, it still will occur to the visitor that had these resourceful people



© National Geographic Society

SCHOOLS now hold toothbrush drills. Children will be interested in how the tubes are filled. The big containers in the photograph are full of paste. Each girl can fill 10,000 tubes a day in this Boston factory.

migrated to the Sahara Desert or the barren Rocky Mountains they must have moved or starved. What, then, was there about this forbidding environment that made Boston a Birmingham and Manchester of the states?

One answer is remote. Millions of years ago slow-creeping glaciers thrust their surface-carving knives into all New England and hewed out harbors and waterfalls. A second answer projects far out to sea and finds plateaus on the ocean bottom where fish may spawn and feed.

These fishing banks, geographically speaking, form the seventh of New England's six states; economically they could make good claim to being the most important commonwealth of the group. For they contributed to her progress much earlier than the fertile Connecticut Valley or the White Mountain resort land.

Neither does the average map emphasize the most important feature of Boston's enduring prosperity. Ascend the Custom House tower, where, fortunately for sightseers, Federal architecture defies Boston's building height regulations, and you easily observe hills which once were the skyline of a vast plain, now corrugated and eroded by numerous streams. But the eye fails, at the water's edge of the city's expansive harbor, to take in the submerged features of that harbor. It is what the geologist calls a "drowned river basin" and the beds of the Charles, the Mystic, and lesser rivers continue out under the harbor's waters.

There, under the harbor's surface, these channels wind among the islands that once were the hills that rose beside landgoing streams. Great ocean liners and freighters now sail into the city's wharves and piers along the courses of these submerged rivers. The more the builders lengthen, and therefore deepen, their ships, and the greater the submarine's part in our coastal defence,

¹Prepared especially for THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION by the National Geographic Society.



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THIS VIEW of the water front gives an idea of the many facilities which make Boston one of the best equipped ports in the world. There are thirty-nine wharves in South Boston. The cargoes which enter this port are a veritable museum of commercial geography.

the more valuable an asset will these underwater river valleys be to Boston and the nation.

Early settlements are marked by the towns that still cluster around Boston Bay—Salem, Gloucester, Lynn, Hingham, and Weymouth—but the great port settled surely at the focus where the deepest valleys extend seaward.

In shipping Boston enjoys an advantage which is an old story to the mariner, but is seldom considered by the landsman. When Lindbergh and Byrd flew the Atlantic last summer one heard people ask, "Why did they go so far out of their way, over Newfoundland?"

To nonseafaring folk it usually is a surprise to learn that the beeline, or airplane, course from New York to Liverpool lies through Massachusetts, west of Nova Scotia, and through inland Newfoundland. Ships, unlike airplanes, cannot sail overland but they do veer as far north as the double obstacles of land and icebergs permit.

Now Boston's northeasterly position in relation to our western farming areas and eastern population centers is a handicap, but this handicap is rectified, to a considerable extent, by her proximity to the markets and buying centers of Europe. Boston is nearer Liverpool than New York by more than 200 miles, her advantage over Philadelphia is approximately 350 miles, and that over Baltimore is some 500 miles.

These are only a few of the elements which prospered Boston and its New England hinterland, but they are enough to show that the Plymouth Colony's peregrinations and subsequent expansion form a fascinating chapter of applied geography.

The French, settling the fertile river-strips of the St. Lawrence, had preceded the English; Spain even earlier had planted colonies in the Gulf of Mexico; the Dutch had gained a foothold at New Amsterdam; and the English themselves had seen Raleigh's failure at Roanoke and the first Plymouth Colonists' retreat from Kennebec.

So there were other experiments, either futile or doomed to later failure, that point to some reason why the Massachusetts venture was an immediate and abiding success. Three factors, at least, stand forth: character, codfish, and white pine to build ships.

The dried codfish that hangs over the Speaker's chair in the Bay State's Senate chamber is as true a symbol as the beehive and the seagull of Salt Lake City. The codfish tells a truer story, in fact,

than the usual narrative of the first Thanksgiving, which implies a bumper crop and dependence thereafter on the soil for a food supply.

The first New Englanders were not primarily farmers, they knew little of agriculture in the new country, the soil would have discouraged the best of planters. For five years they had to send overseas for food enough to eke out a Spartan existence.

That was when the New England adaptability asserted itself. If the soil was poor, the sea was rich, in fish. They turned from the plough to the ways, and built ships. The scrubby trees that thwarted the farmer provided the stalwart, buoyant timber in abundance for the shipbuilder. So first they built ships to fish, then they built ships to sell, and then they built ships to carry their own and other colonists' goods. And there you have the simple annals of New England's growth until coal and railroads introduced other elements which she was just as quick to seize.

Nor is this losing sight of the historical tradition of New England character. May these factors not have had a potent bearing upon the resourceful Yankee of today?

Ever since the swarthy Phœnicians began peddling spices, beaten brass, and fine spun linens along the blue Mediterranean, seafaring peoples have displayed an ingenuity, a culture and inventiveness which has made all civilization their debtors. Westward, by caravels rather than by caravans, that civilization spread upon the successive peninsulas of Greece, Rome, then Spain and Portugal, until it burst the bounds of the great inland sea, and was implanted on the rocky New England coast by the most famous passenger list in history.

The discovery of the North American fishing banks was bigger news in Europe than the finding of a continent. Columbus, of course, never knew he had found a New World, and disposed of Japan in his will. And since the land that was found disclosed only red men and no spices the Portuguese were impelled to redouble their efforts to cruise around Africa to India. Gold later lured adventurers, but the plain man ploughed, fished, mined, bought, and sold as untouched as is today's average American by a new bonanza in the Yukon.

But fish! That was a discovery as vital as the later revelations of iron, coal, grain, cotton, and other products of which gold is only the measuring rod. Food in Europe in the seventeenth cen-

tury was scarce; religion made fish an essential substitute for meat on Fridays and numerous fast days. Europe's eyes turned west. The Mayflower's modest voyage eclipsed the brave adventures of Cabral, Vasco da Gama, and his successors; Portugal's glittering empire toppled like a pack of cards before the cold, lackluster eye of a dead codfish!

Teachers who wish to apprehend more of Boston's geography than the usual sightseeing tour affords should go down to Boston's waterfront, facing a spacious harbor two thirds as large as the District of Columbia.

There they will see a fish pier extending over nine acres, with boats, two and three rows deep, unloading on three sides of it, in a busy season. The pier can handle fifteen millions of pounds of fish a day. Its equipment includes an ice-making plant which could supply 1200 families were its production delivered daily from door to door.

Such facilities make Boston the best equipped fishing port in the world, but fishing is only one chapter of her shipping story today. There is the great Commonwealth Pier, about twice as large as the main waiting room of Washington's huge Union Station. This pier has nine elevators and a fascinating array of cranes, winches, tractors, trailers, and tiering machinery.

Boston really has three distinct ports, since the city is built on three peninsulas, which inclose the mouths of the Charles and Mystic Rivers. There are 39 wharves in South Boston alone. And a stroll along these wharves affords a review of strange flags of distant lands, for there lie ships with goods from India and Dutch Guiana, Russia, Singapore and Venezuela, Argentina, Denmark and Turkey.

Their cargoes are a museum of commercial geography, a congerie of strange commodities: bones, furs, kangaroo hides, bologna sausage, beeswax, ivory tusks, Chinese nut oil, quebracho extract, sisal, salt, plumbago, silk cocoons, cement, perfumery, manure salts, steel ingots, and silver laces.

Think of the sources of these hundreds of fabrics, ores, and vegetable products and you sense the romance of modern industry that enlists steamships and camel caravans, swarthy Malays and knotty-muscle coolies, jungle hunters and Siberian trappers to provide our foods, our clothing, and the furnishings of our homes.

Outward go gasoline engines, candles, printing presses, typewriter ribbons,

rheostats, phonograph records, barbed wire, writing paper, pianos, and washing powder to remote places from Patagonia to Prinkipo.

Take a map of the world and trace red lines to the places Boston sends her manufactured goods, and you not only have ensnared every state of the United States in your commodity mesh, but every continent and virtually every civilized country in the world. And these goods may reach their final destination by llama in the Andes, the wheelbarrow in China, the dog sled in the Far North, or the curious, circular "koofah" boats of the Tigris.

Every product on the multifarious list has its human story of some special skill, invention, or ingenious touch that makes New England a world factory for shaping raw materials into the 1001 human uses that would have taxed the romantic Scheherazade's imagination.

How, one wonders, did New England, colonial land of fishes, boat builders and traders, "get that way?"

Study the list of the multifarious things she makes and they begin to shape themselves until an age-old geographic story repeats itself.

Recall New England's geography again—here is a land with few navigable rivers or lowland routes beckoning early comers to interior settlement; no rich farm lands or mines to induce hardy men to migrate inland; no coastal plain to promote plantations. The falls line which is set back, farther south, at such inland points as Macon, Columbia,

Richmond, and Philadelphia, juts out, in New England, to the shoreline at such coastal places as the very name of Fall River, Massachusetts, implies.

Early New England's eyes were fixed firmly on the sea. Thoreau tells delightfully of the parson who augmented his preaching income by watching for drift whales. Such duty was made obligatory by law on the colonists at Plymouth. There are towns in New England to this day where church services are immediately suspended if a fishing boat puts into port during the hour of worship.

The transition story from fishing to trading to manufacturing builds up very naturally. Gloucester launched the first schooner, and added a romantic page to the annals of the sea. By the time of the Revolution it was estimated that nearly one third of Britain's merchant ships were New England built. The Yankee fisherman, for a time, was apt to sell both the fish and the boat at the point of delivery. Fish are a one-way cargo and bringing back empty bottoms had no appeal to the thrifty soul of the fisherman.

The big Atlantic business route of the early Colonial days was between the southern colonies and the West Indies, on one side, and England, on the other. With her fish and her ships Boston easily made herself a port of call for the Charleston-Jamaica-London trade.

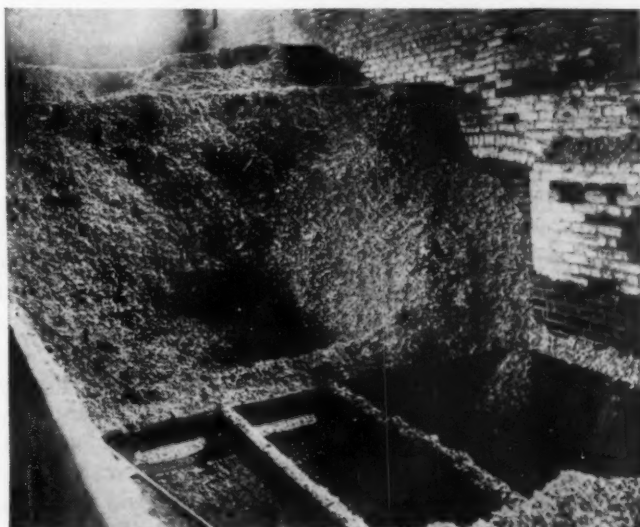
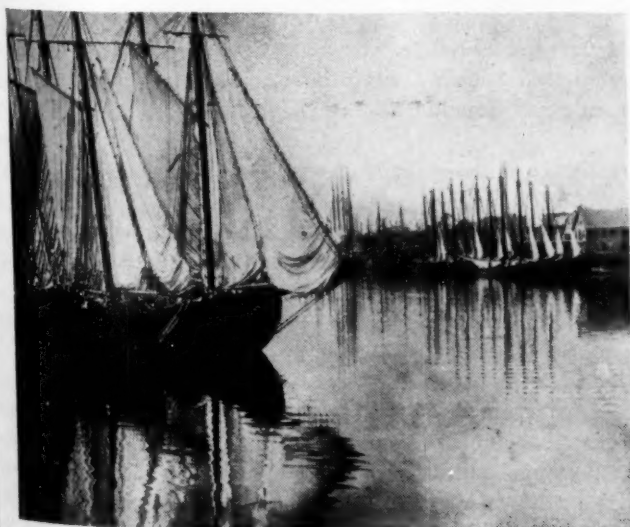
The irreverent point out that the New England skippers carried rum and slaves, which is true, but they soon found ways

of making better profit than being colonial middlemen. The shipping gave rise to some of the region's earliest industries which still are preeminent. Boston built its first ropewalk in 1641, and at Plymouth today, in sight of the famous Rock, is a modern plant as an unwitting reminder of the origin of the ropemaking industry. Earliest nails were made by hand; nailmaking was as much of a household industry for a time as spinning and churning. One Massachusetts city, Taunton, now is the premier tack town of the United States.

Other ship requirements, anchors, bells, cannon balls, kettles to refine sugar and molasses, pans for the salt preserved ship stores, fostered iron working and planted the seeds of the metal and hardware factories that abound in Boston and later were carried into the Connecticut River Valley.

New Britain, Connecticut, was a double inheritor of the Boston tradition in that it gave us Elihu Burritt, the blacksmith schoolmaster, and today has a huge output of tools, percolators, locks, and keys.

Then, too, ships bring men with money to spend. Boston's early waterfront abounded in tailor shops, ancestors of the city's readymade clothing industry. Ships required then, as now, compact food supplies, so the early flour mills, biscuit makers, and salt-meat packers were the forerunners of famous biscuit, chocolate candy, and cake brands enticingly advertised in the magazines of 1927.



© National Geographic Society

THESE ARE some of the many fishing ships that supply one of the great industries of Boston. The presence of wood that first made Boston ships and later was used for paper making has been a major factor in New England's development. The right photo shows wood chips ready to be put into the huge steel digester where they are converted into pulp for making paper.

Clear, swift rivers, tumbling cleanly over rock ledges close to the sea, carry little sediment to clog up harbors. More important, however, they soon were utilized as ready sources of power. Their falls were planted with factory towns when power machinery was introduced a decade before the Revolution, even when these falls were located back from the sea. A New England manufacturing city, to this day, frequently is a marker for a waterfall; and these falls were the first major magnet that drew many people away from the coast.

When steam power was introduced, about the middle of the last century, these inland cities were handicapped in getting cheap coal. But today they emerge again as possessors of a priceless boon with the spread of hydroelectric development.

Frequently a varied array of products will point to a single raw material source. Ships, paper, wood alcohol, apples, radio cabinets, hooks, and certain toys seem diversified but all of them are exports derived from New England's trees.

And one of the greatest sources of New England's progress, after ships, was paper, represented in Boston's publishing industry of today. We are accustomed to think of Boston in terms of Longfellow, Lowell, Emerson, and Hawthorne. Literature may have little to do with the proximity of trees that provide pulp for paper mills, but the giant industries of papermaking, printing, and general publishing have much to do with it.

A year after the city was founded Boston launched her first ship; in 1866 paper was first made in New England from wood pulp. And those two dates are the 1620 and 1776 of the region's industrial history.

White pine built the ships; the plentiful spruce was equally valuable, two centuries later, for papermaking. And spruce in combination with water power originated one of New England's foremost industries.

The course of paper from tree to mill is a separate story. Boston enters the picture when the raw material, paper, is laid down in her warehouses, and from that paper she manufactures books. Did you ever consider a book simply as a manufactured product? Such a study is not irreverent, it is a revelation in processes of printing, illustrating, binding, and distribution which combine to make literacy, education, and culture possible.

It is a pride of America that the printed page is a commonplace of our everyday life. Yet the layman is always surprised at the revelations of a printing plant. Usually he is astonished to learn that, for all the busy clicking of linotype machines, the type they set is a stranger to the printing press.

A page of type is routed to an electrotypier, there to undergo a complicated process, with the aid of products from the beehive, the mine, the electrical generator, from which emerges a nickel or copper plate.

Then and there the discerning teacher who visits one of Boston's great printing plants will make a note to have her class inspect the nearest newspaper or printery, and study the amazing geography of the printed page.

The pupils will learn that the silver plated spoon is the godfather of the electrotyping process. The type from the linotype—literally a "line of type"—machines is molded in lead or wax, the latter a mixture of beeswax and ozocerite, which by its product name, paraffin, is familiar to every housewife who makes her own jellies.

This embryo page is crushed under tons of pressure. Then it is sprayed with graphite, mined by some dusky laborer of Madagascar or Ceylon. The graphite, and later iron filings, ground fine as flour, are sprinkled over it, to form an electrical conductor over the face of the wax.

Then comes a miracle of modern chemistry, when the wax mold is suspended in a mixture of sulphuric acid, copper sulphate and water, an electric current turned on, and minute particles are deposited on the graphite-covered wax, thus forming a paper-thin copper plate, which is a replica, in every detail, of the original page.

There are a few more things to do—floating the sheet of copper in a pot of molten metal heated to 700 degrees, Fahrenheit, to give it a backing, working acid into every comma and dot of an "i" to release certain gases, and pouring hot metal on the back to the required thickness. Then it is shaved to a thousandth part of an inch by a micrometer gauge, and put on a curving machine to get it to the area of the printing cylinder—and there is the plate ready for the printing press!

Perhaps the plate contains a picture in addition to the type. In that case a single photograph is multiplied many thousands, perhaps hundreds of thou-

sands, of times for a world of readers.

In taking a photograph one looks out upon a patch of landscape through a tiny window of his camera, called a lens. When the photoengraver makes his picture for reproduction he looks at it first through thousands of little windows—through some 6000 midget apertures in the case of a fullpage picture of *The National Geographic Magazine*—which he calls, preversely, a screen.

By "screen" he means a glass ruled off with crisscross lines, like a window screen, only the interstices, in this case, run 150 to the square inch. It isn't the screening that makes the picture on the sensitized plate, it is the rays of light, some stronger, some weaker, that filter through the tiny windows of the screen, and each tiny square actually produces a minute dot so small that it cannot be seen without the aid of a magnifying glass.

The negative made up of these dots, dark or light according to the lights and shades of the photograph, he superimposes upon a copper plate, treated with a solution of bichromate of ammonia, glue, and the whites of eggs, which is sensitive to light and registers the dots. Then they are etched in on the copper, hardened by baking, and the "plate" is ready to be placed in the page of type for the foundry.

And a print shop is only one of hundreds of the varied industries of Boston. Each kind holds its geographic story of diverse commodities, often assembled from remote places, and molded in ingenious processes of manufacture which have made New England a workshop of the world.

By all means, when in Boston, see the city's historic shrines, its Faneuil Hall and its King's Chapel, its relics of the days of Paul Revere and the Adamsses and Longfellow; but the teacher also will have an incomparable opportunity to see how shoes and clothes, candy and saucepans, and an almost infinite variety of other products, are made.

WRITERS will doubtless be found in increasing numbers who will be willing to spend twice the time on books half as large. And publishers may sometime recognize that the possibility of selling a hundred thousand copies at a dollar a copy may now and then outweigh the fair security of disposing of five thousand at three dollars and a half.—James Harvey Robinson in *The Humanizing of Knowledge*.

What More Could a Man Desire?

BLYNN E. DAVIS

Principal, Lawrence High School, Falmouth, Massachusetts

THE BUSINESS MAN and I had just put through an important deal which had left him in a pleasant humor and this fact led me to presume upon a casual acquaintance to ask him a personal question. The tasteful elegance of the office furnishings so impressed me with the power of success that I was curious to learn how this man who had traveled so far viewed the backward path.

"We are all fighting the battle. How do you explain success? Why one man wins and another fails?"

"No secret, sir. Perfectly plain. Most people look beyond the point."

He swung his chair toward a view of the distant hills through a large window by his side and I waited for him to explain the point.

"It depends upon the man, sir. Ability and opportunity, you know. To him who hath shall be given and from him who hath not—you remember how it goes."

"Yes, but I was thinking of you personally. Your own success—"

"But I am not successful, my dear man. I have achieved very little in this life yet. Probably never shall, in reality, be successful. I hold success to be not the accumulation of material things but the building of character and the creation of spiritual potentialities. As far as the work I have done is concerned, I owe everything to the training of an old school teacher."

"Tell me about him."

"Not much to tell. He's teaching school today among the hills where I was born. He has a brilliant intellect but is perfectly content to spend his days in a little school in a community well off the main roads. He finds his chief joy, probably, among his books. He has a really wonderful study, with an atmosphere all its own. Many a boy has seen life anew after a visit to that study and a talk with Mr. Smith. I've been there many times. In fact, I usually drop in about once a year. But it was in Mr. Smith's classes that I learned the big thing. He taught me to use my head—for something besides bucking the line in football, you know—to think with it. You may argue that it can't be done, but it was. He did it. By that I mean that if I have gained any facility in the

use of my brain, I owe all credit to Mr. Smith."

"Using one's head, then, is a big factor in success?"

"The biggest. Hard work comes next probably, with imagination, courage,

Folks Like You

WOULDN'T the world be nice to live in,
Cheery through and through,
If everyone were just as kind as
Folks like you.

'Course we can't get all we aim for
Every day, it's true,
But there's one thing never fails us,
Folks like you.

Mighty sure when I embark for
Shores beyond our view,
I shall find that Heaven is only
Folks like you.

—Selected.

perseverance, honesty, and the rest of the list that the books give for young men, trailing right behind. I'd say that the two great results of using one's head are to develop common sense and imagination, without which no man can do business for a day. Many a man works hard, has perseverance, courage, is honest, and all that, and gets nowhere. The successful man uses his head and the man who doesn't use his head isn't successful."

I did not stop to consider how completely the business man had summed up the situation regarding success. I forgot the matter entirely until many months later I was hunting for a short cut across a range of hills in a north New England state, when at a cross-road I saw a sign reading: "Graytown 5 miles."

Instantly my conversation with the business man came back to me, for Graytown was his boyhood town and the place where Mr. Smith lived and taught.

I decided to drive through Graytown as a matter of mere curiosity. Turning the car into the narrow road I struck a steep hill at once and my progress was more up and down than it was straight ahead. Finally, as I topped a particularly sharp summit, I saw before me a charming view. Away in the distance along all the horizon the mountains were

spread and the hills stretched away to their feet. The whole landscape was one mass of dark green forest, tinted purple on the mountains, dotted here and there with glistening lakes and with farmhouses set amid fields of a lighter shade of green. I was thrilled. I longed to live there where I could enjoy this magnificent view. I even planned a summer home on the slope of the very hill where I was sitting.

At the foot of the hill I found the village. I ventured a call upon Mr. Smith. I was doomed to a moment of disappointment, for the old schoolmaster was at his teaching. But the charming, little, white-haired woman who met me at the door—Mrs. Smith, as I learned later—saw my disappointment and added:

"If you want to see Mr. Smith about any important matter, I'm sure he'd be willing to have you go right to the school."

I assumed that my errand was important and ventured to visit the school. At the door a pupil met me courteously and took me to the principal's office. In a moment a dignified, scholarly looking man entered. His hair was white but his tall form was soldierly in its erectness. As he greeted me his face was pleasant to look upon; the lines, which I judged could upon occasion show sternness or even disapproval, softened into a warm kindliness that instantly made me feel glad I had come.

"I'm glad to see you. What can I do for you?" His hand had a firm, warm clasp.

No excuse for the intrusion presented itself. Those clear, blue eyes would have seen through any subterfuge. I mentioned the business man and instantly the face before me lighted up with a winning smile.

"Well! Well! He's one of my boys. A wonderful man! I'm glad you've met him."

Then followed a cordial invitation to visit with him while he was teaching and I followed him into the classroom congratulating myself upon having the privilege. I taught school once myself, just long enough so that I feel I can recognize good teaching when I see it.

I was charmed at the atmosphere of the room as we entered. One boy was

in charge of the class and another boy was at the board demonstrating a proposition in plane geometry. The pupils were following the work so carefully that they scarcely noticed our entrance. To my surprise—for I thought I knew the natural curiosity of school children—I was accorded scarcely more than a glance. One girl near me smiled and handed me a book opened to the right page.

Mr. Smith did not interrupt the recitation but took his seat quietly and seemed to be paying no particular attention. As the demonstration came to an end, the boy in charge called for criticism and was rewarded by two or three responses. Then he quietly resumed his seat and the old schoolmaster arose. With a winning smile that made me feel this school could know no real disciplinary troubles, he commended the work.

"Good work! Well done! You are a good teacher, Charlie."

Charlie beamed with delight, as did the demonstrator. Then Mr. Smith pointed out two omissions in the demonstration, showing his close attention all the while.

Then followed what I have since come to call a sermon on the straight line. In simple, but mathematically exact, language, he made the straight lines of that figure glow with meaning and interest. I could see them stretch away into infinity and I found myself traveling away on them beyond the realm of space into that glorious heaven of the mathematicians where parallel lines meet and where parabolas and a lot of other things are completed. I found myself carried away on the wings of a mathematical imagination that, really, I never dreamed was mine. Truthfully, it hadn't been mine before, for Mr. Smith gave it to me then and there. His class followed him breathlessly and—what is more—understood him, as their later questions showed.

In his attitude toward these questions, I glimpsed the greatness of this man as a teacher. Every question, however simple, was treated with perfect seriousness and was answered with amazing clarity. I was myself a boy again, learning plane geometry, and I did learn as I never had before.

Too often we think the teacher asks questions only to find out how much pupils have learned. Here, as never before or since, I heard a teacher who could really teach with questions. Building upon the facts which they knew that they knew, he led them along until they

knew things which they had not known that they knew, probably because they had not really known them before. Mr. Smith did not seem to tell the pupils anything at all in developing the advance lesson, but without loss of time he led them into a perfect understanding of the work ahead. My own impression was that each pupil left the class with the feeling that the advance proposition was an old friend.

"I shouldn't think you would have many failures in this class," I ventured.

"Failures," said Mr. Smith, with a puzzled look. "Why should any one fail to learn plane geometry?"

I had no answer.

The entire afternoon was an experience of a lifetime. Never had I dreamed that teaching could be made such an art. I had visited many schools, large and small, and I had been impressed with a rather unsympathetic, business-like atmosphere in most of them. Everything seemed to be directed toward efficiency. Pupils seemed to be mere machines, which were to be speeded to run at a given rate and to absorb knowledge with perfect regularity. The teachers seemed to use tests as gauges to determine the level of absorbed knowledge and I thought of them as operators, skilled artisans to be sure, but with scarcely more interest in their pupils than has the mechanic in his lathe or the printer in his press.

One doubt arose in my mind.

"Do you—that is—have you sent many boys and girls to college?"

The recital that followed of the achievements of the boys and girls who had gone out of that school into higher educational institutions, seemed to be the proud recounting by a father of the deeds of his own children. I was amazed to learn that college after college numbered among its graduates many a boy from that school, and girls, too, but not so many of them. I was surprised to find that I was already familiar with the names of more than one of those

boys who had made names for themselves.

From that the old schoolmaster drifted into story after story of what his boys and girls—his, mind you, because they had been his pupils—had accomplished outside that rim of hills and beyond that great range of mountains. I was carried in imagination from the east coast to the west coast, from Alaska to the Great Ditch, from Russia to South Africa. He had kept track of them all. I caught a vision of service grander than I had ever dreamed. In a simple, but in a delightful, way the old, white-haired teacher made the doings of these boys and girls, boys and girls no longer, but whom he still loved as if they were his own, live and glow. When the business man was mentioned he smiled.

"Oh, yes. You told me you know him. He was a bright boy. No wonder he has made a success of life. He had good ability and a mind clear as a bell. An excellent thinker he was."

I smiled as I thought of what the business man had told me.

"Do you know? He said you were the one who taught him to think."

"Just like John. Always giving some one else the credit. He was a natural thinker. I'm sure you have found him a keen analyst and a pleasant man to meet."

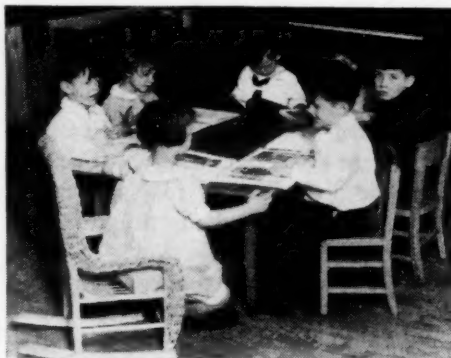
I agreed and reserved my decision about who taught him.

The afternoon was waning when I stood again by the car at the roadside ready to climb those hills. Mr. Smith had given me all necessary directions for my way and stood with me to say good-bye. "It is not an easy road. Graytown is hard to reach and hard to leave."

I agreed and ventured: "I should think you'd like sometime to move to a larger place, to a city, perhaps. They need good teachers there and salaries—"

"Yes! Yes! I know!" and the first trace of impatience crossed his face—and vanished. "The salaries are larger. But what of it? Could I be any happier teaching in Boston or New York than here? This is my home. These are my people. These are my hills and valleys. Two of my own little boys lie up there on the hillside. I couldn't leave them. My other boys and girls come back to see me now and then. I can't do much myself but I like to watch them do things. I'm happy here and—what more could a man desire?"

These words fell as a benediction and all the way up and over those steep hills, my mind echoed and reechoed the question: "What more could a man desire?"



The Young Citizens' League of South Dakota

S. B. NISSEN

Editor, South Dakota Education Association Journal, Sioux Falls, South Dakota

CHARACTER EDUCATION and citizenship training are accepted by all teachers as being of first importance in any program of education. Volumes have been written and will continue to be written concerning these phases of education, but the programs which provide for the practise of the virtues acknowledged as necessary to character are the ones which will result in the greatest good and will be the nearest approximation of character and citizenship objectives. One such program which has made great progress in the past few years and which holds even greater promise for the future is the Young Citizens' League, which had its inception and growth in South Dakota.

The Young Citizens' League, sponsored by the State Department of Public Instruction, has challenged the active interest of a large percent of the elementary school children of the state. It has enjoyed the cooperation of all of the teachers of the state and is being enthusiastically indorsed by them, by the parents of the members, and even by the administrative officers of the state government. The legislature of South Dakota in special session in June, upon the recommendation of Governor J. W. Bulow, appropriated \$10,000 for the biennium for

Y. C. L. March Song

UP FROM every valley
And down from every crest,
We come, thy local children,
By all thy favors blest,
To pledge our firm allegiance,
America, to thee—
Thy guardians of tomorrow,
By mountain, plain, and sea.

CHORUS

We march and we sing; our voices
ring;
Young Citizens are we;
Leagued in a host whose watchwords
are
Youth, Courage, Loyalty.
Hailing our nation's banner,
Afloat in the sunlit sky,
Which through hopes and fears,
through future years,
We will hold evermore on high.

In all the winds of Heaven
There breathes a patriot's creed—
Clean hearts and minds and bodies
Serve best our country's need—
That creed we hold, America,
Enshrined in heart and soul;
A deeper sense of duty
And better lives our goal.

state government has appropriated funds for character education. Interested individuals have donated prize money to be awarded to author and composer of words and notes for a Y. C. L. song. Statewide comment through editorial columns was given the league when its first state convention was held at Pierre, on April 18 and 19. This convention of elementary school children, by the way, is believed to have been the first of its kind ever held in America.

The Young Citizens' League is an organization of elementary school children which has for its object: "to enable each boy and girl to love and serve his country better and to become strong of mind and body." The state superintendent of public instruction, C. G. St. John, is state chairman of the league and E. C. Giffen, under whose leadership the league has made its greatest progress, is fulltime state secretary, receiving his salary from the special appropriation. County superintendents are county chairmen, and teachers in rural schools or in city and village grade schoolrooms, wherein league units may be organized, are the advisers.

the work of the league. It is believed that this is the first instance where a

The league has as its motto: "Help Uncle Sam, one another, our school, and our community." The pledge of the



YOUNG CITIZENS of South Dakota at their first annual convention at Pierre, April 25-26, 1927. Governor Bulow stands with his hands folded in the middle of the front row.

league is as follows: "I hereby pledge my active devotion to my country by a study of its ideals and by a constant interest in the general welfare of my state and nation. I shall strive to do something each day to improve the standards of my school and community, and thereby endeavor to promote better citizenship." Appointive committees carry out the "do" program of the leagues; these committees are on health and sanitation, physical training, patriotism, cleanliness, and order and courtesy. The names of the several committees indicate the type of work that they carry on. Each year a major project is adopted for all of the leagues of the state. In 1926-27 this was the beautifying of schoolgrounds. During the present school year, the major project is the reconditioning and enlarging of school libraries.

Origin and history—The first league was organized in South Dakota in 1912 in a rural school in Brown County under the leadership of M. M. Guhin, then county superintendent, later head of the State Rural Department and now rural school supervisor of Northern State Teachers College, Aberdeen, South Dakota. Mr. Guhin recommended the organization of leagues in the state. In 1925 the league was made a state organization upon the action of the county superintendents in convention assembly and under their leadership and that of Mr. Giffen has had its greatest growth.

The aid of the Young Citizens has been enlisted by those in charge of the campaign to eradicate the barberry bush—which plays a part in the life cycle of the black rust—so destructive to the small grain crops of the northwestern states.

"Mock" elections, held at the same time the general state elections are held and made mandatory in the schools of the state by a 1925 state law and for which the county auditor of each county is requested to furnish sample ballots, were made effective through the Y. C. L. organization.

The compiled reports for the school year 1925-26 showed a total of 1662 league organizations, with a total membership of 27,983. This report also showed that these organizations during that year had earned through programs and through other means a total of \$14,285.34, all of which was spent for school equipment. It showed that 3000 trees were planted by league members during that year.

During the school year 1926-27, 3415 chartered organizations reported a total

membership of 60,092 boys and girls of grade school age. The compiled annual report shows that more than 5000 books have been placed in the school libraries through the efforts of the Y. C. L.; \$7357.43 was spent for playground apparatus; \$2618.17 was used for the purchase of pictures; \$886.66 was spent for flags. The report shows that 21,858 trees were planted by the league children following the governor's special "Arbor Day" proclamation addressed to them. The state officers of the league report that the amount of project work reached a total of \$83,408.37 during the past year, all of which was expended for school purposes. Although the totals for project work are challenging in their magnitude, this project work is deemed of minor importance by the adult officers of the league and they hold steadfast to the primary purpose of the organization as that of training for a higher type of citizenship.

State convention—The Y. C. L. State Convention held at the capital in April was attended by 131 official delegates (children from the third grade to the eighth) and by 42 county chairmen and many unofficial visitors. Bad weather and road conditions prevalent in the state at the time materially cut down the total attendance. The state convention was preceded by county conventions held in 57 of the 64 counties of the state. During the two days of the convention the youthful delegates were honored guests of the capital city and of the state officers. Upon their programs appeared not only many of their own number but also such prominent persons as the mayor of Pierre, the state superintendent of public instruction, a United States Senator, the governor of the state, the state commander of the American Legion, and the president of the South Dakota Education Association. Governor and Mrs. Bulow held a reception in the executive offices of the capitol building for the children delegates.

During the convention the Young Citizens listened to the speeches of these interested individuals, made their own speeches, passed resolutions, and adopted a code of ethics. In their resolutions they extended thanks to those who had made their visit a pleasant one, to those who appeared upon their programs, conferred the title of President Emeritus upon M. M. Guhin, founder of the Y. C. L.; commended their state secretary, E. C. Giffen, for his efforts in their behalf, and invited "the cooperation of the governor of South Dakota, the state

legislature, the Department of Public Instruction, the South Dakota Education Association, the American Legion, and other civic and patriotic organizations of the state in carrying out its work." The code of ethics follows:

Code of ethics—The highest titles to American citizenship are virtue, knowledge, and judgment.—Lamar.

Patriotism—Good citizens are patriotic. Let us have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.—Lincoln.

1. I pledge allegiance to the Young Citizens' League. I acknowledge the obligation that I owe to the state and to the county for the training which I am receiving. As an expression of my gratitude, I cheerfully pledge myself ever to uphold the ideals of the Young Citizens' League and to aid in its further development and improvement.

Duty—Good citizens do their duty.

1. I will find out what my duty is and do it to the best of my ability.

2. I will vote at every election and be willing to hold office.

Courtesy—Good citizens are courteous. Politeness is to do and say the kindest thing in the kindest way.

1. I will show courtesy in all my acts. I will be polite because good Americans are not rude people. I will do my best to help others.

Good health—Good Americans try to keep good health.

1. I will try to eat the best food and take enough exercise to keep me in good health.

2. I will always try to keep clean and neat.

3. I will try to protect the health of others.

4. I shall always try to be clean in body and in mind.

Sportsmanship—Always play fair.

1. I will play hard to increase my strength and courage.

2. I will not cheat. I will try to keep the rules of the game.

3. I will be a good loser or a generous winner.

4. I will be sportsmanlike, generous, fair, and honorable, a quiet winner and a cheerful loser.

Truth and reliability—Good citizens are reliable and trustworthy. With good citizens that are able to trust each other our country grows better every day.

1. I will always be honest. I will not cheat or pretend.

2. I will take nothing that does not belong to me.

3. I will always do what I have promised to do.

4. I will always stand by the truth regardless of my likes or dislikes of people.

Other Little Children

MARY E. KNAPP

WELL," said my friend, "let's change the subject. We have taken enough serious thought to be sufficient unto the evil of one day. I'll sing you something light and joyful." She turned to some of *The Child's Garden of Verses* put to music. "This will do," she said.

Dark brown is the river,
Golden is the sand;
It floats along forever,
With trees on either hand.
Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating—
When will all come home?

To her *The Child's Garden of Verses* meant what Stevenson wrote it to mean; to me it meant something quite different. The song took me back five years to a bitter January morning; a New England morning so intensely bitter that the motes in the sunbeams looked frozen. The sun, just risen, threw a cold gold and pink glare on the snow which lay over the road and fields, a vast undulating sea of white. I stood looking over to an opposite hill, a mile across the lake, where a small white schoolhouse almost blended with the background of snow. I was rather weighted down with my planbook, three or four schoolbooks, my lunchbox, and an armful of kindling wood. Although I was already benumbed, I rejoiced in the morning, in the splendor of the snow. To be young and out on such a morning was "bliss and very heaven." No real New Englander ever spends much time in self-pity on a bright winter day; he is too much attune with and absorbed in his surroundings. I faced the east and rushed into the morning as a swimmer would plunge into a billow, and chanting "The Salutation to the Dawn," I walked down the driveway leading to the schoolroad. The long driveway and the much longer road were crooked and full of ruts which made walking through the deep, unbroken drifts doubly difficult. I plunged along slowly, staggering, and holding the precious kindling wood tightly and almost as carefully as a mother would her child. The wind swept across the lake and struck me full in the face like a dozen javelins, and when I brushed away the frozen tears which the blinding reflection of the sun on the snow had caused, I found frozen

blood on my glove. Only people who have walked far through knee-deep snow can realize how exhausting such labor is; how it works every muscle; how it



CHILDREN in rural districts sometimes trudge many miles in cold snowy weather both to and from school buildings.

makes the whole body feel leaden; how every drift causes a feeling of utter spentness such as a drowning man might experience in going down for a third time. I battled on, gasping and panting. The glistening snow blinded me, and I reeled. My hand, clutching the wood, was frozen; my feet were paralyzed for I could no longer sense any pain when they touched the rocky road under the snow.

Praise to the kindly genius of the wind which had drifted the snow on the lake and had left the schoolyard bare! I threw the kindling wood on the schoolhouse steps and fumbled in my pocket for the key. Never was such a selfwilled key, determined to go everywhere but into the lock. Opening the door took about four minutes, but to me, with my right hand aching as if it were in touch with an electric current, it seemed half an hour.

When the padlock finally sprang open, I gathered up the wood, knocked the snow from it, and entered the little school. "The prison unto which we

doom ourselves no prison is," I quoted involuntarily, for I assured myself on this point every morning, as regularly as the padlock flew apart from the hasp. The octagon clock pointed to almost eight. Not bad. The room would be warm before the children arrived. I wondered, and I still wonder, how those children, most of them small, walked to school on days like this, laboring through even two miles of snow. A little more plaster had fallen from the ceiling during the night, as if it were having a violent case of mural fever. I pushed back the swivel-lid of the stove, threw yesterday's waste papers on the still warm ashes, placed the kindlings crisscross over the papers, put on some larger wood, struck a match, and in a second there came the faint crackling sound which meant the fire had started successfully. Once when I had failed, I had the distress of watching a dozen children stand shivering and huddled-up like birds in a sleet storm, while I experimented with the fire. When my hands and feet started to thaw, I resorted to my usual method of filling a wash-dish with snow, putting it on the stove until the snow melted, and then submerging my hands in the water. I wrapped them in the folds of my coat and worked my fingers slowly, until I could hold a piece of chalk. This stage reached, I got down to the day's work and printed Stevenson's "Where Go the Boats?" as a reading lesson for the first grade.

At half-past eight the first grade, three small children, arrived, the smallest crying from cold but maintaining bravely, "The teacher always has it warm when we get here." Since that winter, people more inquisitive than thoughtful have exclaimed, "What's the matter with your hands?" My pupils never asked; they knew.

Four o'clock at last and the school day over. The sun was already setting, and the evening wind was wandering gently over the drifts when I went out to the shed to cut wood for tomorrow's fire. The school committee was unusually inconsiderate about the quality of wood sent to the schoolhouse. The sticks were too large for an inexperienced wood-chopper and knots were as common in them as Browning quotations in Phelps. It was quite dark when I com-

pleted the task. By the light of the fire I arranged the morning's supply of wood. The largest log I placed in the stove so that the room would keep warm far into the night. The light played on the walls and made frightfully fantastic shadows. I ran my hand along the books on the desk, until I found an anthology. By the fluttering light I turned over the pages to Clough's little poem, "Say Not the Struggle Nought Availeth."

Suddenly there came the sounds of horse's hoofs and wagon wheels. A wagon driven at night has always had a foolish, unreasonable terror for me; always bringing some thought of mystery and death. The wagon stopped before the school. Very quietly I crossed the room and stood hidden in the darkest corner. In a few minutes the wagon went on. The driver had stopped merely to rest his horse. I shut the stove door quietly, hurried my work into my school-bag, snapped the padlock on the hasp, and ran from the school as one would flee from certain danger. Under the night I felt perfectly safe. How much more beautiful snow is by starlight than by sunlight!

I had stopped for a minute to get my breath and to look at the stars tangled like jewels in the branches of the trees, when I heard someone coming behind me. It was Bruce, the brightest pupil in the school and the only boy in the eighth grade.

"Gee, you walk fast." He tugged at the hair over his forehead in lieu of tipping the cap which he had been in too great a hurry to find. "You know that story you told the kids about the Pleiades? Well, I found them. I'll show you when we get out where there aren't so many trees. Gee, Miss ----, I love algebra. My father says he'll send me up to Danbury to high school, and then, perhaps, I can go to college. Won't that be great?"

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore.

THE TEACHERS' BOOK CLUB of Central High School, Omaha, Nebraska, has been a successful organization for eight years. The club was formed by teachers of the school in 1919 for the purpose of giving members a chance to read the new and much discussed books of the day. Teachers' salaries are not large enough to allow large individual book purchases; their work demands an acquaintance with contemporary writ-

ing; and their lack of time makes convenience of access a very important item.

Any teacher in the school is eligible to membership, and the fee has always been \$2 a year. For this sum one may borrow books throughout the year. Gradually, as old books have accumulated, part of these have been sold and part have been voted into a permanent collection of the club. Rules allow each member to have one fourteen-day book and one twenty-eight-day book at a time. Over the week end or vacation as many books may be taken as one chooses, provided that the excess books are returned promptly the next school day.

During the eight years a total of 490 memberships has been paid, making nearly \$1000 in fees alone. Out of ninety or 100 faculty members fifty to seventy have been members of the club. Three auctions of old books have amounted to \$200. Occasionally gifts of books have been added to the shelves.

At present nearly 300 volumes belong to the club. Of this number eighty have been bought during the last school year, and include such best sellers as *The Silver Spoon*, *Sorrell and Son*, *Doomsday*, *The Story of Philosophy*, *Napoleon*, *Elmer Gantry*, *The Plutocrat*, etc. Some popular mystery and detective stories are bought each year.

Thirty volumes have been voted into the permanent collection. The club has purchased not only popular fiction, but it has regularly chosen each year a certain number of serious and discriminating books that may well become classics. Especially has a wide number of translations of foreign books been selected. The club has bought many translations of the important Dutch writer, Couperus, including his *Small Souls* series. Undset, Bojer, Hamsun, and Lagerlof are prominent Scandinavian writers represented. Interest was aroused by purchase of German translations of Hauptmann, Schnitzler, Wassermann, and Thomas Mann before they had gained much recognition. Copies are on the shelves of all the volumes of the great French novelist, Proust, so far published in translation.

The club is now circulating twenty-five titles that cost \$5 to \$7, and three titles costing \$10 or more. These books have had a very wide circulation.

Success has come partly from the method of operation. A general committee has charge of the finances and work of the club; but at least every three months it appoints a special committee to prepare lists of current books. These

lists are always annotated with suggestive notes that may help in selection, and then the final choice of books to be bought is decided upon by a vote of the club.

Zora Shields, in charge of the Central High School Library, has contributed a great deal of her time and interest. She is standing member of the general committee, and is also the purchasing agent. Through her kindness and the cooperation of the Matthews Book Store the club has been able to buy a number of very good books perhaps not otherwise available. She has devised interesting lists, blurbs, and notes of one sort or another that have helped greatly to stimulate circulation. By her permission the club has used the library for teas at which interesting outside people have talked about books.

The principal of Central High School, J. G. Masters, comments: "The plan of having a Teachers' Book Club is the happiest solution I have been able to learn about for supplying books to all of us. Almost no one is able to purchase the very large number of books appearing from time to time. Our plan makes the books accessible and is a fine solution of an otherwise difficult problem."

Jessie Towne, assistant principal and dean of girls, has been a very enthusiastic member; she says: "For casual reading of books one does not wish to buy; for acquaintance with many the rental libraries perhaps cannot afford to carry; for books on which one wishes to spend more time than three or four days usual to the lending libraries:—How can one spend \$2 to better advantage than in reading \$100 worth of new books a year?"

Heads of the English departments are equally approving. Sara Vore Taylor states, "The personnel of the Book Club insures a range of books wider than my own individual choice. At the same time the books thus chosen are almost sure to be worth reading." And Bertha Neale finds that the lists of books with comments which the committees prepare for the club cause her to notice the season's best in literature. "Whether the book is purchased or not," she adds, "it is brought to my attention so that I may follow it up." Other members echo Miss Neale's statement, declaring that they have bought more books rather than fewer since joining the club.

Possibly other high schools with similar organizations have found better plans. Happy suggestions are at all times most welcome.—Bernice S. Engle, Central High School, Omaha, Nebraska.

Tendencies in Handwriting

JOHN OSWALD PETERSON

Supervisor of Penmanship, Public Schools, Tacoma, Washington

THE HISTORY OF CIVILIZATION is interwoven with the history of the art of writing. There are several excellent works which trace the development of our alphabets from the early pictorial forms up to the time when mechanical printing was invented. With the invention of printing the forms of the letters became mechanically fixed and stabilized so that few changes have taken place in the print forms since that time. Stabilization of the print forms was followed, however, by changes in the handwritten characters which led gradually from the laboriously hand-printed letters to the free, flowing, connected script of today. These comparatively recent changes can be traced through existing manuscripts and records, but, on the whole, we do not seem to be so familiar with them as with the changes which occurred prior to Gutenberg's invention in 1450.

The illustrations, by means of which we attempt to give a birdseye view of the transition from print to flowing script, are not exact copies of the handwriting of any period. They are rather composites intended to show general tendencies and stages of the evolutionary process. Handwriting has always varied among individuals as much, if not more, than it varies now. Moreover, there are quite positive indications that the skilled scribes of the past, like those of the present day, used two or more styles of handwriting. Most of us, perhaps I should say most of us teachers, use a somewhat formal hand before our pupils, and a freer, more individual hand for our notes and memoranda. Reproduction of a single formal specimen therefore frequently does not reveal accurately the general tendency of a given time. A truer understanding of the present tendencies in handwriting is to be had, we believe, by means of this somewhat sketchy backward glance at the handwritten scenery of the past.

Since the time when printing was invented and the print forms thus became stabilized, there has been a constant tendency for the more fluent handwritten forms to take on new characteristics and lose resemblance to their parent forms. It is, of course, apparent when we stop to look for it, that we are able to read handwriting only when there

remains a recognizable similarity between the script letters and their corresponding print forms. Those forms are able to withstand great distortion while still remaining recognizable. However, the

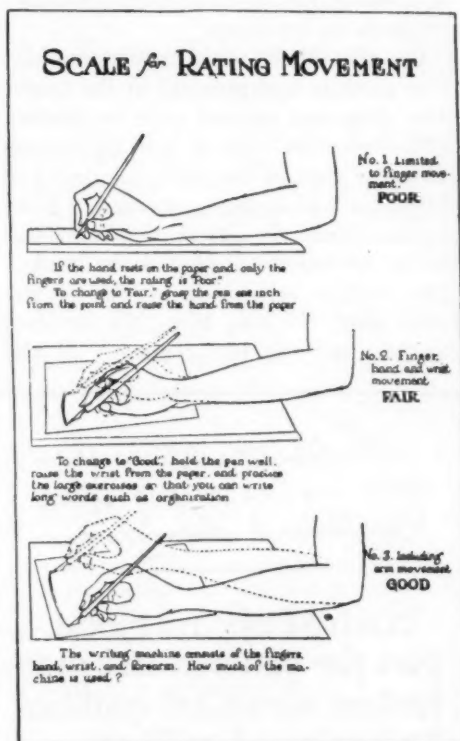
less precisely made. These letters, known as italics, being made with the same writing instrument as were the Roman letters, retain the contrasting thin horizontal lines and accented main strokes.

This characteristic of the Roman letters, namely, alternate thick and thin lines, is due to the chisel-edged reed or quill pen. The influence of this writing instrument survives in the type which you are now reading. Traces of it remained until recently in our light line running hand. As an instrument for artistic lettering this pen survives in the form of the presentday broad pen or text lettering pen used by skilled letterers and engrossers, and also in the form of the chisel edged lettering brush used by show-card artists and sign painters. The stub writing pen is also a survival. An attempt is now being made to revive the use of this pen in connection with the so-called "manuscript writing."

After the type foundry had stabilized the letter forms and the printers took over the making of books, there was naturally less need for accurate and painstaking hand lettering except for art purposes. Speed and fluency therefore became desirable factors. Writers did not always pause to lift the pen between letters and cursive or connected writing began to appear more and more frequently. It is not to be presumed from the foregoing that cursive writing did not exist prior to the invention of printing, for earlier examples are to be found, and hand printing or lettering has retained a place to the present time.

At best, cursive writing with the flat broad pen is a rather cumbersome process, and gradually the reed pen gave way to the quill pen. The width of the chisel edge of the quill pen was narrowed until, finally, the pointed quill pen with the split nibs became an accepted writing instrument. The quill is still the pictorial symbol of the penman's art and its Roman name survives in our word "pen."

With the pointed quill pen it was difficult to imitate the heavy down strokes which the broad pen made automatically. Skilful penmen did succeed in imitating them to some extent, however, and the result was a beautiful script which survives and is known to us as round hand, or engrossers' script. Because of its wide adoption by engravers, it is frequently



THIS SCALE is taken from the *Fourth Year-book of the Department of Superintendence of the National Education Association*, and was contributed by Harry Houston, supervisor of handwriting, New Haven, Connecticut.

more nearly the written forms retain the outlines of Roman print the greater the legibility and consequently the higher the quality of a handwriting.

We do not have two sets of characters. We have one set of characters produced by several different processes. Pica, or typewriter type, is merely the outlines of Roman print type without the heavy downstrokes. Running script forms are merely the same Roman type forms sloped forward and joined together to lend fluency. Though derived from the same pattern as print forms and though still dependent upon similarity to them for meaning, the drift of handwritten characters away from their parent forms has been considerable. In the first stage we have the Roman letters sloped forward, with the ceriph more rapidly and

spoken of as copper plate, although this term is also applied to any fine script. Whether the engraver copied the work of the penman or whether the penman copied that of the engraver is at present a subject of debate. No doubt both contributed, although the engraver has never succeeded in capturing the grace and spontaneity of our most skilled pen artists.

Traces of all the characteristics which have been mentioned are plainly visible in facsimile copies of the Declaration of Independence, as are also some of the tendencies which later became more pronounced. Since the writing of that document, the accent on the down strokes has almost entirely disappeared. Fluency has been gained by the invention and adoption of the steel pen, and execution has been facilitated by attention to the physical requirements of the position and type of movement used.

Three general styles of handwriting have been taught in our public schools

during the period of their rapid growth and development. The main characteristics of these styles will be most readily recognized from the illustrations of spencerian, vertical, and muscular writing. The spencerian writing systems which followed the Civil War based their chief claims on the grounds of grace and beauty, though some attention was also paid to facility of execution. The vertical systems, prevalent at the beginning of the present century were of a semiprint nature placing their main emphasis on legibility.

On the whole there appears to have been purpose and progress in the transitions from one general style to another. The spencerian type of writing systems corrected some of the sharp angularity of the styles which they succeeded. They also sanctioned the almost complete elimination of heavily shaded main strokes. The vertical systems displaced the extreme slant, the long loops, the intricate capitals, and the last remnants of the

shaded strokes to be found in spencerian styles.

Our present muscular systems had their origin in the private business colleges, forerunners of the present commercial departments in our schools, and they still reflect that influence. Their chief contribution has been to bring attention to bear on the mechanics of execution. Especially have they stressed movement and speed. In style the forms are a compromise between the spencerian and the vertical systems. When well made, these forms retain the outlines of the print forms, but the stress on movement tends greatly to distort them. On the whole these systems have not been satisfactorily adapted to the needs of the younger children in our schools.

The great bulk of modern handwriting is now done with the pencil or with the fountain pen. The requirements of these writing instruments are beginning to receive some recognition from progressive teachers of handwriting.

Spencerian writing became angular and extreme in slant.

Vertical semi-print ignored the mechanics of position and movement.

Cramped writing was the result of trying to write rapidly with cramped muscles.

Muscular movement places the emphasis on fluency.

It became tangled and indefinite when form is ignored.

Pencils and fountain pens must often be used under trying conditions which require a firmer grip and "combined movement."

The distorted letters remain legible as long as some resemblance to print remains.

Revival of the broad-pen for general use may restore some art qualities to our handwriting.

Or it may only add to the general confusion when it is carelessly done.

Letters somewhat like these were made with reed pens. They are the parent-forms of printers' type, and of modern handwriting.

Casting the letters in type standardized and fixed their forms.

The handwritten letters became less formal and more and more fluent.

Sloped forward, the hand written letters became Italics. Connected, the Italics became script.

The alternate thick and thin strokes of the reed pens were difficult to imitate with the pointed quill.

Roundhand, or perfected script, still is used by engrossers and engravers.

As writing tended to be more universal, the shaded letters became angular in the hand of the unskilled.

Spencerian writing eliminated shades from many letters, and restored graceful curves.

Typewriter letters are outlines of Roman type, all strokes are uniform in width. Typewriters appeared about the time when shades were omitted from handwriting.

The Elementary School Principalship

WORTH MCCLURE

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MATERIALLY SPEAKING, the elementary school principalship may be old. Spiritually, it is of the same generation with radio and polar flights. Chronologically, it is perhaps entitled to all the reverence which is the due of every venerable and time-worn tradition. Professionally, it is a robust adolescent, typical of the scientific spirit of education. At one time commonly spoken of as a convenient and comfortable post for retirement, the principalship is now undoubtedly one of the most potential stations in the school system.

What does the principalship offer as a life career? The appeal of the principalship is entirely distinctive. At the same time it has much in common with the fields of the teacher, the special supervisor, and the superintendent. The principal is a teacher, but his work is carried on almost entirely through the medium of other personalities. Like that of the teacher, his work retains the joy of pleasant contact with childhood. He is teacher-by-proxy of every child in his school.

The principal is a supervisor, but his supervisory unit is the individual child, not a teacher, a class, or a subject. Like that of the special supervisor, his work affords the constant stimulation of problems of instruction. "How may I integrate and adjust the resources of my school—curriculum, teachers, and all—to the educational unfoldment of Johnny Doe in the fifth grade?" This is his constant challenge. The supervisory outcomes of the principalship are measured finally in terms of human lives.

The principal's field is comparable in breadth of activities to that of the superintendent. In many school systems, he is privileged to enjoy much closer contact with teaching and learning than it is possible for the superintendent to maintain. It is true that the principal has neither the final determination of major administrative policies nor the larger financial rewards, but it is equally true that his responsibility is less, his freedom from political interference is much greater, and his tenure of office is probably the most secure of all positions in the school system. Leisure for professional study and individual research are

his, and he has at his hand a great educational laboratory—the American elementary school.

Moreover, the financial rewards of elementary school principals are encour-

received \$939 or more annually. One year later the yearly salary of the best paid 50 percent of rural elementary school principals was \$1591 or more. In 1923 supervising principals in cities of 100,000 population and over were actually receiving \$3126 or more annually. By 1925 this figure had become \$3307. In the same year, 23 cities over 10,000 in population reported maxima of \$4000 or over, while 13 had set maximum salaries in excess of \$4250.

Improved salary conditions undoubtedly are having a stabilizing effect upon the principalship. Nevertheless, a study by Arthur S. Gist in the *Third Yearbook of the Elementary Department School Principals*, of the National Education Association shows that the position cannot be classed as a blind alley job since there is noticeable a distinct tendency upon the part of superintendents to advance elementary school principals to more highly paid positions. Cubberley in his *The Principal and His School* summarizes the attractiveness of the principalship as follows:

The principalship of a school, then, must be considered as one of the most desirable of all educational positions. In opportunities for a studious life, as well as in salary, it ranks fairly well with that of a teaching position in a college. To the man with the habits and instincts and aspirations of a student there are few vocations in which one can realize better the ideals of his life. No other person in the school system can do so much good at first hand, no other person in the community can so immediately mold its life and shape its ideals, and the opportunities for personal culture and pleasure are very large to the man or woman who will use them.

Is there a standardized course of study and training? There is yet no universally accepted elementary-school principalship course. Principalship appointments are still frequently made from the rank of teachers who have demonstrated administrative capacity, no additional qualifications being required. This of course represents a half-way stage in the development of a profession, and finds its parallel in the day when the approved means of entering the practice of medicine was through service and study with an established practitioner.

A carefully developed program of

Books for Further Reading

ANDERSON, Barr, and Bush. *Visiting the teacher at work*

Almack and Bursch. *The administration of consolidated and village schools*

Barr and Burton. *Supervision of instruction*

Buckingham, B. R. *Research for teachers*

Burton, William H. *Supervision and the improvement of teaching*

Cubberley, E. P. *The principal and his school*

Gist, A. S. *Elementary school supervision*

Hall-Quest, A. L. *Supervised study in the elementary school*

Klapper, Paul. *Teaching English in the elementary and junior high schools*

Lewis, E. E. *Personnel problems of the teaching staff*

Morrison, Henry C. *Practice of teaching in the secondary school*

Nutt, H. W. *The supervision of instruction*

Osburn, W. J. *Corrective arithmetic*
Parker, S. C. *Types of elementary teaching and learning*

Paterson, D. G. *Preparation and use of the new-type examinations*

Ruch, G. M. *Improvement of the written examination*

Spain, C. L. *The platoon school*

Stormzand, M. J. *Progressive methods of teaching*

Terman and others. *Intelligence tests and school reorganization*

24th Yearbook of the National Society for the Study of Education

Yearbooks (six) of the Department of Elementary School Principals, National Education Association.

Third and Fourth Yearbooks of Department of Superintendence, National Education Association

aging in their upward tendency. This is exhibited somewhat strikingly by a comparison of the salary figures, as shown by the *Research Bulletin*, Vol. III, numbers 1 and 2, National Education Association. In 1923 the best paid 50 percent of principals in rural elementary schools

training for principals is the only answer to the challenge of the modern elementary school. The need for broader professional training of teachers has been recognized and normal schools are fast becoming teachers colleges with courses leading to the bachelor's degree. One may well marvel that the preparation of those whose peculiar responsibility it is to lead the teachers has not been given more consideration.

The answer is not to be found in professional inertia but in the complexity of the new principalship. The field of the teacher has been well charted and is being continuously remapped with growing accuracy. On the other hand, the guide-posts of experience are but slowly being established in that of the principal. Courses of training, if they are to be practical, ought to be based upon a thorough-going, scientific analysis of the principal's job. Those who seek to enter service as principals, as well as the schools themselves, are entitled to such a standardized curriculum. Elementary school principals have already recognized this. A Committee on Standards and Training for the Principalship was appointed in 1924 by the Department of Elementary School Principals, which with the advice and assistance of the Research Division of the National Education Association, has undertaken to make this epochal study.

Pending the results of this study, what have we to serve as criteria in advising those who look forward to becoming principals and who would prepare themselves in institutions of learning? The case is by no means hopeless. We have no such definite list of duties and traits as has been given in the secretarial field, or as is now being prepared for the American Library Association in the field of librarianship. We can, however, analyse the principalship in the light of its present status and its historical development, and upon the basis of such an analysis we can indicate the general directions to be followed in study and training.

What are the principal's duties? There is considerable agreement among the various statements that have already been made of the principal's duties. Professor McMurry classifies the duties of the principal as follows: those that are purely clerical; those that concern instruction more or less, but that largely concern routine and therefore require little special ability; and those that require the technical ability of the educational specialist. W. C. Reavis broadens

the scope somewhat by indicating managerial, professional, and social duties. Cubberley's statement includes organization, administrative, supervisory, and social duties.

A study made in 1920 for the Seattle Principals' Association defined five classes of functions and ranked them in the following order upon the basis of judgments of professors of education in leading universities throughout the country: supervision of instruction, administration, community leadership, professional study, and clerical work.

How did the principalship develop? The principalship is distinctly the product of the evolution of the modern school. The healthy existence of the modern school with its numerous specialized functions is dependent upon a directing and unifying agency. This agency is the principal.

The evolution of the elementary school principalship has been well outlined in the *Fifth Yearbook* of the Department of Elementary School Principals of the National Education Association.

The principal's responsibility as teacher-by-proxy of every pupil is apparent as we consider the various stages by which he has arrived at his present status. Gradually he has been relieved of teaching and routine duties by the appointment of assistants. During the same process he has been made responsible for a larger number of pupils. His moral obligation, however, has not been shifted, and his problem now is vicariously to instruct his students. This we call his supervisory function. "To supervise instruction," wrote Arnold Tompkins in 1895, "is to find the way through the teacher to the pupil." So while the principal "teaches at long range," he must nevertheless continue to "touch the life of each individual pupil."

How shall I prepare myself to enter the principalship? To attempt to name specific courses without careful definition would involve considerable confusion. The following outline for a course of training with objectives indicated under the conventional headings of attitudes, abilities, and skills, may serve to indicate a suitable program of professional training. In the absence of objective data, such as the Committee on Standards and Training for the Principalship is seeking to provide, such statements as this may at least have the merit of affording a point of departure for further study and critical evaluation.

- I. Attitudes
 - A. Desirable insights

1. Sociological
 - a. Community life
 - b. Aims of education
2. Child life
- B. Academic preparations
 1. Social sciences—philosophy, literature, history and philosophy of education
 2. Biological science
 3. Psychology—in various applications, including child-study

II. Abilities

- A. Services to be rendered
 1. Leadership
 - a. Professional
 - b. Community
 2. Cooperation
 - a. With teachers and parents
 - b. With supervisors and other specialists
 - c. With superintendent
- B. Academic, professional, and extracurricular preparations
 1. Managerial activities in school and college
 2. Public speaking
 3. Intensive preparation in at least one particular line, as music, dramatics, athletics, etc.
 4. Teaching, business experience, athletic experience
 5. Education measurements
 6. Elements of statistical method
 7. Child accounting
 8. Individual investigations (seminar work, etc.)

III. Skills

- A. Essential technics
 1. Supervision:
 - a. Inspiration
 - b. Continuous diagnosis and follow up in regard to: material conditions of instruction; methods; improvement of teachers in service; results of administrative acts: social, moral, educational
 - c. Systematic inspection: measurement of results; standardization of marking system; rating of teachers
 - d. Integration of instruction in the interests of individual pupils
 - e. Coordination of specialized services in the interests of the individual pupil; special subjects such as music; auxiliary agencies such as medical department
 2. Administration:
 - a. Office routine
 - b. School plant
 - c. Building activities
 - d. Community relationships
 - e. Progress of pupils. Adjustment of individual pupils as in grade levels and adjustment of atypical or handicapped children
- B. Academic and extracurricular preparations
 1. Social contacts
 2. School hygiene
 3. Classroom management
 4. Educational psychology

5. Methodology of teaching various subjects
6. Practise teaching
7. Teaching experience
8. Familiarity with current educational literature
9. Methodology of supervision of various branches
10. Educational measurements, including simple statistical theory
11. Child accounting
12. Educational standards
13. Knowledge of objectives of special subjects
14. Fundamentals of office practise
15. School administration
16. Public speaking
17. Intensive preparation leading to outstanding ability in some particular line, such as music, dramatics, athletics, etc.
18. Methods of educational guidance
19. Vocational and industrial contacts
20. Education of atypical children

How may the principal in service keep up to date? For those principals who are already in service and who desire to keep abreast of the newer professional developments, both the regular and the summer sessions of leading institutions now offer specific courses in the administration and supervision of elementary schools. In addition to this opportunity, the yearbooks and bulletins of the Department of Elementary School Principals of the National Education Association constitute the greatest single body of literature in this field. Other publications which will be found particularly helpful are given elsewhere in this article.

Should the principal have a degree? Until such time as more specific preparations have been indicated this cannot

be fairly settled. It is no doubt a safe prediction, however, that in view of the increasing tendency for higher standards for teachers, those of principals will naturally be affected. The effect of widespread adoption of salary plans awarding increased compensation for those teachers holding degrees inevitably hastens the day when the bachelor's degree will be required of candidates for the principalship.

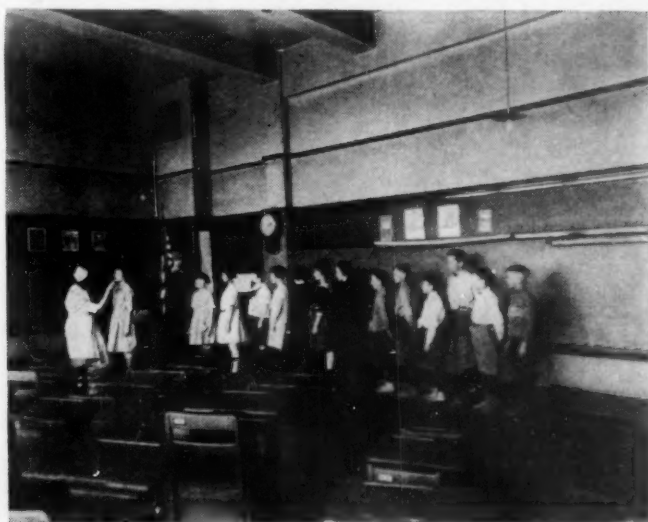
The logic of this situation is inescapable. The requirement of the bachelor's degree in turn will result in the stimulation of institutions of higher learning to offer more graduate courses for principals, which will have a tendency to raise standards again. As a result of this combination of factors, it is not altogether unlikely that the next generation of principals will see the master's degree as a standard requirement.

What does the principalship demand? The personal qualities which mark the successful principal have been defined by A. S. Gist in *Elementary School Supervision*. His list is as follows: Sociability, sincerity, optimism, professional enthusiasm, fairness, impartiality, breadth of mind, open mindedness, frankness, tact, sympathy, discretion in conversation, approachableness, interest in teachers' welfare, poise and selfcontrol, industry, leadership, sense of humor, organization ability, courage of convictions, executive ability, personal neatness, judicial qualities, willingness to assume responsibility, and loyalty to teaching corps.

The principal's leadership is not limited by the four walls of a classroom nor by the confines of a given subject. His

service includes not one grade but many, not the functioning of one subject alone but of the whole curriculum; not lessons alone but the whole segment of child life which we call the school; not child life alone but teacher growth as well; not books and children and teachers merely but community life as well—the home divided against itself and the one whose circle is complete; the parent whose parenthood is a failure and the successful parent; the father who is out of work and the captain of industry; the home that is crushed by economic discouragement and the home newly flushed with worldly prosperity; the letter protesting against the barbarism of the school discipline and the letter requesting that Johnny be spanked; the conference with troubled parents and the public address. His responsibility encompasses not the good of a single school and its neighborhood alone, but the whole school system and the whole community—not local issues alone but the forward advance in educational policy in harmony with the other units of the school system and the careful consolidation of the ground thus gained in the local sector. These make up the warp and woof of the day's work of the elementary school principal of today.

The new principalship is for those who have active minds; who would be leaders in many things rather than followers; who would share largely in the molding of human lives. There is no doubt that it demands all of the fine qualities of the old and considerably more. It presents all the challenge of a great opportunity.



LEADERSHIP of children has a positive slant for the modern principal, as shown in the picture on the left. Contacts with auxiliary agencies, such as medical and dental service, occupy an important share of the principal's time.

The Journal of the National Education Association

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President, Cornelia S. Adair]

Secretary, J. W. Crabtree

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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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Vitalized Commencements

COMMENCEMENT CEREMONIES as they have developed in connection with mass schooling in America offer exceptional opportunities for building vital truths into the lives of young people. Commencement speakers of experience are impressed with the difference in the effectiveness of the ceremonies in different schools. Could not all commencements be made as good as the best, or at least as good as the average? Could not each commencement be made to serve the needs of its particular school or community? Cannot some of the more or less meaningless traditional elements in commencements be replaced by significant new material?

That there is a widespread desire to make commencements richer and more forceful is shown by the responses to editorials on the subject that have appeared in THE JOURNAL of the National Education Association during the past few years. These calls for help have led to a movement to vitalize commencements so that throughout all America these ceremonies will mark a turning point in the lives of young people as do the initiation ceremonies among primitive peoples. The thought is not to have uniform plans for all commencements, but rather that a general effort will be made to have running through the commence-

ment season forceful truths and symbolisms that all believe desirable to build into the lives of youth. It is hoped to develop an advisory committee of representatives from each of the states and from all levels and branches of the school system. While this committee would not be able to hold meetings, it could pass on plans by mail and cooperate with the officers of the Association in developing the idea. Among the questions which would be considered by such a committee are these:

1. Could there not be in commencements of all types each year a thread of basic truth which would bring some one of the larger ideals of our life into sharp focus? For example, each of the seven cardinal objectives of education might be taken in turn for special emphasis, thus giving a seven-year program of vital significance.

2. Could there not be worked out for graduation on each of the various levels of the school system plans that would give a useful sequence of emphasis as youth passes up through elementary, junior high school, senior high school, junior college, and college? For example, promotion exercises from elementary schools might emphasize the spirit of learning—honesty and truth. Promotion exercises from junior high schools might emphasize the ideal of service and of joyous industry. Graduation from senior high schools and junior colleges might emphasize citizenship and public duty. Graduation from colleges might emphasize the obligations and opportunities of leadership.

For the commencements of professional and technical groups—such as teaching, law, medicine, engineering—could there not be worked out ceremonies that would visualize for both graduates and public the special services and ideals of these groups in their larger settings? To be specific, why should there not be in the commencements of teacher-training institutions elements that would make everyone keenly aware of the long, slow struggle for intelligence and free education?

Why should not law schools have a ceremony which would show the development of liberty under law; which would call attention to pioneer liberators; and which would impress upon law graduates their obligation to simplify and improve law and to make it serve more effectively human needs?

4. Could there not be used in commencement ceremonies more impressive symbolisms and pageantry? For ex-

ample, why should not the children graduating from the elementary school have a candle-lighting ceremony in which the candles to be lighted would correspond to the great characters of history, who by passing on the torch, have made learning and schools possible? Why should not teacher-training institutions feature a program in which students, impersonating historical characters and using extracts from their writings, would show the struggles that have been made in the development of schools?

5. Cannot the incidental features of commencements—marches, processions, and the like—be made more effective by gathering the best practise and making it available for the use of all schools? For example, what processional marches are considered best for various schools?

6. Could there not be in every commencement some pledge on the order of the Athenian Oath—this particularly for the elementary schools—which each child would take knowing that many other children were joining in a similar pledge worked out by themselves or made their own.

Persons interested in this project are encouraged to write the Editor of THE JOURNAL giving suggestions and calling attention to any plans or materials they have found especially helpful. By beginning early, some of the points here outlined can be developed for the 1928 commencement season.



FRANK E. REYNOLDS, elected a member of the Executive Committee of the National Education Association at the Seattle meeting. He is Secretary of the Ohio State Teachers Association, Columbus, and has long been active in educational affairs.

The Truth in Education

A Plea for Facts

THESE ARE DAYS of educational questions and questioning. Leading magazines are publishing an unusual array of articles on the problems of the schools. Most of these articles indicate a search for truth rather than the presentation of facts. American thinkers of all professions are taking a deeper interest in learning what is best for pupils in the schools and students in the colleges.

The questions asked in the magazines are of two general types. The first is "Whom and how shall we teach?" The second is "Who should go to college?" Here are a few titles that have appeared recently in leading lay magazines: *Chaos or Cosmos in American Education*; What is "English"? What is it all About? What seems to be the Trouble? Underpaid Teachers and Underpaying Students; Is Education for Sale? "Instilling" the Constitution; The Great "Selfexpression" Delusion; Should Johnny Go to College? The Overpopulation of the College; Confessions of a Dean; The Doom of the Arts College.

These questions are both encouraging and challenging. They encourage because they indicate a wholesome desire that American young people have the best equipment for citizenship. They challenge because they indicate a demand for truth which must be supplied in order that the desire may be fulfilled.

One of America's greatest thinkers in the field of public education voices a plea for an "American System of Education." He does not mean standardization of American schools. He says: "Standardization has laid a deadening hand upon us. There is much attention to processes and little assessment of results." On the other hand he points to the lack of knowledge which causes doubt as to how the public school program should be organized—whether the junior high school is good; whether platoon schools are better than "traditional schools." He cites the discussion of college entrance requirements and asks whether Latin is still an essential for all pupils in American schools.

Writers, thinkers, and speakers everywhere question the objectives of schooling. They ask whether schooling should result in the accumulation of credits and, incidentally, some information, or the production of the thoroughly educated man or woman.

Then there are those who are concerned by the phenomenal rise in college enrolment. Some of them suggest that too many young people continue beyond the high school and ask whether those

HAS YOUR CONGRESSMAN heard from you? The Seventieth Congress will convene at noon, Monday, December 5. Since the Sixty-ninth Congress adjourned last March teachers' organizations and lay groups all over the country have taken action urging the passage of the New Education Bill, to create a Department of Education with a Secretary in the President's Cabinet. Most of the Senators and Congressmen have returned to Washington. They are depending on the teachers of their home districts to tell them the attitude of the profession and the public on this measure. Write your Senators and your Congressmen today.

Letters coming almost daily to National Education Association headquarters indicate that the New Education Bill will be the subject of many high school debates throughout the country this year. Teachers will obtain help for these debates by writing to the Association's office at 1201 Sixteenth Street N. W., Washington, D. C. Write your Congressman for a copy of the Joint Hearings on the New Education Bill held February 24, 25, and 26, 1926.

same young people ought not to enter at once into profitable employment.

All of this means that America is seeking the truth in education and that the search is not being adequately repaid. The United States has no factfinding agency sufficiently equipped with funds, personnel, or information to study and make public the best available data for the solution of educational problems.

America does not want a federal, standardized school system, such as that of France or Germany. But the school interests of America do need to cooperate on a national scale for the benefit of the pupils they serve.

Only one agency can meet the cry for facts in American education. That agency is a Department of Education with a Secretary in the President's Cabinet, whose primary function will be to serve all the schools by giving them the results of nationwide studies.

There are those who believe that education has made greater progress in the

past decade than in the half century preceding. We are now sufficiently advanced to know that there is much still to be learned. The past growth of American education has been somewhat a matter of chance. Educational studies have been conducted by individuals and independent institutions. Various groups work independently on the same problem. If this course were to be followed in the future we should continue to make progress, but meanwhile millions of children would suffer because the progress would be too slow to meet their needs. Thousands of children would continue to fail in school subjects and most of those failures would be unnecessary. When we reach the golden age in education this enormous human waste of childhood hopes and efforts will diminish. Failures will be reduced because the curriculum will be adjusted to meet the individual needs of the child and the teachers will secure for every child his maximum guided growth.

The teachers and parents of America's children no longer regard the proposed Department of Education merely as a "desirable thing." They look upon it as a necessity and they will herald its establishment within the next few years as a national blessing.

Earlier numbers of *THE JOURNAL* which give a useful background for this subject include:

An answer to pessimism—Theodore Christanson. January, 1926; 15: 1

The New Education Bill—February, 1926; 15: 55

Hearings! Hearings! Hearings! April, 1926; 15: 117

Action? Action?? Action???—May, 1926; 15: 147

Legislation for childhood—Francis G. Blair—November, 1926; 15: 233

Do you know your Education Bill? Charl Williams—November, 1926; 15: 252

Debating the New Education Bill—May, 1927; 16: 161

Department of the Interior—February, 1926; 15: 47

Popular education in 1825—March, 1926; 15: 85

The basis of democratic civilization—Elmer Cornelius—May, 1926; 15: 148

Equal educational opportunities—Henry Noble Sherwood—June, 1926; 15: 173

Chief state school officers favor Department of Education—June, 1926; 15: 183

New Education Bill at Seattle—October, 1927; 16: 203.

Resolutions Adopted at Seattle—October, 1927; 16: 213.

Membership in Professional and Technical Organizations

Prepared by the Research Division of the National Education Association

States	Number of physicians 1926	Membership in American Medical Association 1926	Percent of physicians members of American Medical Association	Rank of column 4	Number of lawyers in 1920	Membership in American Bar Association 1926	Percent of lawyers members of American Bar Association	Rank of column 8	Estimated number of teachers 1926-27	Membership in National Education Association Jan. 1927	Percent of teachers members of National Education Association	Rank of column 12
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	148,644	91,792	61.75	.....	123,162	24,751	20.10	.....	891,555	170,053	19.07	.....
Alabama.....	2,284	1,612	70.57	11	1,416	206	14.55	45	15,800	1,142	7.23	44
Arizona.....	378	222	58.73	31	443	114	25.73	16	3,000	2,095	69.83	6
Arkansas.....	2,212	1,180	53.35	45	1,338	315	23.54	24	13,500	765	5.67	47
California.....	8,363	4,203	50.26	48	6,745	1,323	19.62	34	36,000	17,924	49.79	9
Colorado.....	1,837	1,068	58.14	35	1,539	619	40.22	2	10,000	4,450	44.50	12
Connecticut.....	1,884	1,229	65.23	21	1,339	390	29.13	8	9,900	1,986	20.06	24
Delaware.....	256	148	57.81	36	171	75	43.86	1	1,450	802	55.31	7
District of Columbia.....	1,813	549	30.28	53	2,415	656	27.16	14	2,650	1,449	54.68	8
Florida.....	1,452	700	48.21	50	1,137	353	31.93	6	9,500	2,225	23.42	21
Georgia.....	3,122	1,784	57.14	40	2,531	323	12.76	50	17,800	671	3.77	51
Idaho.....	416	232	57.45	37	652	87	13.34	49	4,500	950	21.11	22
Illinois.....	10,743	7,020	65.35	20	8,843	1,981	22.40	25	46,500	9,303	20.01	25
Indiana.....	4,251	2,671	62.83	24	3,307	540	16.33	40	25,800	6,439	24.96	20
Iowa.....	3,378	2,362	69.92	13	2,494	538	21.57	30	27,400	3,313	12.09	37
Kansas.....	2,364	1,556	65.82	16	1,676	401	23.93	22	19,600	2,696	13.76	31
Kentucky.....	3,041	1,850	60.84	30	2,382	350	14.69	44	16,500	1,244	7.54	43
Louisiana.....	1,991	1,248	62.68	26	1,206	344	28.53	9	12,900	906	7.02	45
Maine.....	1,037	785	75.70	4	801	166	20.73	32	7,000	1,782	25.46	19
Maryland.....	2,313	1,259	54.43	44	2,118	472	22.29	26	8,900	1,371	15.40	30
Massachusetts.....	6,187	4,248	68.66	14	4,954	1,364	27.53	13	26,500	5,415	20.43	23
Michigan.....	4,837	2,983	61.67	27	3,037	839	27.63	12	30,800	10,311	33.48	16
Minnesota.....	2,823	2,053	72.73	7	2,613	620	23.73	23	23,000	3,800	16.52	28
Mississippi.....	1,702	976	57.34	39	1,158	122	10.54	52	16,600	312	1.88	53
Missouri.....	5,806	3,270	56.32	42	4,506	797	17.69	38	24,600	3,186	12.95	33
Montana.....	525	269	51.24	47	875	131	14.97	43	6,800	313	4.60	50
Nebraska.....	1,869	1,227	65.65	18	1,528	393	25.72	17	14,400	2,602	18.07	27
Nevada.....	129	91	70.54	12	230	82	35.65	4	825	684	82.91	3
New Hampshire.....	601	489	81.37	2	379	91	24.01	21	3,400	460	13.53	32
New Jersey.....	3,567	2,240	62.80	25	3,918	560	14.29	46	24,100	6,488	26.92	18
New Mexico.....	365	260	71.23	9	342	113	33.04	5	3,350	286	8.54	41
New York.....	17,671	10,885	61.60	28	18,473	3,005	16.27	41	72,200	9,278	12.85	34
North Carolina.....	2,281	1,686	73.92	5	1,585	311	19.62	35	24,000	634	2.64	52
North Dakota.....	485	394	81.24	3	629	192	30.53	7	9,600	508	5.29	48
Ohio.....	8,113	5,240	64.59	22	6,485	1,216	18.75	36	43,200	14,587	33.77	15
Oklahoma.....	2,524	1,553	61.53	29	2,818	385	13.66	48	19,800	1,565	7.90	42
Oregon.....	1,176	551	46.85	51	1,424	201	14.12	47	7,900	2,877	36.42	13
Pennsylvania.....	11,140	7,502	67.34	15	6,784	1,469	21.65	29	56,500	17,650	31.24	17
Rhode Island.....	771	423	54.86	43	515	143	27.77	11	3,900	474	12.15	36
South Carolina.....	1,317	861	65.38	19	989	169	17.09	39	13,200	614	4.65	49
South Dakota.....	604	343	56.79	41	700	180	25.72	18	9,600	1,188	12.38	35
Tennessee.....	3,128	1,571	50.22	49	2,040	328	16.08	42	16,900	1,126	6.66	46
Texas.....	6,063	3,479	57.38	38	5,323	624	11.72	51	38,400	3,726	9.70	37
Utah.....	505	357	70.69	10	527	138	26.19	15	4,650	2,093	45.01	11
Vermont.....	537	353	65.74	17	344	86	25.00	19	3,200	330	10.31	38
Virginia.....	2,534	1,846	72.85	6	1,981	441	22.26	27	17,900	1,717	9.59	40
Washington.....	1,781	1,132	63.56	23	2,237	461	20.61	33	11,900	5,465	45.92	10
West Virginia.....	1,753	1,020	58.19	34	1,326	292	22.02	28	15,000	2,729	18.19	26
Wisconsin.....	2,826	2,054	72.68	8	1,978	493	24.93	20	23,200	3,826	16.49	29
Wyoming.....	255	149	58.43	32	268	107	39.93	3	3,200	1,133	35.41	14
Alaska.....	56	21	37.50	52	80	17	21.25	31	200	163	81.50	4
Canal Zone.....	127	110	86.62	1	.....	.....	.....	.....	120	95	79.17	5
Foreign.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	168	.....	.....
Guam.....	.....	.....	.....	.....	.....	.....	.....	.....	90	.....	.....	.....
Hawaii.....	225	131	58.22	33	173	49	28.32	10	1,700	2,506	147.41	1
Philippine Islands.....	905	174	19.23	54	.....	.....	.....	.....	27,000	57	2.22	55
Porto Rico.....	321	166	51.71	46	390	69	17.69	37	5,000	61	1.28	51
Virgin Islands.....	.....	.....	.....	.....	.....	.....	.....	.....	120	108	90.00	2

THIS TABLE compares the membership in professional and technical organizations as indicated by the following: Percent of physicians members of American Medical Association, percent of lawyers members of American Bar Association, and percent of teachers members of National Education Association. In the United States as a whole there are 148,644 physicians. Of this number 91,792, or 61.75 percent, are members of the American Medical Association. Of the 123,162 lawyers in the United States 24,751, or 20.10 percent are members of the American Bar Association. Of the 891,555 teachers in the United States 170,053, or 19.07 percent are members of the

National Education Association. You may obtain the figures for your state by reading table as follows: Of the 2284 physicians in Alabama, 1612, or 70.57 percent, are members of American Medical Association. This percent gives Alabama a rank of 11 in this regard. Of the 1416 lawyers in Alabama, 206 or 14.55 percent are members of American Bar Association. This percent gives Alabama a rank of 45. Of the 15,800 teachers in Alabama, 1,142, or 7.23 percent, are members of National Education Association. This percent gives Alabama a rank of 44 in this regard. The figures for number of physicians and membership in American Medical As-

sociation were obtained through the courtesy of the American Medical Association. Figures as to number of lawyers are taken from the Federal Census of Occupations for 1920; they include lawyers, judges, and justices. Figures for years later than 1920 are not available. Membership in American Bar Association is taken from membership Record of the American Bar Association. The figures as to number of teachers and membership in National Education Association are from THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, April, 1927. Preserve your files of THE JOURNAL. These tables and many other original features can be had nowhere else.

Teachers' Salaries

FLORENCE FISH

Publicity Secretary, Central Committee, Minneapolis Teachers' Organizations

IN THE SPRING of 1926 it became evident that the salaries of Minneapolis teachers were too low and that a revision of the schedule was imperative if the efficiency of the schools was to be maintained. A joint committee from the Board of Education and the Teachers' Central Committee was chosen to study the situation and report findings.

Following the example of New York, Chicago, and Cincinnati an expert was employed to find out what a decent efficiency budget was for a Minneapolis teacher. Royal Meeker of the economics department of Carleton College with wide experience in surveys was chosen.

His findings were printed in the fall of 1926.

During the winter of 1926-27 an attempt was made under Mrs. Decker of the Board of Education as chairman to get together citizens and teachers to discuss Dr. Meeker's report.

Last February the teachers submitted to the Board of Education a schedule based on Dr. Meeker's report. Up to this time the Board of Education has not acted on this matter. It is for this reason that teachers are employing a teacher as publicity secretary to present this matter to the Minneapolis public.

The first difficulty I, as publicity secretary, encountered is this: That you, the public, do not think of teachers as we teachers think of ourselves. The typical teacher to you is a young woman who, to quote Dr. Meeker, is using the school as a hope chest. You, of course, say, "I know there are men also, but they too are using their teaching as a stepping stone to something else." If there are older people engaged in this work you think that the good ones are promoted to administrative work and those left are the disappointed mediocrities. Your idea of a good school is a vigorous principal who will hold in line for efficiency the young, temporary, and the hopeless. We, on the other hand, know that one third of the Minneapolis teachers are at the maximum salary, therefore, must be at least thirty-five years old, and that they have the same responsibilities as other normal adults.

We also know that the job of teaching is an interesting one, important enough, we believe, for a life work and

many more men and women, too, would regard it so if the maximum salary were large enough to enable them to lead normal lives.

Another thing we know is that even the best supervision cannot make a good

THE NATIONAL EDUCATION ASSOCIATION is a powerful aggressive body of over 170,000 of the 800,000 teachers in the United States, with welldefined objectives and dedicated to the welfare of the children of America. It recognizes no sectional lines and its deliberations are singularly free from so-called political taint. Apparently the best men and women come to the front from sheer force of leadership and convictions. Its 1100 delegates come from every state in the union and outlying territories and are doing more to create a national consciousness and spirit of goodwill among the nations of the world than any other agency in America. Four years ago it sponsored the organization of the World Federation of Education Associations in which over forty nations participated. For the individual teacher it is doing much. It has brought about higher standards in professional requirements which in turn are responsible for longer school tenure and many successful pension and retirement laws. By virtue of its nationwide influence it has elevated the teaching profession to a dignity and level that comport very favorably with those of other professions. Perhaps some of us can remember when much of our teaching was subject more or less to the review of the influential people of the community and to that extent lacked the independence and selfassertiveness so necessary to make independent and fearless citizens.—W. G. Hirons, Grand Junction, Colorado.

teacher out of the temporary or the hopeless. We ask you, therefore, to direct your attention to the mature experienced teachers. Among these you will find too few men. This is a condition true only in the United States. England, Germany, and France all have a large proportion of men teachers. The conduct of the typical son of a widowed mother should weight the argument that at least some men are necessary.

What has been the past job history of this mature teacher?

She or he has gone to school at his own or parents' expense from four to seven years beyond compulsory age.

He has had at least two years successful teaching experience outside of Minneapolis.

He has probably been in Minneapolis schools from ten to twenty or more years.

Modern educational theories make a great many more demands upon the teacher than the old ones. The teacher's task now is to provide an ideal community life for your boys and girls to grow up in. You will admit that this is a difficult task in view of the many influences against us.

If the salary a teacher receives forces him to fear for the future of himself and his dependents, this fear will be reflected in his teaching. If he has to skimp, his teaching will be crabbed. If he has to work in outside jobs, lack of interest and energy in his teaching will result. In short, experienced teachers in Minneapolis know that they are underpaid and I do not need to tell you that underpay will have the same effect upon teaching that it does upon any other work. Our knowledge of underpay rests upon facts of which the following are the very briefest résumé:

We Americans think that we have a high opinion of the worth of teaching, but points like the following are rather startling to us:

In the British Empire 33⅓ to 40 percent of teachers are men who have no thought of changing their career for another.

In Bulgaria the Minister of Education is assisted by a committee of five members, three of whom are teachers.

China pays board for students learning to be teachers.

The requirements in Japan are so strict that they would eliminate 40 percent of our teachers.

In Norway teachers are always represented in parliament.

In the United States, of 44,600,000 gainfully employed workers in 1926 the average annual income was \$2010.

During the war they told us that the average citizen had a sixth grade education.

In Minneapolis the highest paid teachers in group one, that is, the normal

school graduates under the present schedule, can receive no more than \$2000.

These teachers must have spent at least fourteen years in school.

It is evident that young people are recognizing the contradictions between talk and salary because only eight percent of college women are going into teaching and the proportion of men has decreased from one in three to one in seven from 1890 to 1920. Yet many citizens important enough to be in *Who's Who* began as teachers but left this work because of low salary.

Again, if we compare Minneapolis with other cities over 100,000 in population these facts are discovered:

The National Education Association has made a careful investigation of 59 such cities. Minneapolis is fifteenth in population in this group, is thirty-fifth in maximum elementary salary, is fortieth in maximum high school salary.

Of 79,554 elementary teachers in these cities the minimum receives \$2000, while in Minneapolis the maximum received \$2000 and under the present schedule can receive no more.

Of 24,995 high school teachers in these cities the median receives \$2583, while in Minneapolis the maximum received \$2500 and under the present schedule can receive no more.

The fifteenth maximum salary for elementary teachers in this group is \$2400. Minneapolis is fifteenth in population but pays \$2000. The fifteenth maximum high school salary is \$3080. In Minneapolis it is \$2500.

As to cost and standards of living in relation to teachers' salaries, Dr. Meeker finds that \$1356 per year is the lowest amount on which a young teacher away from home should live in Minneapolis, and \$3062 per year is the lowest amount upon which an adult teacher with normal responsibilities should live.

Since the present minimum is \$1200 and the present maximum is \$2500 it is not surprising to find that teachers do much work outside of their teaching. That, in fact, they increased their earning power by outside jobs from 14 to 28 percent of their salaries. In this way many Minneapolis teachers are becoming parttime teachers. If they are so

situated that they do not need to help anyone but themselves there cannot but be danger that a skimmed selfish life will make skimmed selfish teachers and so the Minneapolis children will suffer.

In conclusion, let me say that there is only one reason for raising salaries and that is to improve teaching service. Minneapolis teachers are not weaklings. They do not wish to be considered as complaining but the facts are that some teachers are leaving Minneapolis for higher pay and that the schedule is not high enough to attract the best teachers to Minneapolis. Many teachers that stay here are seeking outside work by which to increase their income. These facts must mean impaired efficiency.

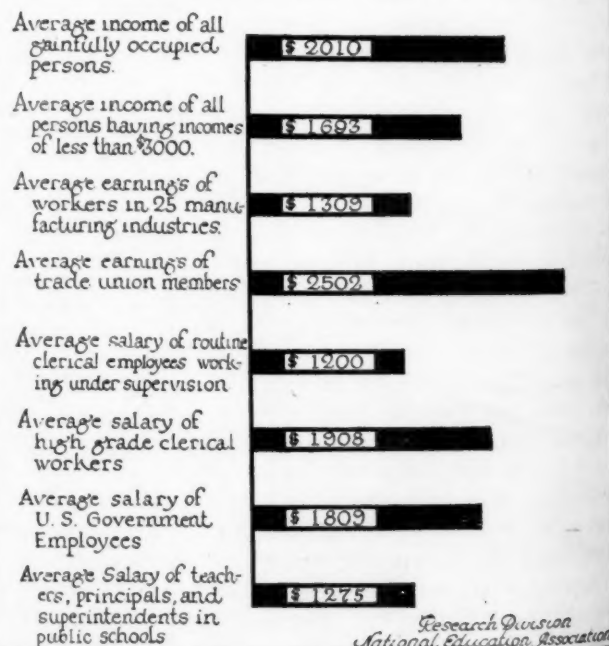
We believe that the average intelligent taxpayer is more interested in how his taxes are spent than in how much they are. We believe that he would not wish to have too much economy in the teachers' budget and it is in that belief that we are asking you to support the teachers' request for a revised schedule.—From *The Parent-Teacher Broadcaster*, Minneapolis, Minnesota.

AVERAGE SALARIES OF TEACHERS, SUPERVISORS, AND PRINCIPALS BY STATES, 1925



Based on data from U. S. Bureau of Education.

COMPARISON OF TEACHERS SALARIES WITH EARNINGS AND INCOMES OF VARIOUS GROUPS OF GAINFULLY OCCUPIED PERSONS IN 1926



Research Division
National Education Association

Read table thus: The average income of the 44,600,000 gainfully occupied persons in the United States in 1926 was \$2010. Similarly read figures for other groups of workers. Sources of data: These figures based upon a number of income and wage investigations cited in the May, 1927 Research Bulletin of the National Education Association.

Case Studies by a Classroom Teacher

GREAT TEACHERS are always interested in individual lives. Case studies are built around this natural interest. But they are much more than sentiment. They are a method of getting at the child's whole life—of visualizing the problem of educating him in its broader relationships. The following case studies were made by Elizabeth H. Burrell, a teacher in the elementary school of the University of Missouri. They show one teacher's attempt to bring all she knew into play for the betterment of her problem cases. They are adapted from the 1927 Yearbook of the Department of Classroom Teachers of the National Education Association. Let every teacher who reads this try making one such study each month.

A Neurotic Case—Jackie R.

1. *Chronological age*—8 yrs., 5 mos.
2. *Mental age*—10 yrs., 3 mos.
3. *Educational age*—10 yrs., 5 mos.
4. *Physical condition*—He has undergone four major operations since he was sixteen months old. Has enlarged glands in neck.

The father is highly nervous and very irritable with the child. This condition is cause enough for mental difficulty in the boy. The father's personal habits are such that he is severely censured in the community. The boy knows this. He takes a definite stand against his father on the subject of cigarette drink, and gambling. "You bet I won't let any habit get such a hold of me that I can't stop," he tells him.

5. *Social development*—Jackie plays readily, is well liked but gets into many fights. He usually has a reason that his teachers will grant is tenable so far as childish experience goes, and he can be made to see his faults. But the outbreaks continue to be frequent, as he has the "only child" attitude toward playground and schoolroom property.

6. *Our problem*—The foregoing paragraph indicates our problem in part. Jackie's desire to monopolize common play and study materials, his irritability and an unusual lack of selfconsciousness or even reticence, make him a continued source of trouble. Other difficult children are sure to clash with him frequently. He is highly nervous, irritable, selfcentered, pert, mischievous, and obtrusive to a tiresome degree, bringing up inconsequential questions and points for

argument and clinging to them and harking back at every opportunity.

7. *Treatment*—The mother, the boy, and the teacher had a conference over Jackie's frequent lapses into misconduct. Both agreed that the school is working to help them. Since that time Jackie has

DID YOU EVER stop in the midst of a busy day's work to look into a child's mind to see what was going on there? Did you ever lay aside the routine of the school to make a complete study of the whole life of one child in order to see the forces that are influencing his growth? Many things that teachers do have been borrowed rather blindly out of a traditional past. The road to better practise lies in close, constant, systematic, scientific observation of the individual child, not by an occasional specialist, but by the masses of teachers in their daily work in the schoolroom. This method of studying cases has helped doctors to make a profession of medicine which was once even blinder than teaching now is. It will help the teaching profession to give life and vitality to its verbalistic studies of psychology and principles of education. It will lift teaching from drudgery to the plane of a great adventure.

checked himself in several attempts at teasing others, and has been easier to deal with when he gets into trouble.

8. *Results*—This case grows all the time. It is constantly open, as the school is on the alert for new developments. The child has so much ability and so many tendencies that are fine, we want to give him a definite standard of behavior. We know his sensibilities may be aroused by the incongruity between his ideal standards and those of a loved parent, hence the need for watchfulness.

A Health Problem—Steven B.

1. *Chronological age*—9 yrs., 5 mos.
2. *Mental age*—9 yrs., 5 mos.
3. *Educational age*—7 yrs., 2 mos.
4. *Physical condition*—Small for age, normal weight for his height.

Enlarged tonsils. Rapid heart. Subject to catarrhal colds and headaches.

5. *Social development*—Steven is a good follower, fond of play, never a leader, but never quarrelsome, is liked by his schoolmates.

6. *Our problem*—Steven is still in third grade and at the bottom of the class. He repeated first grade because

he did so poorly in reading. Can handle numbers very well when he learns a process but can do little reasoning. Memory poor, writing and spelling almost nothing. At daily medical inspection he never gets past the doctor without comment: "Ought to have those tonsils out right away." Mother very complacent about his condition. "He isn't a bit sick. I can't see any reason for calling in a doctor when he isn't sick."

7. *Treatment*—In daily health lessons the need for the removal of diseased tonsils was explained to all the class. Literature on the subject was obtained from a local insurance agent, and was distributed to be taken home. During a recent epidemic of scarlet fever Steven was sent home on two separate occasions because of a suspicious-looking throat. His mother refused to call a doctor because he wasn't sick. The teacher visited the mother, and by personal contact smoothed over a developing feeling of resentment, but did not get far on the subject of removing tonsils. Finally the mother was told, "The school is doing all it can with special teachers and experts in every line. If you don't do your part by him we will not enrol him for another term."

8. *Results*—The mother has promised to have the tonsil operation this coming summer.

A Discouraged Pupil—Jerome K.

1. *Chronological age*—8 yrs., 1 mo.
2. *Mental age*—10 yrs., 3 mos.
3. *Educational age*—7 yrs., 2 mos.
4. *Physical condition*—Normal.
5. *Social development*—Average.

6. *Our problem*—Jerome is failing in reading. A visit brought out the fact that the family were so concerned over his reading they kept at it every evening, father, mother, and twelve-year-old sister one after the other taking him through reading and spelling lessons. They were having him read aloud, point to words as he read, spell a word he didn't know and scolding him and heaping reproaches till he has no confidence in himself.

7. *Treatment*—Special lessons. The family were solicited for help in restoring his confidence. When asked not to help at home they were at first doubtful, but consented.

8. *Results*—The boy is making a reasonable improvement.

A Girl with no Social Development— Harriet M.

1. *Chronological age*—8 yrs., 1 mo.
2. *Mental age*—10 yrs., 6 mos.
3. *Educational age*—9 yrs., 10 mos.
4. *Physical condition*—Her parents were overcareful. She is conscious of her nerves, of drafts, and calls up her father at his office to ask if she may unbutton the top button of her coat at recess.

5. *Social development*—She has a sister a year older, and her parents give beautiful little family parties and the home life is so sufficient that the girls have not felt the need of other companionship until lately. Both girls are very intelligent, but the first social ties made at school were with decidedly undesirable children. The mother was distressed. She would not have a little girl come in to play with her girls if she could not meet the little girl's mother socially. She would not play the hypocrite and use the other child for her girl's amusement and give no return. This constitutes our problem.

6. *Treatment*—It was pointed out that her family's all-sufficiency and the other child's lack of mental ability had operated to bring about this thing. Her girls and the undesirable one were left out. Other friendships were formed and her girls had no choice but the leftover. Efforts are always made at school to include the little girl in children's affairs at school, but she is not getting very far when children's choice enters into games.

7. *Results*—Parents and teachers understand the child's needs and are alert for opportunities to help. Future parties will include other children.

Unadjusted—Bobby K.

1. *Chronological age*—8 yrs., 4 mos.
2. *Mental age*—10 yrs., 3 mos.
3. *Educational age*—10 yrs., 6 mos.
4. *Physical condition*—Normal.
5. *Social Development*—Bobby is rather immature, inclined to be over-affectionate. He is an only child accustomed to physical demonstration of affection. The boys used him rather badly if he even leaned against them. He is but eight years old and in the fourth grade. Has been in three different special schools—skipped second grade last year. Naturally, in writing, drawing and things calling for practise he is not so good as older children in the class. He worried about this, and about making friends. His newness and lack of proficiency in some class activities kept him from getting the consideration he wanted.

6. *Our problem*—To help him get adjusted socially.

7. *Treatment*—The father is among other things an excellent musician. The boy plays the violin very well. When he was given a chance to appear in a school program he played so well the parents marveled. Thereafter the boys

OF THESE SEVEN CASES, two are concerned with neurotic individuals with more or less mental difficulty; three deal with improving parental attitudes and home conditions, and two are problems of social adjustment. Without the present study, case number one would have received special academic attention but the psychiatrist's services might have been delayed indefinitely; number two would lack the medical care he needs; number three would be struggling between two entirely different ways of learning to read; numbers four and five might have got adjusted some way; number six would have been expelled from school; and number seven would have been a very attractive bright little girl, completely spoiled. All these cases are from normal to very high intelligence and their best development is our duty to society. Is this not a surer way of dealing with problem cases?

took him in and he can now throw an affectionate arm over a comrade's shoulder without fear of receiving a fist in his face. His mother let him invite several boys to his home. They had such a good time it was described at school.

8. *Results*—He told his mother recently that some of the boys have faith in him now.

A Show-off—Teddy L.

1. *Chronological age*—8 yrs., 7 mos.
2. *Mental age*—11 yrs., 0 mos.
3. *Educational age*—11 yrs., 4 mos.
4. *Physical condition*—Normal.
5. *Social development*—Gets into every game—is rather overbearing but is liked by other boys. Grown people always notice him.
6. *Our problem*—His chief difficulty is his overbearing manner, egotism, wilfulness. He is usually right in his arguments; he understands readily. But he has no desire to take part in group activities unless he can be showing the others how. This led to insubordination.
7. *Treatment*—Investigation led to the revelation that he is the baby brother of two grown sisters. Both girls are students in the university, accustomed to success. The small brother was a spoiled

toy for them. The mother was shocked at the turn in his behavior, and began planning remedial measures. "No more leading parts in plays at school, Sunday school or the little theater. You must learn to be a good worker on the team."

8. *Results*—This treatment, and closer supervision of his obedience to his sisters has helped settle somewhat his naturally effervescent nature.

A Girl Show-off—Marcia L.

1. *Chronological age*—9 yrs., 9 mos.
2. *Mental age*—12 yrs., 1 mo.
3. *Educational age*—11 yrs., 8 mos.
4. *Physical condition*—Normal excepting slightly under weight and susceptible to colds.

5. *Social development*—She has many talents and has been the adored one of the group since kindergarten days. Girls and boys choose her first to lead in everything. She has always been accustomed to attention. Her father's business includes many trips of professional courtesy. The family accompanies him and his little daughter is made much of. Her picture has been in different papers many times, her Christmas gifts fill the house; she received fifty-four valentines at school—in short she is accustomed to first place.

6. *Our problem*—Marcia is unhappy unless she is attracting attention. When the little girls were telling the kind of parts they liked in acting stories one said, "I like to be a fairy," another, "I like to be a cat or a rabbit," but Marcia said, "I don't care what part I have just so it's the most important one."

7. *Treatment*—It was soon learned that her mother shared that feeling about her. So at the first opportunity it was pointed out to the mother how natural attractiveness was being spoiled by a little smart air of cocksureness; how she dropped her jaw and looked positively stricken if anyone else got "in the lime-light" at all; how futile it was to try to excel in everything because there are so many kinds of singing, dancing, acting, and school performance; how a child of her temperament would soon wear herself out if someone didn't set a sensible standard for her.

8. *Results*—The mother was struck with the appeal for the girl's wellbeing. It had never occurred to her in any light except her pride in Marcia's achievement and her feeling that urging would bring out the best in her. She set about teaching Marcia to help bring other children out to do their best, and, incidentally, made the child more popular than ever.

Business Education at Seattle

THE ANNUAL LUNCHEON CONFERENCE of the Department of Business Education, held with the Seattle Chamber of Commerce on July 5, 1927, marked the opening session of the department at Seattle. J. W. Spangler, president of the Seattle Chamber of Commerce, presided.

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

The general theme "New Aspects of Commercial Education" brought forth several interesting papers stressing scientific curriculum revision. John J. Tigert, United States commissioner of education, Washington, D. C., addressed the luncheon conference on "Some Tendencies in Commercial Education." Dr. Tigert said in part:

The outstanding tendencies of commercial education center around scientific curriculum revision. The operation of the laws of economics are bringing about a closer adjustment of commercial education to the needs of business. There is an effort to clarify and harmonize the important and remote vocational objectives to meet these needs. The various occupational and personnel studies, together with job analysis, tend to place an emphasis on the primary vocational objective. Refinements of these studies have led to a tendency towards standardization of office work, particularly in the large industries, and have developed in the classrooms the concept of occupational levels. The tendency towards research in the various school subjects is one of the most promising developments for immediate adjustment to classroom practise. Commercial teacher training is receiving increased attention and the standards for certification are being raised.

"Qualifications Expected of Secondary School Pupils for Admission to Business" was the topic of discussion by J. H. McClure, assistant cashier Seattle National Bank, Seattle, Washington, who stressed the importance of training in grammar, business English, and mathematics in order that the pupils may retain and be able to use the knowledge after leaving school.

J. A. Bexell, dean, School of Commerce, Oregon Agricultural College, Corvallis, Oregon, in discussing "The Relation of Academic Education to Business Training for Admission to Business," stated:

It is a function of the school to cooperate with the parents and employers in discover-

ing the talents and traits which lie hidden in every child. This analysis of traits and qualifications should begin at the earliest age possible. It is the duty of the school, not only to discover the surface qualifications essential to business leadership but to develop and strengthen the weaker traits or bring to the surface hidden qualities. This process



LAURENCE N. PEASE, *president of the Department of Business Education for 1927-28, and viceprincipal and head of commercial department, Stockton High School, Stockton, California.*

of analysis may often be aided materially by the pupil himself, by judicious self-examination and guidance. Once discovered, it is the duty of the school to develop and train the child to a higher degree of efficiency and more useful citizenship, by sympathetic encouragement, wise counsel, and proper course of study.

The second session of the department was held at the Chamber of Commerce Building on Tuesday, July 5, 1927. John G. Kirk, president of the department, presided.

William O. Proctor, Stanford University, California, discussed "Prognostic Tests as a Determinant in Commercial Education Guidance" which relates to the possibility of developing tests that will foretell the aptitude of certain persons for the various business vocations.

Among the other papers presented were "A Study of Employment Opportunities in Business" by Karl Lieb, School of Business Administration, University of Washington, Seattle, Washington; "Employment Tests for Business Serv-

ices" by F. N. Weyant, Civil Service Examiner, Seattle, Washington; "Responsibility of Business for Promotional Opportunities and Advancements" by Harry G. Winsor, Personnel Officer of Puget Sound Power and Light Company, Seattle, Washington; and "Junior Commercial Curriculum" by A. E. Bullock, Supervisor of Commercial Education, Public Schools, Los Angeles.

The third and final meeting of the department was held on Thursday afternoon, July 7, 1927 in the Auditorium of the Chamber of Commerce, C. E. White, Garfield High School, Seattle, Washington, presiding. Several excellent papers under the theme of "Improvement of Classroom Instruction and New Aspects of Commercial Education" were read and discussed. Those on the program were J. F. Elton, principal of High School of Commerce, Portland, Oregon, who discussed "What Should Be the Policy of Commercial Education in Relation to General Education;" E. F. Killam, supervisor of commercial education, St. Louis, Missouri, "Curriculum Building for Commercial Subjects;" Anne M. Drummond, Stadium High School, Tacoma, Washington, "Methods and Values of Teaching Retail Training in the Public Schools;" Frances M. Butts, director of placement, Business High School, Washington, D. C., "Recent Trends in Typewriting;" Merritt Davis, head of commercial department, Salem Senior High School, Salem, Oregon, "Improvement of Instruction in Bookkeeping;" Herbert W. White, head of commercial department, Franklin High School, Portland, Oregon, "Improvement of Instruction in Shorthand;" Laurence N. Pease, viceprincipal, Stockton High School, Stockton, California, "Methods and Standards in Transcription."

A general discussion led by Stephen Dwan, Head of Commercial Department, Broadway High School, Seattle, Washington, followed the speeches after which the annual business meeting was held.

The following officers were elected for the Department of Business Education:

President—Laurence N. Pease, viceprincipal, Stockton High School, Stockton, California; *vicepresident*—C. E. White, Garfield High School, Seattle, Washington; *secretary*—Frances M. Butts, Director of Placement, Business High School, Washington, D. C.

Secondary School Principals at Seattle

THE DEPARTMENT OF SECONDARY SCHOOL PRINCIPALS held two afternoon meetings in Eagles Hall, Seattle, July 6 and 7, with the president of the department, Principal Charles E. Keyes of Oakland, California, presiding. The meetings were given over to a discussion of topics of presentday interest, such as the junior high school, the junior college, athletics, the school library, and the curriculum.

One of the most interesting addresses before the Wednesday afternoon session was that of V. K. Froula, principal of the Roosevelt High School, Seattle, who made a strong plea for intramural athletics. According to Principal Froula, a salutary system of intramural sports for boys has been in operation in Seattle high schools for two years. In addition to the physical director and athletic coach, an instructor in each of the high schools is elected to the position of intramural sports director with a small increase in salary. This system of intramural sports does not take the place of interschool athletics of which the Seattle schools have their quota. He commented on the present trend of physical education away from the formal work of the gymnasium:

Such formal exercises and gymnastics are good body builders, but they make no contribution to the building of character and citizenship. Group games and play, on the other hand, have a hereditary sanction; they furnish absorbing interest, afford joyous and selfforgetting enthusiasm which fosters a driving power unequaled by any other form of activity.

The many advantages he claims for intramural sports are similar to interschool athletics without possessing their objectionable features. Some of his arguments are:

Take, for example, the inborn desire to be a winner. That is a primitive trait. Selfishness was essential to life in prehistoric days. Now, in the joyous spirit of cooperation and service of the group, this perfectly natural desire finds its normal expression, but does not degenerate into an abnormal craze to win at any price by subordinating individual honor to partisan passion fomented by thousands of frenzied followers. The players quickly sense the attitude of the spectators which in these great contests is generally not wholesome . . .

Again, recreation is uppermost in the minds of intramural players. The loser has had as much spontaneous fun as the winner and leaves the field refreshed and moderately invigorated. In the interschool contest, the

loser goes off the field downhearted and exhausted.

Furthermore, intramural sports furnish a year-round program, rather than an intensive seasonal campaign followed by prolonged lull. Participation is encouraged in at least one of a variety of each season's sports, and



F. L. BACON, *president of the Department of Secondary School Principals 1927-28, and principal of Newton High School, Newtonville, Massachusetts.*

this gives the player during the year a fair first hand experience in several different activities, no one of which he follows as an exclusive specialty. He learns the important lesson that he does not have to excel in any sport, or go through a grueling grind of training to enjoy participation therein. This enjoyment of and experience in several different kinds of sports is more likely also to furnish him in adult life with incentive to continue their enjoyment. Learning the rudiments of sports in early youth provides the essential condition for a carry-over interest.

The excessive exertion of the specialized athlete, on the contrary, is too often brought to an abrupt end after the season and especially after graduation. One of the main criticisms against our present athletic systems is that they do not create a lasting interest in participation. Enlarged heart and lung capacity is fraught with grave danger to the athlete suddenly forced into sedentary indoor life as is so often the case.

At this meeting the high school library was discussed by Lucile F. Fargo of the American Library Association of Chicago, Illinois, and Exploratory Courses in Junior High Schools by Superintendent Eugene S. Briggs of Okmulgee, Oklahoma, who described the system

now in operation in Okmulgee, a city of over 30,000 people:

Twenty-eight finding and broadening courses are offered in Okmulgee. These courses are nine weeks and eighteen weeks in length. They offer a sampling as it were, of the various fields of activity. They are called finding and broadening for two reasons: Finding because they assist the pupil materially in finding the new courses to be taken in high school and which likely will be continued in finding his life work. Broadening because they enrich the experiences. In many instances they have materially assisted the individual in extending his interests and broadening his sympathies.

Not all finding and broadening courses are courses in industrial work. It is just as necessary to give the boy an idea of the demands made upon one by the legal or medical profession as it is to introduce him to the desirable and distasteful offerings of the machine shop. The list of finding and broadening courses given in Okmulgee include: Art, auto mechanics, cooking, electricity, expression, home nursing, journalism, mechanical drawing, music, science, sewing, vocational information, building trades, business, interior decorating, printing, public speaking, sheet metal and forging, and woodwork. They cost little more than the "regular" school courses. The per pupil cost of instruction, based on the average number belonging last year, was \$5.85, the average class cost being \$118.75.

Three papers were read at the second session: The Study of Sixteen Thousand Manuscripts by Maurice R. Robinson, editor, *The Scholastic*, Pittsburgh, Pa.; Junior College Development in California, C. S. Morris, president, Modesto Junior College, Modesto, Calif., and Revising the High School Curriculum by Margaret M. Alltucker, assistant director, Research Division, National Education Association.

At the closing session, the nominating committee appointed by President Keyes recommended that, in view of the contemplated consolidation of the Department with the National Association of Secondary School Principals the officers elected at the St. Louis meeting be elected to the same offices in this department as follows: *President*, F. L. Bacon, principal, Newton High School, Newtonville, Mass.; *first vicepresident*, Jessie M. Hamilton, principal, Morey Junior High School, Denver, Colo.; *second vicepresident*, Charles F. Allen, principal, West Side Junior High School, Little Rock, Ark.; *secretary-treasurer*, H. V. Church, principal, J. Sterling Morton High School, Cicero, Ill.

Kindergarten Education at Seattle

EDUCATION of the young child as a continuous process was the central thought of the program of the Department of Kindergarten-Primary Education. The fascinating possibilities for service to childhood presented in both sessions made the meeting a stimulating one.

In the first session, Frank E. Willard, assistant superintendent of schools of Seattle, spoke on "The Significance of the Increasing Emphasis on the Education for Young Children." His address summarized the remaking of the earlier school years and the increasing importance now given to that period. The new educational philosophy, Mr. Willard said, applies the principle of self-directed activity and social cooperation to a reconstruction of general education. He continued:

Out of this there comes a school that is different from the old school—different in spirit and in attitude. It is busy and cheerful but not suppressed. There is lacking both the apathy and the furtive mischief that tradition ascribes to the good old school of yesterday. There is more freedom of participation, more confidence in effort, more purpose in achievement, more democracy in spirit. There is growth of personality and there is the liberty of selfcontrol. It is not yet an ideal school but it is in many places a real school. We are not through with social change. Invention and industrial reorganization continue unabated. The movement away from social stability shows no signs of slackening. Thousands live and work under highly complex conditions that are possible only so long as people understand and trust one another.

"The Nursery School Child and his Needs" by Helen Christiansen, director of nursery-kindergartens, Golden Gate Association, San Francisco, presented the outstanding necessities of early childhood supplied by the mother, the nursery teacher, the kindergartner, and the primary teacher with the ultimate objective of freeing the child to meet his own needs.

To complete the unit of the nursery-kindergarten-primary span, Julia L. Hahn, president of the Department, spoke briefly in place of Mary Dabney Davis who was unable to be present.

Etta Tessmer, principal of the Taylor School, San Francisco, spoke on "The Primary Grades—A Continuation of Opportunity for Creative Selfexpression." She described the practical working out of an activity curriculum. The

work is often determined by the season, excursion, or vacation trips and covers a definite period of time, usually a quarter of a term. Entertainments presenting puppet shows and health plays, the daily newspapers, and selfchecking charts yield



ELEANOR TROXELL, *president of the Department of Kindergarten Education for 1927-28, and kindergarten-primary supervisor in the public schools of Kalamazoo, Michigan.*

rich returns in reading, spelling, arithmetic, nature work, and language.

The "Outgrowths of a Unified Activity Program for Young Children" was the theme for the second session. J. L. Meriam, professor of education of the University of California at Los Angeles, presented "A Study of the Interests and Activities of Children." Mr. Meriam said:

Improvement in the schooling of children rests upon a much more intimate knowledge of the normal activities of children. Childhood is one of doing, primarily, and learning, only secondarily. Children's interests and activities must not be sacrificed in helping them acquire the three R's. Though childhood is one of play to a very large extent, children are not adverse to work. Work is not unnatural to children but it must be suited to them. The curriculum from kindergarten to college should consist of a good balance of wholesome play and vigorous work, commensurate with real life.

"No teacher can shut her eyes to the great body of scientific investigation

which has resulted in outlining very clearly the steps in arriving at desirable technics in certain definite lines," declared Helen Reynolds, director of the department of kindergarten and primary education of the public schools of Seattle. Miss Reynolds asked:

Shall any mistaken idea of giving the children freedom interfere with our directing their work in line with the study of research workers? On the other hand, are we going to become so interested in testing and checking and labeling the little children who come to us, in parceling them into groups and laying out for them schedules to be completed, that we shall ignore their right to enough leisure and opportunity for growing in those qualities and abilities which they as individuals possess? Are we going to ignore the chance of variation which may lead to some creative contribution to the group in which the child lives in our over emphasis on acquiring the skills of life?

Mildred Miller, primary supervisor, public schools, Cleveland Heights, Ohio, read a paper on "Enlarging Community Experience through the Use of Excursions in Primary Grades." The curriculum of the Cleveland Heights school is largely an activity curriculum. The excursion project has a definite place on the daily program. It enriches every tool subject, provides many opportunities for growth in leadership, cooperation, habits, ability to initiate purposes and carry out plans and may be one of the chief means of the integrating of the entire field of subjectmatter.

On Thursday, July 7, the kindergarten-primary department of Seattle public schools gave a luncheon at which 650 were entertained in a most delightful fashion. Joseph M. Gwinn, superintendent of schools of San Francisco, and president of the Department of Superintendence, was the speaker. Mr. Gwinn said it is necessary that the various theories of education should be molded into a philosophy of education which will function.

The officers of the Department of Kindergarten-Primary Education elected at Seattle for 1927-28 are: *President*, Eleanor Troxell, kindergarten-primary supervisor, public schools, Kalamazoo, Michigan; *vicepresident*, Elizabeth Hall, assistant superintendent of schools, Minneapolis, Minnesota; *secretary*, Elizabeth Bruger, teacher, department of nursery, kindergarten, and primary education, Western Reserve University, Cleveland, Ohio.

The Teacher's Christmas Scrapbook

Christmas Greetings

Henry van Dyke

I am thinking of you today because it is Christmas, and I wish you happiness, and tomorrow, because it will be the day after Christmas, I shall still wish you happiness; and so on clear through the year. I may not be able to tell you about it every day, because I may be far away; or because both of us may be very busy; or perhaps because I cannot afford to pay the postage on so many letters, or find time to write them. But that makes no difference. The thought and the wish will be here just the same. In my work and in the business of life I mean to try not to be unfair to you or injure you in any way. In my pleasure, if we can be together, I would like to share the fun with you. Whatever joy or success comes to you will make me glad. Without pretense and in plain words, goodwill to you is what I mean, in the spirit of Christmas.

Cradle Hymn

Martin Luther

Away in a manger, no crib for a bed,
The little Lord Jesus laid down his sweet head.
The stars in the bright sky looked down where
he lay—
The little Lord Jesus asleep on the hay.

The cattle are lowing, the baby awakes,
But little Lord Jesus, no crying he makes.
I love Thee, Lord Jesus! Look down from
the sky,
And stay by my cradle till morning is nigh.

Christmas Bells

Henry W. Longfellow

I heard the bells on Christmas Day
Their old, familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, goodwill to men!

And thought how, as the day had come,
The belfries of all Christendom
Had rolled along
The unbroken song
Of peace on earth, goodwill to men!

Till, ringing, singing on its way,
The world revolved from night to day,
A voice, a chime,
A chant sublime
Of peace on earth, goodwill to men!

Then from each black, accursed mouth
The cannon thundered in the south,
And with the sound
The carols drowned
Of peace on earth, goodwill to men!

It was as if an earthquake rent
The hearthstones of a continent,
And made forlorn
The households born
Of peace on earth, goodwill to men!

And in despair I bowed my head;
"There is no peace on earth," I said,
"For hate is strong,
And mocks the song
Of peace on earth, goodwill to men!"

Then pealed the bells more loud and deep:
"God is not dead, nor doth He sleep!
The wrong shall fail,
The right prevail,
With peace on earth, goodwill to men!"

The Christmas Gift For Mother

Edgar A. Guest

In the Christmas times of the long ago,
There was one event we used to know
That was better than any other;
It wasn't the toys that we hoped to get,
But the talks we had—and I hear them yet—
Of the gift we'd buy for Mother.

If ever love fashioned a Christmas gift,
Or saved its money and practised thrift,
'Twas done in those days, my brother—
Those golden times of long gone by,
Of our happiest years, when you and I
Talked over the gift for Mother.

We hadn't gone forth on our different ways
Nor coined our lives into yesterdays
In the fires that smelt and smother,
And we whispered and planned in our youthful
glee
Of that marvelous "something" which was to be
The gift of our hearts to Mother.

It had to be all that our purse could give,
Something she'd treasure while she could live,
And better than any other.
We gave it the best of our love and thought,
And, oh, the joy when at last we'd bought
That marvelous gift for Mother!

Now I think as we go on our different ways,
Of the joy of those vanished yesterdays.
How good it would be, my brother,
If this Christmas-time we could only know
That same sweet thrill of the long ago
When we shared in the gift for Mother.

A Christmas Carol

Josiah G. Holland

There's a song in the air!
There's a star in the sky!
There's a mother's deep prayer
And a baby's low cry!
And the star rains its fire while the Beautiful
sing,
For the manger of Bethlehem cradles a king.

There's a tumult of joy
O'er the wonderful birth,
For the virgin's sweet boy
Is the Lord of the earth,
Ay! the star rains its fire and the Beautiful
sing,
For the manger of Bethlehem cradles a king.

In the light of that star
Lie the ages imperaled;
And that song from afar
Has swept over the world.
Every home is aflame, and the Beautiful sing
In the homes of the nations that Jesus is King.

We rejoice in the light
And we echo the song
That comes down through the night
From the heavenly throng.
Ay! we shout to the lovely evangel they bring,
And we greet in his cradle our Saviour and
King!

Is There a Santa Claus?

A Christmas Editorial

We take pleasure in answering at once and thus prominently the communication below, expressing at the same time our great gratification that its faithful author is numbered among the friends of *The Sun*:

Dear Editor—I am 8 years old. Some of my little friends say there is no Santa Claus. Papa says, "If you see it in *The Sun* it's so." Please tell me the truth, is there a Santa Claus?—Virginia O'Hanlon, 115 West Ninety-fifth Street.

Virginia, your little friends are wrong. They have been affected by the skepticism of a skeptical age. They do not believe except they see. They think that nothing can be which is not comprehensible by their little minds. All minds, Virginia, whether they be men's or children's, are little. In this great universe of ours man is a mere insect, an ant, in his intellect, as compared with the boundless world about him, as measured by the intelligence capable of grasping the whole of truth and knowledge.

Yes, Virginia, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus! It would be as dreary as if there were no Virginias. There would be no childlike faith then, no poetry, no romance to make tolerable this existence. We should have no enjoyment, except in sense and sight. The eternal light with which childhood fills the world would be extinguished.

Not believe in Santa Claus! You might as well not believe in fairies! You might get your papa to hire men to watch in all the chimneys on Christmas Eve to catch Santa Claus, but even if they did not see Santa Claus coming down, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not, but that's no proof that they are not there. Nobody can conceive or imagine all the wonders there are unseen and unseeable in the world.

You tear apart the baby's rattle and see what makes the noise inside, but there is a veil covering the unseen world which not the strongest man, nor even the united strength of all the strongest men that ever lived, could tear apart. Only faith, fancy, poetry, love, romance, can push aside that curtain and view and picture the supernal beauty and glory beyond. Is it all real? Ah, Virginia, in all this world there is nothing else real and abiding.

No Santa Claus! Thank God! he lives, and he lives forever. A thousand years from now, Virginia, nay, ten times ten thousand years from now, he will continue to make glad the heart of childhood.—From *The New York Sun*, September 21, 1897.

Most of these poems are copyrighted. Acknowledgments are due Charles Scribner's Sons for "The Christmas Carol," by Josiah G. Holland; Houghton Mifflin Company for "Christmas Bells" by Henry W. Longfellow; Reilly and Lee Company for "The Christmas Gift for Mother" by Edgar A. Guest.

New Schools for Adolescents

A NEW VENTURE IN PUBLIC EDUCATION. The seventh grade is a natural turning point in the child's school life. With the coming of adolescence, he is eager to explore and discover those personal interests and limitations which point toward specific types of training and life work; he works with greater selfdependence; he takes a deeper interest in people; he craves leadership and adventure. The traditional activities and studies of the old type school of eight grades, its discipline, and its mode of instruction failed to meet the mental, emotional, and vocational demands of the adolescent. The junior high school is the new school unit designed to meet these demands. It is not a glorified elementary school, neither is it a young high school or a vocational or trade school. Changing the habitat, erecting a new school building, and calling it a junior high school, does not make it a junior high school. Neither is a junior high school based on a regrouping of some of the old elementary and high school grades. It is based on an intelligent survey of the capacities and needs of children in a comparatively distinct phase of development and upon a study of the particular activities that meet these needs. This is the basis of a real junior high school. *It is essentially a transitional, exploratory, tryout, and information school.* In its organization and conduct of class work, it recognizes not merely the general characteristics of adolescence but also differences in capacities, tastes, and purposes of individual students. To meet these differences,

a number of curriculums, each containing groups of constant and variable courses, are organized along with a definite and effective plan of pupil guidance. Student activities are organized and ad-

general aims of education. The junior high school must not only meet these aims, but it must also meet the test of achieving its peculiar functions as a distinctive institution.

It is more or less generally agreed by writers such as Koos that the functions peculiar to the junior high school are:

1. Realizing a democratic school system through:
 - a. Retention of pupils by bridging the gap between elementary and secondary education and holding the interest of pupils.
 - b. Economy of time through the earlier introduction of particular subjects and administrative devices which advance each pupil to higher levels as rapidly as he should go.
 - c. Recognition of individual differences and adaptation of work to meet varying abilities and interests—attempt to give each child the kind of education he needs.
 - d. Exploration and guidance so that the pupil may have a basis for making a selection when the time for specialization comes—which means "tryout" subjects and subject groups, experimental contacts in school shops, and counsel relative to health, education, social, ethical, moral, and vocational problems.
 - e. Prevocational education through participation in a variety of vocational activities such as will enable pupils to adapt themselves to the requirements of whatever occupation they finally train for. While the junior high school offers general rather than specific vocational education, it tests out aptitudes and looks to different futures for different children.
2. Recognition of the nature of the adolescent child—his rapid physical growth, his mental development, and quickened social consciousness.
3. Providing conditions for better teaching, particularly specialization on the part

Books on the Junior High School

Selected by sixteen junior high school specialists

JUNIOR HIGH SCHOOL EDUCATION, by Calvin O. Davis. World Book Co., 1924

Junior High School Procedure, by Frank C. Touton and Alice Ball Struthers. Ginn and Co., 1926

Junior High School, by Thomas H. Briggs. Houghton Mifflin Co., 1920

Junior High School, by William Austin Smith. Macmillan Co., 1925

Junior High School, by Leonard V. Koos. Ginn and Co., 1927

Junior High School Life, by Emma V. Thomas-Tindel, and Jessie duVal Myers. Macmillan Co., 1924

Psychology of the Junior High School Pupil, by L. A. Pechstein, and Anna Laura McGregor. Houghton Mifflin Co., 1924

The Junior High School at Work, by Herbert B. Bruner. Teachers College, Columbia University, 1925

ministered, not in accordance with the needs and interests of elementary, high school, or college students, but in accordance with the needs of early adolescent or junior high school pupils.

What does the junior high school do that other school units do not do? The seven cardinal principles set forth the



THE LABORATORY-LIBRARY METHOD is one of the characteristics of the new school for adolescents. This method tends to assure individual responsibility on the part of the pupil. It also helps him to widen his range of interests.

of teachers which is made possible through departmentalization of instruction.

4. Securing better scholarship through better teaching, supervised study, and a more vital interest on the student's part.

5. Improving the disciplinary situation and socializing opportunities by having the pupils under the control of more than one teacher during the day thus encouraging self-direction on the part of pupils. The fact that the junior high school is a more homogeneous social group than the school of eight grades is an advantage in organizing social and recreative activities.

How widely accepted is the junior high form of organization? Since the establishment of the first junior high school in 1909, this movement has swept the country, so that today there are approximately 880 junior high schools. 74 percent of cities over 100,000 in population, that is, fifty out of a total 68 have already established junior high schools; as have also 110 or 61 percent of the 180 cities with populations of from 30,000 to 100,000. 72 percent of the separately organized junior high schools, consist of grades 7, 8, and 9.

Developing a curriculum for adolescents. The real business of the junior high school is to organize a new curriculum—a new body of constructive material which shall be richer and better for children of early adolescence. A thorough reorganization of courses of study from the old 8-4 plan of organization is absolutely essential to the success of the junior high school movement. In some school systems this has been done well; in others, rather poorly and incompletely. Too often the content of the old seventh and eighth grades of the elementary school has been carried over and some of the ninth grade subjects of the four-year high school have been pushed down into the junior high school. Courses of study should be developed which are adapted to the characteristic work which differentiates the junior high school period from other periods of education. Varied curriculums, or a core curriculum with variables, are necessary.

Subjectmatter is only a means to an end. The spirit of the junior high school may be suggested by the way in which it attacks problems. To illustrate: The teacher may desire to cultivate an attitude of broadmindedness among his pupils. He decides that the habits necessary to the establishment of this attitude are: (1) The habit of respecting the views of others, and (2) the habit of recognizing the worth of other races and of other nations. He may set this up in his own mind as a specific objective for students: "To know and appreciate the

contributions to the United States by its individual immigrants." Then he outlines some such procedure as the following found in a recent course of study:

Program of Studies for a Junior High School

(Based on Practises in 139 Junior High Schools)

Subject	Average number periods per week
<i>Seventh Grade</i>	
Social studies	7 ¹
English	7 ¹
Mathematics	5
Health	3
Music	2
Industrial Arts	3
Home Economics	3
Art	2
<i>Eighth Grade</i>	
Social Studies	6 ¹
English	6 ¹
Mathematics	5
Health	3
Music	2
Industrial Arts	3
Home Economics	3
Art	2
Science	3
*Foreign Language	5
<i>Ninth Grade</i>	
English	5
Health	3
Social Studies	5
Mathematics	5
*Foreign Language	5
*Industrial Arts	6
*Home Economics	6
*Music	4
*Commercial Studies	5
*Science	5
*Art	5

¹ Each of these subject groups has more than five periods per week because it includes two or more subjects.

1. Pupils discuss in open forum the question: "America rates her children upon their own worth and not upon birth."

2. Pupils list the persons given as examples in this discussion.

3. Pupils read and discuss the biographies and other writings of foreigners who found in America the chance to make lives for themselves, and whose appreciation has been recorded either by them or by others.

4. Pupils discuss the lives of these foreign-born Americans, as to: (a) Life in foreign country, (b) reasons for leaving foreign country, (c) evidences of appreciation of America, and (d) life as expressed in "service to others."

The junior high school teacher takes stock of the adolescent as he is today, then takes a long look ahead and visualizes the man he is capable of becoming. The teacher has a far goal, and

many nearer goals. The latter are concrete and suited to the pupil's immediate interests and capacities. They are realized through the activities in which the pupil engages from day to day.

What subjects are used as means in realizing the purposes of the junior high school? No junior high school program of studies can be prescribed as standard. In fact standardization of this new school unit is highly undesirable. It would be unfortunate if the junior high school were "swamped out" through compromises with conventional procedures or if it were "crystallized" in the form of the average or median of current practise. However it is interesting to note the central tendencies which have developed during the sixteen years since the first junior high school was established. The junior high school composite program of studies included in the box is based on an analysis of the programs in 139 junior high schools of various sizes, located in thirty-one different states. The subjects are arranged in the order of relative emphasis as indicated by the amount of time devoted to each. The "number of periods per week" listed is the average of the number of class sessions each week for each subject during the entire year. No subject was included as a constant that is not offered either as a constant or as a variable in a majority of the programs. In the ninth grade list, constants offered in a minority of the programs have been rated as variables.

An analysis of 81 programs of studies in junior high schools having an enrollment of 500 pupils or more, shows that certain commercial subjects are also offered as electives in the eighth grade. The topics included in each subject group varied widely in different programs. To illustrate, among the activities, included under "industrial arts" in the ninth grade were these: Sheetmetal, electric wiring, woodwork, mechanical drawing, agriculture, printing, auto shop, drafting, radio, shoe repair, and home mechanics.

The composite program of studies in the box merely suggests formal class activities. Educational influences of assembly, student council, scout troop, clubs, lunchroom, class organizations, teams, and student groups constitute a large part of the junior high school program.

Is the junior high school justifying itself? It is to the extent to which it is bringing life more abundant to boys and girls of adolescent age.—Margaret M. Alltucker.

Interesting People

A READING LIST FOR BOYS AND GIRLS

Though the span of my life were but for a day, little should I reckon of that, if but my noble deeds might be remembered among men.—Cuchulain.

ABIGAIL ADAMS, wife of the second President of the United States and mother of John Quincy Adams. *Abigail Adams and Her Times* by Laura E. Richards. Interesting for its pictures of life in Revolutionary days, and especially of the "patriot ladies." Tells also of experiences in London when Mr. Adams was United States minister to Great Britain, and in the new capital, the "wilderness city" of Washington. Abigail Adams was an admirable correspondent and there are many extracts from letters and from John Adams' personal diary; also many pleasant glimpses of notable people, including George Washington and the Marquis de Lafayette.

LOUISA M. ALCOTT, author of "Little Women," and other stories. *Louisa May Alcott, Dreamer and Worker* by Belle Moses. Introduces Miss Alcott "to her girl friends as a girl like themselves, who worked, who struggled, and who conquered by sheer force of energy and perseverance."—Introduction. Some of Miss Alcott's letters to her family and friends and many extracts from her diaries will be found in the biography by Mrs. Cheney.

CHEVALIER DE BAYARD, French knight. Bayard, the Good Knight without Fear and without Reproach by Christopher Hare. The Chevalier de Bayard is a French national hero and one of the most renowned knights of chivalry. He distinguished himself in the Italian campaigns of Charles VIII and Louis XII, and many of his exploits are here related, such as his defense of the bridge over the river Garigliano, which he held single-handed for the space of half an hour against two hundred Spaniards. This account is taken from the old chronicle of the "Loyal Servitor," probably his friend and companion-at-arms, Jacques de Maillies.

EDWARD W. BOK, magazine editor. *A Dutch Boy Fifty Years After*. To the schoolboys and schoolgirls of America is dedicated "this story of a boy who believed that an obstacle is not something to be afraid of but is only a difficulty to be overcome and who took for his motto . . . these lines

Give to the world the best you have

And the best will come back to you."

The different chapters describe the hardships of his early life in America, his efforts to help his parents, his passion for autograph collecting which brought him into association with many prominent people, his first newspaper syndicate, and his successful editorship. Other important chapters are "The Chances for Success" and "What I Owe to America."

DANIEL BOONE, American pioneer. *Daniel Boone, Wilderness Scout* by S. E. White. This account of Boone's life and work emphasizes the fundamental qualities which made him not only a great hunter and a master of woodcraft and of Indian warfare, but the "leading and most romantic figure" of those rough pioneer days when the almost unknown country west of the Alleghenies was being opened up for settlement.

ROBERT BRUCE, King of Scotland. *Story of King Robert the Bruce* by R. L. Mackie. Its atmosphere of chivalry and adventure seems to belong not to the gray province of history, but to the golden realm of romance. The reader may accompany Bruce in his perilous exploits, see him fighting, not only against men, but against hunger, weariness, and despair, and watch him develop from a selfish adventurer to a high-souled patriot, from an outlaw to the sovereign of a powerful and united kingdom.—Condensed from introduction.

LEWIS CARROLL, author of "Alice's Adventures in Wonderland" and "Through the Looking-

Glass." Lewis Carroll in Wonderland and at Home by Belle Moses. Boys and girls who have read the fairy tales will enjoy knowing how the stories came to be written. Interesting anecdotes of the author and his child friends are included; and there are nonsense verses and a chapter on the riddles, odd games, and puzzles in which Lewis Carroll delighted.

WE STUDY history and mathematics in the school. Why should we not study life itself? And if one wishes to go beyond the narrow range of his own observation, where better than in biography can life be studied? By generous reading of the great biographies youth gets a sense of the unity of life. In these charming narratives it finds history, psychology, economics, science, literature, and art all blended into one delightful compound which wins the mind even as fine pastry does the palate. Biography more than any other school subject is like life itself. Why is not a department of biography as important as a department of mathematics? Can biography not be used in the elementary and high schools to give a unified background for appreciating life just as President Glenn Frank's experimental college at the University of Wisconsin seeks to do for older youth through a study of a civilization?

This delightful list is reprinted through the courtesy of the Carnegie Library of Pittsburgh, where it was compiled as a part of that library's regular service by Elva S. Smith, head of the children's department. Back of the list one can see the lines of eager children as they scan the shelves in search of new book favorites.

GROVER CLEVELAND, President of the United States. *Boy's Life of Grover Cleveland* by R. J. Davis. Grover Cleveland was a poor boy who rose by sheer power of character and ability to the presidency. He had a part in nearly all of the important events of the last quarter of the nineteenth century and this account of his life tells about the spoils system, the tariff question, the gold standard, and other political problems in which he was interested.

CHRISTOPHER COLUMBUS, a man of vision and courage. *Story of Christopher Columbus* by C. W. Moores. "Faith in the vision gave him courage to face hunger and pain and death." This account of his life and voyages contains a portrait, maps, and other illustrations, some of them reproduced from old prints and drawings of the time of Columbus.

THOMAS ALVA EDISON, American inventor. *Boy's Life of Edison* by W. H. Meadowcroft. An account of Edison's boyhood experiences as a newsboy on a railway train and as a telegraph operator; also of his later work and the many inventions which have brought him fame. Many amusing anecdotes are told in his own words.

MARJORIE FLEMING. *Story of Pet Marjorie* by Lachlan Macbean. Marjorie Fleming, who died when she was only eight years old, was a most delightful child, the friend and playfellow of Sir Walter Scott. She wrote diaries which have been preserved, an historical poem upon Mary Queen of Scots who

"flew to England for protection
For Elisabeth was her connection,"

an epitaph upon three young turkeys, and other verses. This edition contains also Dr. John Brown's "Marjorie Fleming, a story of childhood fifty years ago."

BENJAMIN FRANKLIN. *Autobiography of Benjamin Franklin*; with illustrations by E. Boyd Smith. A great man tells simply and easily the story of his own life. He leads us to Philadelphia, one hundred and fifty years ago, and makes us perfectly familiar with life there and then . . . For half a century Franklin moved amid the most stupendous events, a graphic history which his pen has recorded.—J. S. C. Abbott.

ELIZABETH FRY, "The angel of the prisons." *Elizabeth Fry* by Laura E. Richards. The record of a heroic life. Elizabeth Fry was a famous English Quakeress, noted especially for her achievements in prison reform; but she was also instrumental in establishing coast-guard libraries, nursing associations, and other philanthropic enterprises. This biography contains many extracts from the diaries of Elizabeth and her sisters.

ULYSSES S. GRANT, Leader of the Union Army. *The Boys' Life of General Grant* by W. O. Stevens. "The story of a man whose whole life was a struggle against obstacles and disappointments, but who made good." One of the best biographies of this hero of the Civil War is "The Boys' Life of Ulysses S. Grant," by Helen Nicolay.

On the Trail of Grant and Lee by F. T. Hill. Chiefly an account of the Civil War campaigns in which Grant and Lee took part. Indicates clearly the qualities in each commander which made him a great soldier and a leader of men. Read also the life of General Lee by J. G. de Rouillac Hamilton and Mary Thompson Hamilton.

WILFRED GRENFELL, "The deep-sea doctor." *Adrift on an Ice-Pan*. The author tells of his sensations and experiences while drifting out to sea in a field of broken ice.

The Story of Grenfell of the Labrador by Dillon Wallace. The life and adventures of Dr. Grenfell among the fisher folk of Labrador and Newfoundland. Has such chapter headings as, On the high seas.—The ragged man in the rickety boat.—In the deep wilderness.—The seal hunter.—Skipper Tom's cod trap.—The saving of Red Bay.—The dogs of the ice trail.—Facing an Arctic blizzard.—How Ambrose was made to walk.—Wrecked and adrift. "Grenfell and Labrador are names that must go down in history together. Of the man and of his seabeaten, windswept 'parish' it will be said, as Kipling wrote of Cecil Rhodes:

'Living he was the land, and dead

His soul shall be her soul.'—Fullerton Waldo.

NATHAN HALE, a patriot spy. *Nathan Hale* by Mrs. J. C. Root. Nathan Hale was a young patriot spy sent out by Washington in 1776 to gain information about the movements of the British in New York. This biography includes original letters, also poems and other tributes.

JOEL CHANDLER HARRIS, editor and writer. *Life and Letters of Joel Chandler Harris* by Julia C. Harris. The author of the familiar "Uncle Remus" and "Little Mr. Thimblefinger" stories was a "lover

of big children and little children." This story of his life, entertainingly written by his daughter-in-law, contains amusing annals of the family at Snap-Bean Farm, bits of verse, and interesting letters to his children and to thirteen-year-old Dorothy Loy, who "wondered what Sweetest Susan, Buster John, and Drusilla saw when they put their heads under the red cloth and looked into the mirror." Illustrated.

JOAN OF ARC, "The Maid of Orleans." Jeanne d'Arc by Ethel M. Widmot-Buxton. An interesting account of the life and achievements of the peasant maid who in 1429 drove the foe from the wall of the beleaguered city of Orleans and led the dauphin of France to his coronation in Rheims. Read also "The Personal Recollections of Joan of Arc" by Mark Twain.

HELEN KELLER, a girl, blind, deaf, and dumb, who has become a writer. Story of My Life. Helen Keller tells how she learned to read and to speak, of the books she enjoyed, and of the difficulties with which she had to contend when she went to college. She has had many distinguished friends and some of her letters to them are included.

MARQUIS DE LAFAYETTE, the friend of American liberty. The Boys' Life of Lafayette, by Helen Nicolay. Story of a poor boy who inherited great wealth; who ran away from home to fight for liberty and glory; who became a major-general before he was twenty years old; who knew every nook and corner of the palace at Versailles, yet was the blood-brother of American Indians . . . who suffered an unjust imprisonment which has well been called "a night five years long"; who was twice practically Dictator of France; and who, in his old age, was called upon to make a great decision. But it is no work of fiction. It is only the biography of a French gentleman named Lafayette.—*Preface*.

ABRAHAM LINCOLN, "The man of the people." Boy Scouts' Life of Lincoln by Ida M. Tarbell. Life of the rough hewn, humorous, resourceful boy of the soil who became the man Lincoln. The early raw west of the pioneers in which he moved as rail-splitter, day laborer, clerk surveyor, country lawyer, and rising politician, is a fitting background for the powerful figure that rises against it, like a guide on a newly blazed trail.—*Literary Review*, 1922.

DAVID LIVINGSTONE, the missionary explorer. Story of David Livingstone by Vautier Golding. Tells of the horrors of the African slave-trade and the courage of Livingstone, who helped to break it up.

JOHN MUIR, American naturalist and explorer. Story of my Boyhood and Youth. The first chapter tells about Muir's boyhood in Scotland, near the North Sea. When he was eleven years old the family crossed the Atlantic in a sailing vessel and settled in Wisconsin and the following chapters describe the joys of those early days in a new land, the animals and birds found there, the life on the farm, his cellar workshop, and novel inventions.

FLORENCE NIGHTINGALE, English hospital nurse. Florence Nightingale, the Angel of the Crimea by Laura E. Richards. A short life of the English "squire's daughter" who became a hospital nurse, telling especially of her heroic and patriotic service during the Crimean War.

WILLIAM PENN, founder of Pennsylvania and friend of the Indians. William Penn by R. S. Holland. Gives an account of events in the early history of the colony, and incidents in the life of its founder.

RAPHAEL PUMPELLY, mining engineer, geologist, archaeologist, and explorer. Travels and Adventures. The author's experiences as a mining engineer in Arizona when that region was terrorized by outlaw white men, murderous Apaches, and treacherous Mexican peons make a story which vies in interest with the most stirring tales of adventure ever written. His travels in China, Japan, and Siberia; his early explorations of the Lake Superior mining region; his adventures in the mountains of Corsica among the outlaws of the vendetta are also drawn upon for this account of a long and successful career.—*Adapted from Preface*.

PAUL REVERE, "The torchbearer of the Revolution." Paul Revere by Belle Moses. Paul Revere lived in an epoch-making period and is known as the

hero of a celebrated "ride." This account of his life tells also of other services in the cause of liberty and of his work as an engraver and metal-worker.

THEODORE ROOSEVELT, author and statesman. Boys' Life of Theodore Roosevelt by Hermann Hagedorn. Roosevelt's own saying, "Aggressive fighting for the right is the noblest sport the world affords," is the keynote of this account of his life which tells of hunting adventures in the wilds of Dakota, Africa, and Brazil, of his political struggles, and of his service to the American people. Illustrated with photographs, cartoons, and reproductions from Roosevelt's own diaries.

Theodore Roosevelt's Letters to His Children. Letters written during a period of more than twenty years. Before the children were able to read he sent them "picture letters" with drawings of his own in illustration of the written text. He was always their playmate and boon companion and he wrote about the school athletics and the books in which they were interested, the household pets, the tricks and feats of the saddle-horses. Other letters described experiences on hunting expeditions or other trips.

CHARLES P. STEINMETZ, mathematician and scientist. A Magician of Science by John W. Hammond. Story of a penniless, crippled German boy, who became an American citizen and who achieved wonderful things in electrical science.

ST. FRANCIS OF ASSISI, "Little brother Francis." God's Troubadour by Sophie Jewett. One may follow the boy Francis from the time when, at the gates of Assisi, he welcomed home his splendid merchant father, through the years of his gay young manhood, to that in which—mystic, saint, and gentlest lover of men—he wandered on moonlit hillside among the sleeping shepherds and dreamed of Bethlehem and the little Christ. The story is full of vivid sketches of thirteenth century Italy and the pictures, reproduced from early Italian paintings, and the translations from Italian songs add to the old-world atmosphere.—*Adapted from the Dial*, 1910.

CAPTAIN SCOTT, a deep-sea diver. Captain Thomas A. Scott, Master Diver; One Who Was Not Afraid and Who Spoke the Truth by Francis Hopkinson Smith. A true hero tale of a deep-sea diver and wrecker. He had charge of the submarine work of the Race Rock lighthouse and was the original of Caleb West in the author's "Caleb West, Master Diver."

JOHN SMITH, founder of the first permanent English settlement in America. John Smith, Gentleman Adventurer, by C. H. A. Forbes-Lindsay. The first part describes his adventures as a soldier of fortune, fighting on land and sea, in many parts of the world. He won his spurs in the Low Countries and, in the war against the Turks, among other military exploits, defeated three of the enemy's champions in single combat. The second part gives the history of his experiences among the hostile inhabitants of the New World.

ROBERT LOUIS STEVENSON, author of "Treasure Island," and other stories. Life of Robert Louis Stevenson for Boys and Girls by Jacqueline Marion Overton. Told in part through Stevenson's letters to his friends and quotations from his books. Older boys and girls will enjoy reading the "Vailima Letters" telling of Stevenson's life in his South Sea home.

MARK TWAIN, author of "The Prince and the Pauper" and "The Adventures of Tom Sawyer." The Boys' Life of Mark Twain; the Story of a Man Who Made the World Laugh and Love Him by Albert Bigelow Paine. Born in the humblest surroundings and brought up almost without schooling, Mark Twain lived to achieve a worldwide fame. This account of his life by his friend and biographer tells of his boyhood in a little town on the Mississippi, of the adventures of the real Tom Sawyer and his band, of his experiences as printer's apprentice, pilot, and miner, and of his later literary success.

GEORGE WASHINGTON, "First in war, first in peace, and first in the hearts of his countrymen." George Washington by H. E. Scudder. An account of Washington's boyhood in old Virginia and of his career as soldier and statesman.

SHORT ACCOUNTS OF INTERESTING MEN AND WOMEN

BOYS' OWN BOOK OF ADVENTURES by Albert Britt. Contents: Stanley, the Maker of Africa.—Chinese Gordon, soldier and martyr.—Burnham, the last of the scouts.—McGiffin of the Yalu.—Burton, the Pilgrim adventurer.—Johnny Poe, athlete, cowboy, miner and soldier.—Scott of the Antarctic.—Rajah Brooke of Sarawak.—Walker, the filibuster.

GREAT AUTHORS IN THEIR YOUTH by Maude M. Frank. Contents: Walter Scott.—R. L. Stevenson.—W. M. Thackeray.—Charles Dickens.—Robert Browning.—Elizabeth Barrett Browning.—Alfred Tennyson.—Charlotte Brontë.—Charles Lamb.—Jane Austen.—John Ruskin.

HEROES OF TODAY by Mary R. Parkman. Contents: The Laird of Skyland, John Muir.—The Seer of Woodchuck Lodge, John Burroughs.—The Deep-Sea Doctor, Wilfred Grenfell.—The Captain of His Soul, Captain Scott.—A Modern Viking, Jacob Riis.—A Pioneer of the Open, E. L. Trudeau.—"The Prophet-Engineer," G. W. Goethals.—A Shepherd of "the Great Country," Bishop Rowe.—A Hero of Flight, S. P. Langley.—A Poet-Soldier, Rupert Brooke.—A Citizen of the World, H. C. Hoover.

HEROINES OF HISTORY AND LEGEND, edited by Elva S. Smith. Forty-eight "stories, ballads and narrative poems which tell of the loyalty, patriotism, courage and self-sacrifice of girls and women in different ages and in many lands, from the time of the East Indian princess, Savitri, whose love was not conquered by death, to Edith Cavell, the English nurse, who gave her life in the great European war."—*Preface*.

HEROINES OF SERVICE by Mary R. Parkman. Contents: Prophet and Pioneer, Mary Lyon.—"The Princess" of Wellesley, Alice Freeman Palmer.—Our Lady of the Red Cross, Clara Barton.—A Maiden Crusader, Frances E. Willard.—Julia Ward Howe, the Singer of a Nation's Song.—A Champion of "the Cause," Anna Howard Shaw.—The Making of a Patriot, Mary Antin.—A Campfire Interpreter, Alice C. Fletcher.—The "White Mother" of Darkest Africa, Mary Slessor.—The Heroine of Radium, Marie Sklodowska Curie.—The Heart of Hull House, Jane Addams.

MEN OF MIGHT by A. C. Benson and H. F. W. Tatham. Contents: Socrates the Athenian.—Mohomet.—St. Bernard of Clairvaux.—Girolamo Savonarola.—Michael Angelo.—Carlo Borromeo.—Fénelon.—John Wesley.—George Washington.—Henry Martyn.—Dr. Arnold.—David Livingstone.—General Gordon.—Father Damien.

MORE THAN CONQUERORS by Ariadne Gilbert. Contents: The Deaf Musician (Beethoven).—Partners in Pluck (Lamb).—Beloved of Men and Dogs (Scott).—The Sunny Master of "Sunny-side" (Irving).—Louisa Alcott's Neighbor (Emerson).—A Swiss Boy and His Wanderings (Agassiz).—A Modern Greatheart (Thackeray).—The Torchbearer of the Dark Continent (Livingstone).—A Great Life-Sever (Pasteur).—Through Failure to Success (Brooks).—The Star-Shower Baby (Booth).—The Lighthouse-Builders Son (Stevenson).—The Magic Touch (Saint-Gaudens).—The Matterhorn of Men (Lincoln).

THE ROLL CALL OF HONOR by Sir A. T. Quiller-Couch. Contents: Introduction.—Bolivar.—John Brown.—Abraham Lincoln.—Garibaldi.—David Livingstone.—Florence Nightingale.—Pasteur.—Gordon.—Father Damien.

STORY-LIVES OF MASTER MUSICIANS by Harriette Brower. Contents: Palestrina.—J. S. Bach.—G. F. Handel.—C. W. Gluck.—Josef Haydn.—Wolfgang Mozart.—Ludwig van Beethoven.—C. M. von Weber.—Franz Schubert.—Felix Mendelssohn.—Bartholdy.—Robert Schumann.—Frederic Chopin.—Hector Berlioz.—Franz Liszt.—Giuseppe Verdi.—Richard Wagner.—César Franck.—Johannes Brahms.—Edward Grieg.—P. I. Tchaikowsky.—Edward MacDowell.—C. A. Debussy.

Tent City Refugee School

A MISSISSIPPI RIVER FLOOD means little to the person who lives some hundred or more miles from the Mighty Father of Waters, but to those who live close enough to be within reach of the yellow swirling waters, when the levees break, it is a menace—and at highest flood stage presents problems which the average person would never have to solve in any other location.

The town from which we watched the water rise was well above the highest flood stage. A second Noah's flood would have been necessary to have reached us. Then ours became the problem of the refugee camp.

With men, women, and children flowing into "Tent City," our refugee camp, at the rate of several hundred daily, the problem of housing and feeding became one of general concern. Everything was disorganized, or rather unorganized, until the local Red Cross began to bring a semblance of order out of chaos.

Most of the refugees in our town, which was West Helena, Arkansas, were negroes from the plantations flooded by the Scotts Landing break, the Lacona break, and by the breaks on the Mississippi side opposite Helena. We received in that flood of refugees some of the most illiterate and some of the best educated of the southern negroes. The camp was a representative cross-section of "Darktown," as Octavus Cohen would express it.

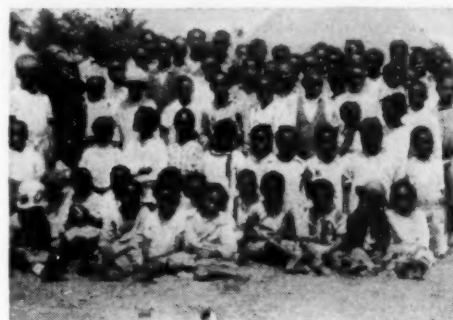
During the occupancy of the refugee camp, "Tent City," the men were kept busy on the levee system south of Helena, where there was fight aplenty to keep the flood waters from battering down the levee and flooding a big section of fertile land south of town. The levee was patrolled and guarded for twenty-five miles south.

The Red Cross soon saw that the negro left to his own devices, in idleness, was likely to get into any kind of deviltry for his own amusement. The local chapter took up collections of scraps of cloth and put the women to piecing quilts, so the problem of keeping them busy was solved. One more problem remained to be taken care of to make the situation all it should be under such adverse circumstances. The children had to be kept busy.

Merchants of the town of West Helena were beginning to complain that

the refugee children were loafing the streets and an appeal was made to the officials to keep the children in the camp or to keep them off the streets.

W. S. North, who in ordinary times runs a colored Seventh Day Adventist



A GENERAL VIEW of the schoolgrounds of the Tent City School is shown in the upper photo. Below is a group of the pupils who attended the school.

school in West Helena, suggested to the Red Cross that a school be established. It was a lucky suggestion and was acted upon immediately.

The Red Cross secretary in charge sent him to the superintendent of the school district in which the camp was situated to get permission to establish the school and to ask help with the work. It was found that there were several hundred children of school age in the camp, so five army tents were obtained where classes might be held. Attendance at the school was to be voluntary with the children.

The next problem to be solved was the obtaining of supplies of books and other paraphernalia that go with class work. The Red Cross refused to donate any funds for books or supplies as they said it was out of their line to establish schools. The local people though might go ahead. We went to the students of the West Helena schools and asked for old books not in use and for a donation

of pencils, tablets, pens, ink, and paper.

The response to the book request was spontaneous and the author transported them by Ford to the camp school. Enough books, tablets, pencils, and other such supplies were had to start school. Blackboards were donated by the Helena schools and one was placed in each tent. So the doors were opened to the first, the oddest, and so far as is known, the only school of its kind ever opened. There were pupils attending from two states and a dozen towns. Only grade work was attempted; work was done on schedule; the school ran a full school day and operated in every way as a normal little red schoolhouse, with the exception that it was held in tents.

One of the problems at the beginning was to find teachers to carry on the work. When it was solved it was found that seven teachers taught in the school who gave their time to the work without pay. All the teachers, with one exception, held a degree from some southern colored college. Among the teachers Bertha Cade, Hattie Sutton, W. B. Banks, Binnie Moore, and Ellen Moore were in the camp. Lela Johnson and Ben Gray lived in Helena and paid their street-car fare from their own funds from Helena and back daily. Getting teachers really proved to be easy and the pupils were at hand.

Two hundred fifty-five pupils enrolled and 146 attended daily on an average during the continuance of the work. The school ran two months and a week, when it was broken up by the pupils returning to their homes. Many of them had never attended school before, due to their location on the plantations or to the lack of desire for an education on the part of their parents. Many of the students were enabled to continue their school work interrupted by the flood and finished the year at their home school.

The school is now history but the effects it had were typical. The students who had never gone to school before went back home with a knowledge of what school is. It showed also that the typical American institution, which has always followed the flag and which has developed people of different nationalities into Americans, is the Little Red Schoolhouse.—R. A. Cooper, West Helena, Arkansas.

Minneapolis Convention---July 1-6, 1928

Hotel Arrangements

THE HOUSING COMMITTEE for the Minneapolis meeting of the National Education Association has compiled a roster of hotels approved by the Minneapolis Civic and Commerce Association and the Hotel Association.

Please be accurate in filling out the reservation form below and send it to the hotel of your first choice. You will be advised by the hotel of the receipt and listing of your reservation.

In event that the reservation of your first choice cannot be made, the hotel manager will forward this blank to the Chairman of the Housing Committee. He will place your reservation under either your second or third choice; or, if these are not available, in as favorable a hotel as possible. You will be advised of the name and location of the hotel in which the reservation is made and the hour at which the reservation begins. Rooms not

occupied at the designated hour of reservation may be reassigned by the hotel.

Please remember that a reservation constitutes a contract with the hotel to provide you with the accommodations you desire. If you find it impossible to carry out your part of the contract, namely, to occupy the room at the time agreed upon, please write or wire the hotel releasing it, in order that your room may be made available for other members.

Name of Hotel	Address	Number of rooms	Rates per day for room accommodating one person		Rates per day for room accommodating two persons	
			With bath	Without bath	With bath	Without bath
Curtis Hotel	10th St. & 4th Ave. S.	825	\$2.00-\$3.00	-----	\$3.00-\$6.00	-----
Nicollet Hotel	Washington at Hennepin & Nicollet Aves.	600	2.50- 6.00	\$2.00	4.00- 8.00	\$3.50
The Leamington	3rd Ave. S. at 10th St.	500	2.50- 4.50	-----	3.50- 6.00	-----
Hotel Radisson	7th St. between Hennepin & Nicollet Aves.	500	3.00- 6.50	2.00- 2.75	5.00-30.00	4.00
Sheridan Hotel	12th St. between Nicollet & Marquette Aves.	450	2.50 & up	1.50 & up	3.50 & up	2.50 & up
West Hotel	Hennepin Ave. & 5th St.	362	2.00- 4.00	1.50- 2.00	3.00- 5.00	2.50- 3.00
Andrews Hotel	Hennepin Ave. & 4th St.	328	2.50- 6.00	2.00- 2.50	4.00- 7.00	3.00- 3.50
Hotel Dyckman	6th St. between Hennepin & Nicollet Aves.	300	2.00- 5.00	-----	4.00- 7.00	-----
Hotel Vendome	4th St. between Hennepin & Nicollet Aves.	250	1.75	1.25- 1.50	3.00- 3.50	2.00- 2.50
Hotel Rogers	Nicollet Ave. & 4th St.	200	2.00- 2.50	1.25- 1.50	3.50- 5.00	2.50
Hotel Maryland	La Salle Ave. & Grant St.	172	2.00- 2.50	-----	3.00- 3.50	-----
Plaza Hotel	Hennepin Ave. & Kenwood Parkway	160	2.50- 6.00	-----	3.50- 6.00	-----
Hotel Francis Drake	10th St. & 5th Ave. S.	160	2.50- 5.00	-----	3.50- 6.00	-----
Hotel Hastings	12th St. & Hawthorn Ave.	150	1.75- 4.00	-----	2.50- 5.00	-----
Buckingham Hotel	La Salle Ave. & 15th St.	138	2.50- 3.50	-----	4.00- 6.00	-----
Elgin Hotel	Hennepin Ave. & 8th St.	125	1.50	1.00	3.00 & up	2.00 & up
Hotel Russell	16 S. 4th St.	125	1.50- 2.50	1.25- 1.50	2.50- 4.00	2.00- 3.00
Hotel Camfield	Marquette Ave. & 8th St.	100	1.50- 1.75	1.25	2.50	2.00
The Senator	314 S. 8th St.	80	2.00 & up	-----	3.00 & up	-----
St. Regis Hotel	Marquette Ave. & 9th St.	58	1.50- 3.00	-----	2.50- 4.00	-----
Hotel Pauly	Nicollet Ave. & High St.	48	-----	1.00- 1.50	-----	1.50- 2.00

NATIONAL EDUCATION ASSOCIATION

MINNEAPOLIS, MINNESOTA, JULY 1-6, 1928

Application for Hotel Accommodations

Manager

Minneapolis, Minnesota

Dear Sir: Please make the reservations noted below:

-----rooms with bath for-----persons.

Rate: \$----- to \$-----per day per room

-----rooms without bath for-----persons.

Rate: \$----- to \$-----per day per room

Date of arrival-----Hour-----

Date of leaving-----

Please note the following second and third choice of hotels:

Second choice-----

Third choice-----

Room or rooms will be occupied by:

Name

Address in Full

Name of Applicant-----Educational Position-----

Street and Number-----City and State-----

Please confirm this reservation to applicant. I further agree to notify the hotel immediately in event that I am unable to use this reservation.

IMPORTANT TO HOTEL MANAGER—In event that you cannot accept this reservation, please forward this application at once to C. H. Chadbourn, Chairman N. E. A. Housing Committee, Hotel Vendome, 21 South Fourth Street, who will attend to the assignment of this reservation.

Builders of Our Profession

THE MOVEMENT for life members grows naturally with the movement for permanent tenure for teachers. Both look forward to teaching as a life career just as medicine and engineering are life careers. As these movements grow, they mean for each community a group of men and women permanently devoted to the interests of the teaching profession, endowed with faith in its future. From such leaders, state, national, and local associations will draw their best talent. Here is a list of people who look upon teaching as a permanent profession. The names are arranged alphabetically by states. A thousand new life members is the goal for 1927-28—two for each member of Congress from your state.

New Life Enlistments

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

ARKANSAS—Robert C. Hall, J. P. Womack.
CALIFORNIA—Homer Ferris Aker, Anne B. Haigh, Ida B. Huck, Rudolph D. Lindquist.
COLORADO—Paul R. Glenn, Sarah M. Grizzell, Edith L. Lincoln, Mary E. Morris.
CONNECTICUT—Fannie A. Smith.
ILLINOIS—Rose A. Pesta.
INDIANA—Paul Addison.
IOWA—L. W. Feik.
LOUISIANA—Marion Brown.
MASSACHUSETTS—Gertrude L. Miller.
MINNESOTA—Nora M. Barron, K. P. B. Reishus.
NEBRASKA—William E. Sealeck, Caroline E. Stringer.
NEW JERSEY—Alice F. Anderson, Ada May Hoagland.
NEW YORK—A. R. Brubacher.
NORTH CAROLINA—Annie E. Bostian, Curtis C. Carroll.
OHIO—Florence Greening, C. B. Riggle, Alexander Root.
OREGON—Nettie Mae Rankin.
PENNSYLVANIA—William Dodge Lewis, Ray B. Pincel.
TENNESSEE—John C. Hammer.
TEXAS—Bill Tom Adams, W. J. Moyes, Tom H. Tuttle, W. J. Webb.
VIRGINIA—J. A. C. Chandler, Ruby T. Kerns.
WASHINGTON—A. J. Bonham, Ivan N. McCollom.
WISCONSIN—John W. Klingman, Lulu L. Pickett.

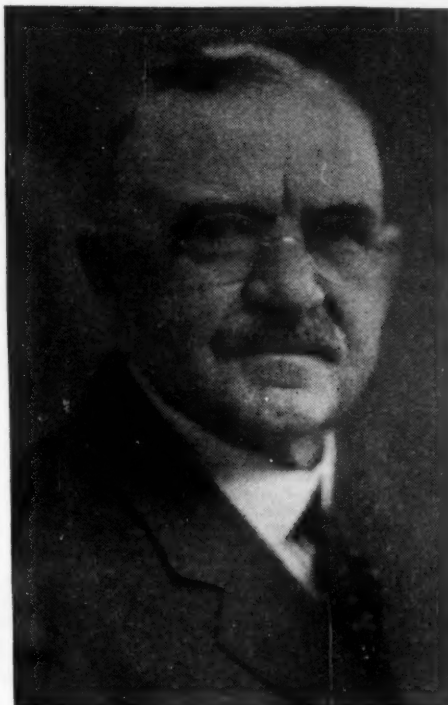
Completed Enrolments

THIS LIST of schools tells an eloquent story. It includes schools that have completed their 100 percent enrolment in the National Education Association since the list was published in the November JOURNAL. Each of these schools is a center of professional enthusiasm and work. Each is doing its share to make teaching better. Many of the schools have maintained their 100 percent status until it is a source of much pride to them and the communities which they serve. This list is also a tribute to the leadership of principals and teachers who have a vision of an improved teaching profession.

Six years or more

ARIZONA—Globe, Noftsgar Hill; Phoenix, Phoenix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Fillmore, Franklin, Garfield, Grant, Jackson, Jefferson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Washington, Wilson; Tucson, Roskrug.
CALIFORNIA—Bakersfield, McKinley; Berkeley, Cragmont, Hillside, Jefferson, John Muir, Le Conte, McKinley, Oxford; San Francisco, Le Conte, Pacific Heights.
COLORADO—Arvada, Grade; Boulder, Highland; Fleming, Fleming Public Schools; Wray, Wray Public Schools.
CONNECTICUT—East Hartford, Meadow; Meriden, Robert Morris.
GEORGIA—Americus, High.
ILLINOIS—Elgin, A. H. Lowrie, Columbia, Franklin,

Garfield, Wing, Sandwich, Sandwich Public Schools; Waukegan, Glen Flora.
INDIANA—Hammond, Woodrow Wilson; South Bend, Coquillard; Terre Haute, McLean Junior High.
IOWA—Sioux City, Bancroft, Bryant, Cooper, Crescent Park, Everett, Floyd, Franklin, Hawthorne, Hopkins, Hunt, Irving, Lincoln, Lowell, McKinley, Roosevelt, Smith, Washington, Webster.



JOSEPH SWAIN, who was President of the National Education Association during 1913-14, and who gave much energy and thought to the development of the Association and the building up of the profession, passed into the great beyond on May 19, 1927. Teachers of the newer generation can best pay their debt to these earlier leaders by devoting themselves wholeheartedly to the further improvement of the profession.

MASSACHUSETTS—Brookline, J. Elliot Cabot.
MICHIGAN—Detroit, Hely; Holland, Holland Public Schools, Froebel, Junior and Senior High, Lincoln, Longfellow, Van Raalte, Washington; Mount Clemens, Mount Clemens Public Schools, Clemens, Dickinson, Donaldson, Grant, High, Lincoln, Wilson; South Haven, South Haven Public Schools, Hartman, High, Indiana, Junior High.
MINNESOTA—Duluth, Nettleton; Minneapolis, John Hay.
NEVADA—Las Vegas, Elementary, West Side.
OHIO—Bellefontaine, Bellefontaine Public Schools, Central, High, Hubbard, Lincoln, McBeth, North, South; Cincinnati, Twelfth District; Columbus, Fulton; Mansfield, Hedges; Marietta, Marion; Massillon, Whittier; Oberlin, Oberlin Public Schools, Centennial, Junior High, Pleasant Street, Prospect Street, Senior High; Toledo, Lincoln; Wooster, Bowman Street; Youngstown, Myrtle Avenue.
OKLAHOMA—Okmulgee, Okmulgee Public Schools, Emerson, Franklin, High, Lee High, McKinley, Roosevelt, Webster, Wilson; Sand Springs, Sand Springs Public Schools, Central, Garfield, High Lake, Medio, Twin Cities.
PENNSYLVANIA—Altoona, Altoona Public Schools; Corry, Corry Public Schools, Concord, Fairview, Harding, High, Junior High, Washington; Erie, Franklin.
VERMONT—Burlington, Adams.
VIRGINIA—Lynchburg, White Rock; Norfolk, Henry Clay.
WEST VIRGINIA—Parkersburg, McKinley.
WISCONSIN—Kenosha, Durkee.
WYOMING—Cheyenne, Central, Churchill, Clark, Converse.

Five years

ARIZONA—Jerome, Jerome Public Schools, High.
CALIFORNIA—Berkeley, Lincoln, Washington; San Jose, Gardner; Santa Ana, McKinley; Stockton, Lincoln, Monroe Primary.
COLORADO—Denver, Alcott; Rocky Ford, Rocky Ford Public Schools, Liberty, Lincoln, Senior and Junior High, Washington.
CONNECTICUT—Darien, Holmes.
DELAWARE—Wilmington, Number 13, Number 23.
ILLINOIS—De Land, Township High; Elgin, Grant; Pekin, Pekin Public Schools, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Junior High; Waukegan, Jackson, McAllister, North.
INDIANA—Fort Wayne, Jefferson.
IOWA—Council Bluffs, Longfellow; Sioux City, Longfellow, Riverview.
MAINE—Caribou, High; Westbrook, Valentine Street.
MASSACHUSETTS—Beverly, Brown.
MICHIGAN—Cadillac, Cadillac Public Schools, Cass, Central High, Cooley, Emerson, Franklin, Lincoln, McKinley, Whittier; Hastings, Hastings Public Schools, County Normal, High, Junior High; Hazel Park, Hazel Park Public Schools, High, Hoover, Martin Road, United Oaks, Wanda, Ironwood, Aurora; Ludington, Foster; Saginaw, Washington.
MISSOURI—Kansas City, Milton Moore.
NEW JERSEY—East Paterson, East Paterson Public Schools, Fifty-fourth Street, Gilbert Avenue, Market Street; Haworth, Public; Plainfield, Stillman.
NORTH DAKOTA—Minot, Roosevelt.
OHIO—Bedford, Bedford Public Schools, Central, Ellenwood, Glendale, High, Interstate; Lorain, Longfellow Junior High; Mansfield, Bowman; Norwood, Norwood View; Wooster, Walnut Street; Youngstown, Adams, Poland Avenue; Zanesville, Zanesville Public Schools, Columbia, Garfield, Grant, Grover Cleveland Junior High, Hancock, Jackson, Lash High, Lincoln, Madison, McIntire, Monroe, Moxahala, Munson, Pioneer, Sheridan, Stetler, Theodore Roosevelt Junior High.
OREGON—Hood River, Hood River Public Schools, Coe Primary, Junior High, Park Street, Senior High; Salem, Lincoln.
PENNSYLVANIA—Berlin, Berlin Public Schools; Erie, Burns; Pittsburgh, Friendship; Upper Darby District, Cardington-Stonehurst; West Chester, Model.
SOUTH DAKOTA—Sioux Falls, Irving.
VIRGINIA—Lynchburg, Garland-Rodes; Norfolk, James Monroe.
WASHINGTON—Hoquiam, Central, Emerson.
WEST VIRGINIA—Clarksburg, Pierpont, Towers.
WISCONSIN—Kenosha, Weiskopf; Madison, Franklin.
WYOMING—Casper, Park; Worland, Worland Public Schools, Grade, Washakie County High.

Four years

ARIZONA—Hayden, Grammar, Primary; Tempe, Grammar.
CALIFORNIA—Berkeley, Columbus, Emerson, Franklin; San Francisco, Paul Revere; San Jose, Grant Grammar, Hawthorne, Longfellow; Santa Ana, Alamitos.
COLORADO—Denver, Lawrence, Street, Logan, Steele, Stevens, Villa Park, Washington Park, Wyman; Gunnison, County High.
CONNECTICUT—Darien, Baker, Royle; Stratford, Garden.
DELAWARE—Delmar, High and Elementary; Townsend, Grammar; Wilmington, George Gray.
IDAHO—Boise, Roosevelt; Pocatello, Jefferson.
ILLINOIS—Belvidere, High; Dundee, Community High; Easton, Community High; Elgin, Elgin Public Schools, A. H. Lowrie, Columbia, Franklin, G. P. Lord, Garfield, Grant, High, Lincoln, McKinley, Sheridan, Washington, Wing; Elmhurst, Lincoln, Theodore Roosevelt; Jacksonville, Jacksonville Public Schools, David Prince Junior High, Franklin, High, Independence, Jefferson, Josephine Milligan, Lafayette, Morton, Washington; Mount Sterling, Grade; Rockford, Kent, P. A. Peterson; Silvis, Silvis Public Schools; Waukegan, Andrew Cooke, Central.
INDIANA—Elwood, Osborn, Washington; Fort Wayne, Hamilton, Miner, Riverside; La Porte, La Porte Public Schools, High, Junior High, Lincoln, Maple, Park, Riley, Washington; Michigan City, Canada; South Bend, Elder, Lincoln Platoon, Linden, Mussel, Oliver, Washington Junior High; Terre Haute, Rea.
IOWA—Coburg, Coburg Consolidated; Dubuque, Jackson; Sioux City, Grant, Joy; Sumner, Sumner Public Schools; Waterloo (East Side), Waterloo, East Side, Public Schools, Alcott, Frances Grout, Grant, Hawthorne, High, John Fiske, Junior High, Lafayette, Lincoln, McKinley, Roosevelt, Washington.
KANSAS—Chanute, Chanute Public Schools, Alcott, Cross, Junior High, Lincoln, Murray Hill, Pioneer, Roosevelt, Senior High, Webster; Cherryvale, Junior High, Senior High; Hutchinson, Grandview; Leavenworth, Lincoln.

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

MASSACHUSETTS—*Amesbury*, Prospect; *Belmont*, W. L. Chenery; *Brockton*, Shaw; *Millers Falls*, Highland; *New Bedford*, Horatio A. Kempton; *North Attleboro*, Bank Street; *Swampscott*, Clarke, Palmer; *Waltham*, Jonathan B. Bright.

MICHIGAN—*Detroit*, Berry, Franklin, Hancock, Myra Jones, Pattengill; *Saginaw*, Otto Roeser.

MINNESOTA—*Minneapolis*, Audubon, Calhoun, Cyrus Northrop, Harriet Beecher Stowe, Irving, John A. Johnson, Loagfellow, William Penn.

MISSOURI—*Clayton*, Clayton Public Schools, Bellevue, Demun, Forsythe, High.

NEBRASKA—*Fairbury*, East Ward, West Ward; *Omaha*, Florence.

NEVADA—*Elko*, Elko County High.

NEW JERSEY—*Barnardsville*, Barnards High; *Camden*, Charles Sumner; *Englewood*, Cleveland, Franklin; *Fair Haven*, Fisk Street, Willow Street; *Hammonton*, Magnolia; *Metuchen*, Sand Hills Number 12; *Morrisstown*, Speedwell Avenue; *Rutherford*, Lincoln, Pierrepont, Sylvan; *Summit*, Junior High, Lincoln; *Trenton*, Mott.

NEW MEXICO—*Roswell*, Central.

NEW YORK—*Oneida*, Washington Avenue.

OHIO—*Barberton*, Barberton Public Schools, Central, Hazelwood, High, Highland, High Street, Lincoln, Oakdale, Rose Street, Washington; *Columbus*, Columbus Normal, Fifth Avenue, Fourth Street, Reeb Avenue; *Cuyahoga County*, Cuyahoga County Public Schools; *Cygnat*, Cygnat Public Schools; *East Cleveland*, Superior; *Lakewood*, Grant; *Mansfield*, Prospect, Western Avenue, West Fifth Street; *Norwood*, High; *Tiffin*, Junior High, Monroe Street; *Youngstown*, Jefferson.

OKLAHOMA—*Pawhuska*, Pawhuska Public Schools, Century, Franklin, High, Lynn, Pruden, Union.

PENNSYLVANIA—*Clearfield*, Fourth Ward; *Erie*, Glenwood, Harding, Marshall, Washington; *Mahanoy City*, Mahanoy City Public Schools, High, Junior High, Mahanoy Street, Pine Street, Spruce Street, Spruce Street Annex, Twelfth Street; *Mapleton*, Monongahela Township High; *Munhall*, Munhall Public Schools, High; *Palmerton*, Palmerston Public Schools, Delaware, Franklin, Hazard, Junior and Senior High; *Philadelphia*, H. J. Widener; *Pittsburgh*, Bane; *Upper Darby District*, Garrettford.

RHODE ISLAND—*Jamestown*, Carr, Thomas H. Clarke.

SOUTH DAKOTA—*Sioux Falls*, Whittier.

TEXAS—*Houston*, Alamo Elementary.

UTAH—*Jordan District*, Jordan District Public Schools, Bingham Central, Bluffdale, Butler, Crescent, Draper, Granite, Herriman, Highland Boy, Jordan High, Lark, Midvale, Riverton, Sandy, South Jordan, Union, Upper Bingham, U. S. Mines, West Jordan; *Salt Lake City*, Washington.

VIRGINIA—*Lynchburg*, Miller Park; *Norfolk*, John Goode; *Richmond*, Armstrong Normal Elementary.

WASHINGTON—*Bellingham*, Roosevelt; *Tacoma*, Grant.

WEST VIRGINIA—*Clarksburg*, Carlisle; *Grafton*, Grafton Public Schools, Central, East Grafton, First, High, South Grafton, West Grafton.

WISCONSIN—*Madison*, Randall; *Sheboygan*, Jefferson, Lincoln, U. S. Grant; *Wauwatosa*, Aetna Park.

WYOMING—*Casper*, Grant, Jefferson, Washington; *Cheyenne*, Corlett; *Midwest*, Grade; *Mills*, Public; *Riverton*, Riverton Public Schools, Delfelder Consolidated, Dobler, Grade, High; *Sheridan*, Central, Custer.

Three years

ARIZONA—*Florence*, Florence Union High; *Gilbert*, Gilbert Public Schools.

CALIFORNIA—*Anderson*, Union High; *Bakersfield*, Roosevelt, Williams; *Berkeley*, Part-Time High, University, Whittier; *Centerville*, Washington Union High; *Linden*, Union High; *Pasadena*, John Muir Technical High; *San Francisco*, Franklin, Fremont, Hillcrest, Speech Correction Department; *San Jose*, Part Time High, Woodrow Wilson Junior High.

COLORADO—*Boulder*, Mapleton; *Cope*, Cope Public Schools; *Denver*, Smedley; *Wray*, Yuma County High.

CONNECTICUT—*Bridgeport*, Garfield, Hall; *Stratford*, Whitney.

DISTRICT OF COLUMBIA—*Washington*, Bryan.

FLORIDA—*Fort Lauderdale*, Southside.

HAWAII—*Pukoh*, Molokai, Kalunaha Junior High.

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

ILLINOIS—*Evanston*, Frances R. Willard, Lincolnwood; *River Forest*, Lincoln; *Rockford*, Montague; *Waukegan*, South.

INDIANA—*Fort Wayne*, Harmar, McCulloch, Washington; *Freeland Park*, Freeland Park Public Schools; *Martinsville*, High; *South Bend*, Boy's Vocational, Colfax, Franklin, J. W. Riley Junior High, Laurel, Senior High.

IOWA—*Burlington*, Burlington Public Schools, Corse, Grimes, High and Junior College, Lauman, Lincoln, North Hill, Perkins, Prospect Hill, Salter, Saunderson, Sunnyside, Washington.

KANSAS—*Bird City*, Bird City Public Schools, Grade, High, Junior High; *Pittsburg*, Lakeside, Lakeside Junior High.

KENTUCKY—*Louisville*, California, Eastern Departmental, George D. Prentice, George Rogers Clark, Hiram Roberts, I. N. Bloom, Isaac Shelby, Parkland, William R. Belknap.

MAINE—*Sanford*, Lincoln; *Springvale*, Hamlin; *Waterville*, South Grammar.

MARYLAND—*Takoma Park*, Public.

MASSACHUSETTS—*Adams*, Maple Grove; *Brookline*, Longwood; *Everett*, Devens; *Franklin*, William M. Thayer; *Gloucester*, Forbes, Hovey; *Newton*, Stearns; *Plymouth*, Cornish, Hedge; *Sharon*, Charles R. Wilber, High Street; *Stoneham*, East; *Waltham*, Nahum Hardy; *West Springfield*, Mittenague; *Winchendon*, Poland, Wheeler; *Winchester*, Highland.

Program for School Faculty Meeting

BASED on this issue of THE JOURNAL each topic in the following outline is covered by an editorial or an article.

1. GROWTH IN VOICE EXCELLENCE. What are some of the qualities of a good voice? How does the voice affect the spirit of the school? Of the home? How may the voice be improved?

2. WHAT OUR SCHOOL DOES TO BUILD CHARACTER. What are the four sources of ethical character described in the editorial? How do the facts therein presented agree with your experience in dealing with individual children?

3. WHAT IS THE PURPOSE OF COMMENCEMENT? Tell how the suggestions made in the editorial on commencement ceremonies can be applied in your own school.

4. WHY JUNIOR HIGH SCHOOLS? How do these schools as described in New Schools for Adolescents differ from the traditional type?

5. CASE STUDIES BY A CLASSROOM TEACHER. Note problems like these that you have had. Which elements in the situation could be improved by you? By the home? By the principal?

MICHIGAN—*Detroit*, Crosman, Pingree, Smith.

MINNESOTA—*Cloquet*, Central, Jefferson; *Duluth*, Fairmount; *Minneapolis*, Bancroft, Grover Cleveland, Logan, Lowell, Madison, Webster, Whitney.

MISSISSIPPI—*Red Lick*, Consolidated.

MISSOURI—*Saint Louis*, Divoll, Wilkinson; *Webster Groves*, Junior High.

NEVADA—*East Ely*, Public.

NEW JERSEY—*Camden*, Beideman, Parkside, Washington; *Englewood*, Liberty, Roosevelt; *Fair Haven*, Knollwood; *Maywood*, Grammar; *North Plainfield*, Somerset; *Paterson*, Number 22; *Trenton*, B. C. Gregory, James Moses.

NEW YORK—*Ardsley*, High; *Kenmore*, Washington Elementary; *Mount Vernon*, Longfellow; *Oneida*, North Broad Street.

NORTH DAKOTA—*Minot*, Central, Lincoln, McKinley, Sunnyside.

OHIO—*Akron*, Bryan; *Ashtabula*, Park Junior High; *Cincinnati*, Vocational; *Cleveland*, Landon, Waverly; *Columbus*, Beck Street, Dana Avenue, Eastwood, John Burroughs, Mount Vernon Avenue, Southwood; *East Cleveland*, Shaw High; *Kunkle*, High; *Lakewood*, Harrison; *Mansfield*, Brinkerhoff, Bushnell, Senior High; *Marietta*, Washington; *McDonald*, McDonald Public Schools, Grade, High; *Middletown*, Middletown Public Schools, Booker T. Washington, Central, Garfield, High, Jefferson, Lincoln, North, Roosevelt, Sherman, South, Young; *Toledo*, Walbridge; *Youngstown*, Elm Street.

OKLAHOMA—*Lamont*, Lamont Public Schools.

OREGON—*La Grande*, High; *Marshfield*, Coos River High.

PENNSYLVANIA—*Berks County*, Berks County Public Schools, Academy, Amityville, Bally Junior High, Baumstown Grade, Bechtelsville Junior High, Bernville Grade, Bethel High, Birdsboro High, Blandon Grade, Boyertown High, Boyertown-Lincoln, Boyertown-Washington, Cedar Top, Conrad Weiser, Far View, Fleetwood, Gibraltar Grade, Gouglersville, Hamburg Grade, Hamburg High, Kutztown Grade, Kutztown High, Kutztown Training, Lincoln, Longswamp, Lyons, McKinley, Merkel, Mohnton Grade, Mohnton High, Monocacy Grade, Morgantown, Morysville, Mount Aetna, Mount Penn Grade, Mount Penn High, Neversink, New Berlinville, Oley High, Ontelaunee, Penn High, Pennside Junior High, Pennwyn, Perry, Pine Forge, Reading West Grade, Reading West High, Red Lion, Rehersburg, Robeson High, Saint Lawrence Grade, Seyfert, Shillington Grade, Shillington High, Stony Creek Graded, Stouchsburg, Strausstown, Topton Junior High, Valentine, Walnuttown, Washington, Wernersville, West Lawn Junior High, West Leesport, West Wyomissing.

Womelsdorf High, Wyomissing Grade, Wyomissing Heights, Wyomissing High, Yocom Grade; *Chester*, Howell; *Delaware County*, Upper Darby District, Upper Darby District Public Schools, Bywood, Cardington-Stonehurst, Drexel Hill, Fernwood, Garrettford, High, Highland Park, Keystone, Primos, Stonehurst Hills; *Downton*, Industrial; *Erie*, Home; *New Kensington*, New Kensington Public Schools, First Ward, Janice High, Second Ward, Senior High, Third Ward; *Packerton*, Packerton Independent; *Reading*, Tenth and Green Street.

RHODE ISLAND—*Newport*, Potter.

SOUTH CAROLINA—*Walterboro*, Walterboro Public Schools, Grade, High.

SOUTH DAKOTA—*Bridgewater*, Bridgewater Public Schools; *Sioux Falls*, General Beadle; *Wilmot*, Wilmot Public Schools.

TENNESSEE—*Newport*, Newport Public Schools; *Springfield*, High.

UTAH—*American Fork*, Alpine District Public Schools; *Murray City*, Murray City Public Schools, Arlington, Bonneyview, Liberty, Murray High.

VERMONT—*Brattleboro*, Green Street.

WASHINGTON—*Spokane*, Arlington.

WEST VIRGINIA—*Charleston*, Thomas Jefferson Junior High; *Clarksburg*, West End; *Fairmont*, William R. White; *Martinsburg*, High.

WISCONSIN—*Appleton*, Columbus, Wilson Junior High; *Eau Claire*, Eau Claire Public Schools, Development, Eighth Ward, Fourth Ward, High, Ninth Ward, School for the Deaf, Second Ward, Seventh Ward Number One, Sixth Ward, Tenth Ward, Third Ward, Vocational; *Kenosha*, Frank; *Madison*, Brayton, Doty, Draper Elementary, Harvey, Hawthorne; *New London*, New London Public Schools; *Oregon*, Oregon Public Schools; *Wauwatosa*, Junior High, Wilson.

WYOMING—*Cheyenne*, Junior High.

Two years

ARIZONA—*Marana*, Union High; *Patagonia*, Union High; *Saint David*, Saint David Consolidated.

CALIFORNIA—*Anaheim*, Central; *Lodi*, Salem; *San Francisco*, Francisco Junior High; *Santa Ana*, Spurgeon.

COLORADO—*Denver*, University Park; *Eckley*, Grade, High; *Kirk*, High; *Longmont*, Lincoln; *Ramah*, Alta Vista.

CONNECTICUT—*Bristol*, North Side; *New Haven*, Roger Sherman; *Stamford*, Willard; *Torrington*, Southeast.

DISTRICT OF COLUMBIA—*Washington*, Randle Highlands-Orr.

FLORIDA—*Key West*, Harris; *Tampa*, Mitchell.

GEORGIA—*Macon*, Bellevue.

HAWAII—*Honolulu*, Washington Junior High.

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

ILLINOIS—*Burlington*, Township High; *Decatur*, Riverside; *Elmhurst*, Eugene Field; *La Grange*, Ogden Avenue; *Lockport*, Taft; *Marengo*, Marengo Public Schools; *Oak Park*, Whittier; *Rockford*, Colonel Ellis, Haskell, P. R. Walker, Turner; *Waukegan*, Washington; *Wheaton*, Community High, Holmes, Junior High, Longfellow, Lowell, Whittier.

INDIANA—*Elwood*, High; *Fort Wayne*, Hams; *Indianapolis*, Calvin N. Kendall.

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

KANSAS—*Atchison*, Roosevelt; *Hiawatha*, C. H. Jones; *Norton*, Community High; *Paola*, High, North; *Winfield*, Winfield Public Schools, Bryant, High, Irving, Lowell, Stevenson, Webster.

KENTUCKY—*East View*, Ford High; *Louisville*, Hazelwood, James Russell Lowell, Oakdale, Upper Fulton.

MAINE—*Hodgdon*, Highland Elementary; *Waterville*, North Grammar.

MASSACHUSETTS—*Medford*, Hervey; *Plymouth*, Knapp; *Sharon*, School Street; *Springfield*, School Street; *Stoneham*, Junior High; *Waban*, Albert Edgar Angier.

MICHIGAN—*Albion*, Albion Public Schools, Austin, Central, Dalrymple, Junior High, Senior High, West Ward; *Bay City*, Kolb; *Clawson*, Log Cabin High; *Dearborn*, Southwestern; *Detroit*, Grivins, Holcomb, Marcy, Marxhausen, Vetal; *Highland Park*, Highland Park Junior College; *Jackson*, Bloomfield; *Monroe*, Monroe Public Schools, Central, Christiancy, High, Lincoln, Union; *Niles*, Niles Public Schools; *Pontiac*, Baldwin; *Saginaw*, Sweet.

MINNESOTA—*Cloquet*, Garfield; *Duluth*, Irving; *Minneapolis*, Alice Cary, Bryn Mawr, Cavell, Columbus, Eugene Field, Fuller, Gresham, Highland, Lafayette, Loring, Lymahurst, Lyndale, Miles Standish, Pillsbury, Prescott, San'ard Junior High, Willard; *Virginia*, Virginia Public Schools, Central, Farmstead, Franklin, Higgins, Homestead, Horace Mann, James Madison, Jefferson, Johnson, Lincoln, Senior High, Technical High, Washington.

MISSOURI—*Saint Louis*, Roe, Turner.

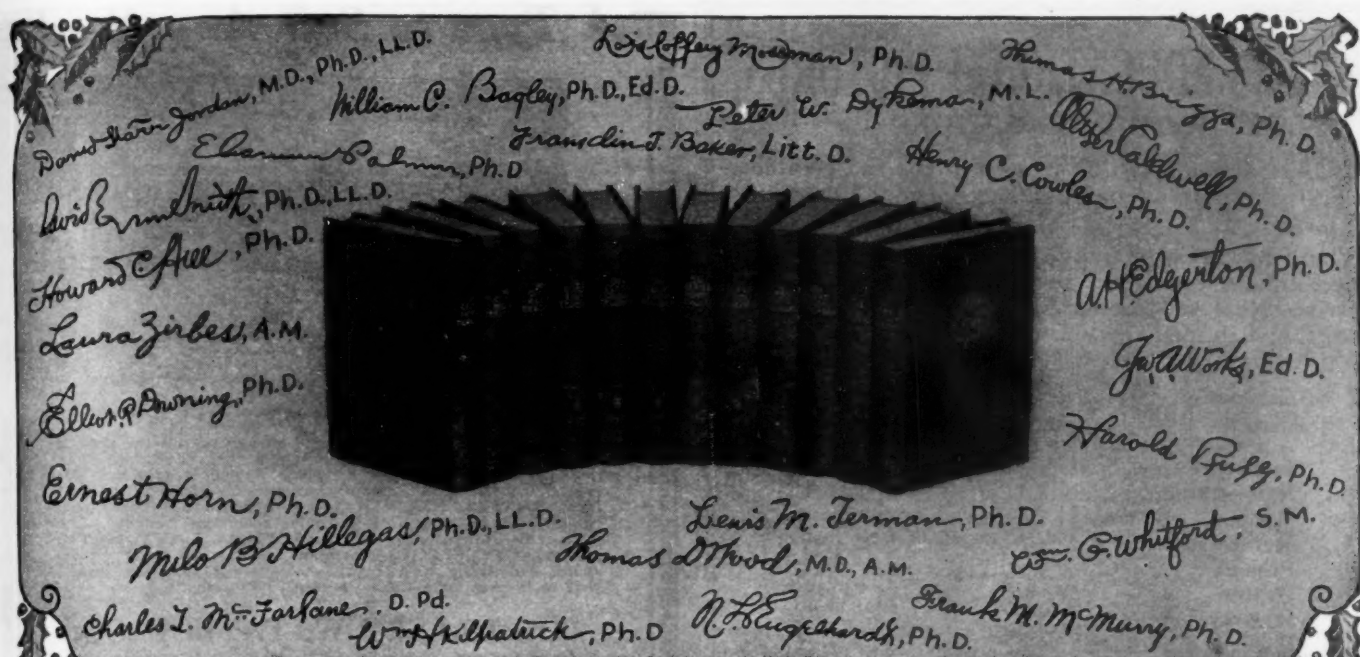
MONTANA—*Great Falls*, Lincoln.

NEBRASKA—*Broken Bow*, North Ward; *Omaha*, Lincoln.

NEW HAMPSHIRE—*Portsmouth*, Farragut Training.

NEW JERSEY—*Basking Ridge*, Elementary; *Bearsville*, Elementary.

(Continued on page A-260)



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(Continued from page 304)

ville, Grammar; Bloomfield, Liberty; Brielle, Public; Camden, Mullford; Carney's Point, du Pont Number One, Lafayette Grammar; Hightstown, Grammar; Paterson, Number 17; Trenton, Peabody.

NEW MEXICO—Roswell, East Side, Missouri Avenue. New York—Lackawanna, Woodlawn Union High; Rye, Rye Public Schools; Schenectady, Brandywine Avenue, Clinton, Nott Intermediate.

NORTH CAROLINA—Pinnacle, High.

NORTH DAKOTA—Minot, Grade, Junior High.

OHIO—Akron, Allen, Bowen, Findley, Firestone Park, Grace, Henry, Kent, King, Leggett, Lincoln, Margaret Park, McEbright, Miller, Rankin; Ashtabula, Columbus Street Junior High, Division, High, Pacific Street; Arlington, Arlington Public Schools; Canton, Dueber; Chillicothe, Central, Eastern; Cincinnati, Crippled Children's; Columbus, Avondale, Crestview Junior High, Felton, Leonard Avenue, McGuffey, West Broad Street; Delphos, Jefferson High; Huntsburg, High; Lakewood, Hayes, McKinley; Logan, Logan Public Schools, Central, East, Junior High, Senior High, West; Mansfield, Newman; Maumee, Maumee Public Schools, Children's Home, High, Third Ward; Newark, East Main Street; Powhatan Point, Powhatan Village Schools; West Richfield, Richfield; Youngstown, Caldwell, Harrison, Hillman.

OKLAHOMA—Oklahoma City, Roosevelt Junior High.

PENNSYLVANIA—Berks County, Muhlenberg Township, Muhlenberg Township Public Schools, Hyde Park, Junior-Senior High, Rosedale, Temple; Carnegie, Lincoln; Clearfield, Clearfield Public Schools, Fourth Ward, High, Junior High, Leonard Grade, Third Ward; Delaware County, Haverford Township, Haverford Township Public Schools, Brookline, Chestnutworld, Junior High, Llanerch, Manoa, Oakmont, Preston, Senior High; Emporium, West Ward; Erie, Longfellow, Penn; Gettysburg, Gettysburg Public Schools, Franklin Street, High, High Street, Lincoln, Meade; Lancaster, Strawberry Street; Oil City, Innis Street.

RHODE ISLAND—Cranston, Norwood Avenue; Westerly, Bradford.

SOUTH DAKOTA—Draper, Draper Public Schools; Elk Point, Elk Point Public Schools, Grade, High.

TEXAS—Mission, Junior High.

UTAH—Salt Lake City, Oquirrh.

VIRGINIA—Lynchburg, Fort Hill; Portsmouth, Brighton, Truxton.

WASHINGTON—Bellingham, Sehome; Centralia, Cen-

tralia Public Schools, Edison, Jefferson, Lincoln, Logan, Oak View, Roosevelt, Washington; Kent, Kent Public Schools, Bowen, High, Valley; Onalaska, Onalaska Union Number One; Renton, Saxtori; Rosalia, Rosalia Public Schools; Spokane, Hilliard High.

WEST VIRGINIA—Charleston, Bigley; Northfork, Northfork District Public Schools; Oak Park, Triadelphia District High; Switchback, Elkhorn District Public Schools.

WISCONSIN—Delavan, Public; Hawkins, High; Kenosha, Columbus, Jefferson, Washington Elementary, Washington Junior High; Madison, Emerson, Lincoln, Longfellow, Lowell, Washington; Manitowoc, Cleveland, Garfield, Jefferson, Madison, McKinley, Roosevelt, Washington; Schofield, Graded; Two Rivers, Two Rivers Public Schools, Hamilton, Roosevelt, Washington, Washington Senior High; Wauwatosa, Senior High.

WYOMING—Cheyenne, Johnson, Park Addition; Laramie, Parkview; Rock Springs, Roosevelt; Sheridan, High.

Current year

ALABAMA—Vina, High.

ARIZONA—Bisbee, Franklin; Holbrook, Holbrook Public Schools; Prescott, Miller Valley.

ARKANSAS—Little Rock, Badgett; Moro, Moro Public Schools.

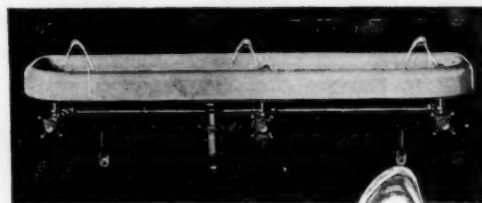
CALIFORNIA—Alhambra, Fremont; Anaheim, Fremont Intermediate, Lincoln; Bakersfield, Beardsley Elementary, Horace Mann; McArthur, Fall River Joint Union High; Needles, Needles Public Schools; Sacramento, Part Time High; San Bernardino, Burbank, Lincoln, Metcalf; San Francisco, Burnett, Frank McCoppin, Monroe, Rincon, Sunnyside, Twin Peaks, West Portal; San Jose, Americanization Classes; Santa Paula, Briggs; Turlock, Hawthorne.

COLORADO—Campo, Campo Public Schools; Crook, Crook Public Schools; Denver, Albion; Fort Collins, Washington; Laird, Laird Public Schools; Sedgewick, Sedgewick Public Schools; Trinchera, Public.

CONNECTICUT—Bridgeport, Lordship; Norwalk, Center Elementary, Center Junior High, Marvin, Roosevelt, Winnipauk; Seitcho, Public; Southington, Lewis High; South Norwalk, Fitch, Putnam; Warehouse Point, Hartford County Temporary Home.

DISTRICT OF COLUMBIA—Washington, Kenilworth, Reservoir.

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FLORIDA—Brooksville, Pleasant Grove; Crystal River, High; Palmetto, Palmetto Public Schools.

HAWAII—Honolulu, Fort Street.

IDAHO—Bannock County, Independent District Number One; Boise, Lincoln, Washington, Whitney; Nampa, Lakeview; Rexburg, Hibbard District Number 27.

ILLINOIS—Belvidere, Logan, Washington; Chicago, Carpenter; Crete, Crete Public Schools; Dana, Public; East Saint Louis, Lafayette, Morrison; Fillmore, Fillmore High; Griggsville, Community High, Grade; Hutsonville, Township High; Oak Park, Lowell; Princeton, Douglas; Ramsey, Ramsey Public Schools; Riverton, High; Rockford, Church, Franklin, Hall, Jackson, John Nelson, Kishwaukee, Wight; Springfield, Enos.

INDIANA—Elwood, Central; Fort Wayne, Franklin; Gas City, Senior High; Sullivan, Junior High.

IOWA—Cedar Rapids, Arthur, Garfield; Council Bluffs, Gunn; Dubuque, Marshall; Madrid, Public; Oelwein, Parkside; West Liberty, West Liberty Public Schools.

KANSAS—Augusta, Junior High; Concordia, Lincoln; Girard, Girard Public Schools, Emerson, High Junior High, Lowell, Whittier; Hutchinson, Lakewood, Winans; Neodesha, North Lawn; Pittsburg, Roosevelt Junior High; Powhattan, Rural High; Wichita, Park.

KENTUCKY—Louisville, Beechmont, Monsarrat Departmental; Tiline, High.

MAINE—Augusta, Cony High; Hartland, Hartland Public Schools; South Paris, Brick.

MARYLAND—Baltimore, Howard Park.

MASSACHUSETTS—Andover, Bradlee; Athol, Lake Park, Main Street; Belmont, Homer; Braintree, South; Brookline, Driscoll, Heath, Winthrop; Everett, Hamilton, Lincoln, Parlin; Falmouth, East Falmouth; Groton, Farnumsville; Lexington, Adams, Hancock; Malden, Ayers, C. A. Daniels, Pierce, West; Medford, James; Norfolk, City Mills, Junior High; Pittsfield, Briggs, Russell; Plymouth, Junior High; Provincetown, High; South Ashburton, Emeline Jewell Whitney; Springfield, Jefferson Avenue; Stoneham, North; Waltham, Phineas Lawrence, T. R. Plympton; Winchendon, Ephraim Murdock.

MICHIGAN—Detroit, Burt, Harris, Howe, M. M. Rose, Roosevelt, W. G. Harding; Dowagiac, Cass County Normal; Fremont, Fremont Public Schools; Highland Park, Liberty; Ironwood, Oliver; Jackson, Pleasant Street, Wilson; Lincoln Park, Lin-

(Continued on page A-262)

Natural Regions Endure

The great patterns of the earth's surface fall inescapably into four main divisions:

1. *Young Rugged Mountains*
2. *Old Worndown Mountains*
3. *Uplands and Plateaus*
4. *Lowlands and Interior Plains*

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Natural Regions Relate to Human Geography

In marking the boundaries of the Natural Regions many geographic factors enter into the determination, such as climatic control, character of soil, drainage, ease of transportation, and, most important of all, the general human response to the whole physical environment in which people work and live.

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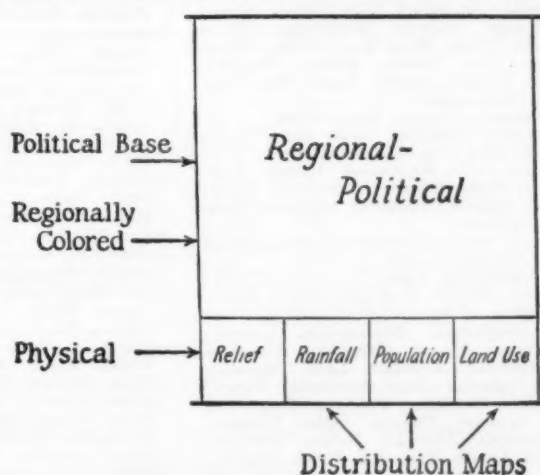
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(Continued from page A-260)

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MINNESOTA—Bovey, Grade; Braham, Braham Public Schools; Danube, Danube Public Schools; Dover, Dover Consolidated; Duluth, Cobb, Endion, Morely Heights, Munger, Oneonta, Washburn; Minneapolis, Adams, Alcott, Betsy Ross, Blaine, Bryant Junior High, Clay, Clinton, Cooper, Douglass, Holmes, John Eriasson, Jordan Junior High, Portland, Tuttle, Warrington.

MISSISSIPPI—Brooklyn, Forrest County High.

MISSOURI—Hannibal, Douglass High; Saint Louis, Lowell; University City, Delmar-Harvard.

MONTANA—Great Falls, Hawthorne, Lowell; Lambert, Lambert Public Schools; Lewistown, Lewistown Public Schools, Garfield, Highland Park, Junior High, Lincoln.

NEBRASKA—Funk, Public; Grand Island, Dodge, Platt Elementary; Omaha, Monroe.

NEVADA—Reno, McKinley Park.

NEW HAMPSHIRE—Antrim, High and Grade; Keene, Symonds; Milton, Grammar.

NEW JERSEY—Englewood, Intermediate, Lincoln; Madison, Central Avenue; Mendham, Mendham Township Schools; Mountain Lake, Mountain Lake Public Schools; New Brunswick, Weber; North Plainfield, Watchung; Paterson, Number 8; Pennington, Grammar, Pleasant Valley, Primary; Summit, Franklin; Titusville, Public; Vineland, Vineland and Landis Township Public Schools; Woodstown, Sharptown.

NEW YORK—Brookhaven, Public; Kenmore, Harding Elementary, Lincoln; Oneida, Junior High; Schenectady, Fulton.

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OHIO—Ashtabula, State Road Elementary; Bluffton, Bluffton Public Schools; Campbelltown, Jackson Township; Canton, Fairmount, Washington; Carey, Carey Public Schools; Chillicothe, Southern; Cincinnati, Kennedy, Mary Dill, Windsor; Cleveland, Alabama; Columbus, Bellows Avenue, Fieser, Hubbard Avenue; Eaton, Dixon Township; Goshen, Public; Mount Healthy, Springdale; Perrysburg, Perrysburg Public Schools; Piqua, Staunton Street,

Wilder Junior High; Rawson, Rawson Public Schools; Somerset, Somerset Village Schools; South Euclid, Victory Park; Tiffin, Tiffin Public Schools, Junior High, Miami Street, Monroe Street; Toledo, Roosevelt; Urbana, Urbana Public Schools, Central Ward, High, North Ward, South Ward; Wadsworth, Lincoln; Weston, Public; Youngstown, Parmelle Elementary, South Avenue.

OKLAHOMA—Ardmore, Lincoln; Davidson, Wilson.

OREGON—Ontario, Public; Pendleton, Field, Lincoln Portland, Russellville.

PENNSYLVANIA—Biglerville, Biglerville Public Schools; Chambers Valley, Sugar Grove Township Consolidated, Sugar Grove Township High; Clairton, Clairton Public Schools, High, Junior High, Miller Avenue, Shaw Avenue, Walnut Street; Coatesville, Rock Run; Erie, Emerson, Wilson Grade, Wilson High; Mount Union, Mount Union Public Schools, Elementary, High; Oil City, Pearl Avenue; Shinglehouse, Public; Telford, West Telford; Tyrone, Tyrone Public Schools, Adams, High, Logan, Washington.

SOUTH DAKOTA—Pierpont, High.

TEXAS—Fort Worth, Washington Heights; Palestine, Alamo; Texarkana, Rose Hill.

UTAH—Bert, Booth Valley; Davis County, Davis County Public Schools, Centerville, Clearfield, Clinton, Davis High, Farmington, Kaysville, Layton, South Bountiful, South Junior High, South Weber, Stoker, Syracuse, West Bountiful, West Point; Murray, William Penn; Plymouth, Public; Weber County, Weber County Public Schools, Burch Creek Junior High, Eden, Farr West, Harrisville, Hooper Junior High, Huntsville Junior High, Kaneshville, Liberty, Marriott, North Ogden Junior High, Plain City Junior High, Pleasant View, Riverdale Junior High, Roy Junior High, Snider High, Staterville, Taylor, Uintah, Warren, West Warren, West Weber, Wilson Junior High.

VERMONT—Montpelier, Primary; Richmond, High.

VIRGINIA—Lynchburg, Monroe; Newport News, High, Jackson; Norfolk, Meadowbrook; Sandy Hook, High.

WASHINGTON—Amboy, Chelatchie; Hoquiam, Junior High, Lincoln; Napavine, Napavine Public Schools; Omak, Central; Walla Walla, College Place.

WEST VIRGINIA—Beryl, Public; Buckhannon, Main Street; Quinimont, Public; Salem, East End, Junior High, West End.

WISCONSIN—Green Bay, East High; Holmes, State Graded; Kenosha, Day School for the Deaf, Grant; Madison, Dodgeon, East Side High; Manitowish, Lincoln High; South Milwaukee, First Ward, High, Junior High; Wauwatosa, Washington.

WYOMING—Baggs, Baggs Public Schools; Cody, Cody Public Schools, Grade, High; Laramie, Fremont, High; Rock Springs, Lowell, Washington, Yellowstone; Sheridan, Hill.

Notes and Announcements

CHRISTMAS GREETING—The Christmas season is significant in many ways. For teachers, it must always magnify the sheer greatness of teaching. Commemorating the birthday of the world's Greatest Teacher, it should bring to us all a fresh appreciation of Christian ideals and of the way that those ideals have been preserved through teaching during the centuries. Surrounded by the depressing influence of paganism, Christ gathered in His spirit and teaching the hunger of the masses of men for a better way. These teachings underlie the institutions upon which modern civilization is founded. Our ideals, our democratic government, our

(Continued on page A-264)



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(Continued from page A-262)

growing sense of service as a dominating motive in business and industry, our appreciation of cooperation in home management, our struggle for better understanding in world affairs—all these are mere applications of the ethical system preached upon the hills of Galilee nineteen hundred years ago. As we go about during this Christmas season with "Merry Christmas" upon our lips and gladness in our hearts, let us be thankful for the life of the Great Teacher and what that life means to every teacher here and now. Let us also be aware of the long struggle yet to be made before every boy and girl will enjoy the equal opportunity and the full preparation for life which the Christian ideals demand. Let us prepare ourselves to work for the realization of these ideals as Christ Himself labored to build His simple teachings into the lives of men.

With this thought in mind, the Officers and Staff of the National Education Association join in sending greetings to the members and friends of the Association whose growth is one of the marks of the Christian advance. To you all who share in this growth and common purpose, we send our choicest "Merry Christmas!"

BOSTON CONVENTION—The fifty-eighth annual meeting of the Department of Superintendence of the National Education Association will open with a vesper service on Sunday afternoon, February 26, 1928, and will continue its sessions through the ensuing week with the closing meeting on Thursday evening, March 1, 1928. The following notes cover important points in the arrangements:

Convention headquarters, registration, post-office, exhibits, and general sessions are located in the Mechanics Building on Huntington Avenue.

For hotel reservations write the chairman of the housing committee, J. Paul Foster, Convention Bureau, Chamber of Commerce, 80 Federal Street, Boston, Mass.

Application has been made for special railroad rates. Identification certificates will be ready January 10, 1928.

Films loaned by various school systems throughout the country are to be shown throughout the period of the convention in a special projection room in the Mechanics Building.

At the Monday evening session President J. M. Gwinn plans to show a master film of American education which will picture school activities of a kind such as ordinarily can be seen only by extended travel.

Problems of secondary education will have a leading place on the program. A joint session of the Department of Superintendence and the National Association of Secondary

School Principals is to be held Tuesday evening.

The Sixth Yearbook of the Department of Superintendence, and the last of the series prepared under the direction of the Commission on the Curriculum, will be ready for the Boston Convention. The title is *Curriculum Development in the Senior High School*.

THE INDEX for Volume 16 of THE JOURNAL has been printed separately and will be sent to \$5 members, and to anyone else upon request. Write to The Editor of THE JOURNAL, 1201 Sixteenth Street Northwest, Washington, D. C.

THE HORACE MANN SCHOOL, Everett, Mass., has 100-percent enrolment in the National Education Association, the Massachusetts State Federation, Everett Teachers' Club, Everett Teachers' Club Benefit Auxiliary. It is the first school in the city to meet the 100-percent subscription (\$5 per teacher) to the Riverbank Lodge Permanent Endowment Fund. William L. Young is principal.

ABIDING VALUES IN CHRISTMAS GIFTS—The custom of presenting life memberships in the National Education Association to beloved teachers who have rendered long and devoted service is spreading throughout the country. Where could one find a more fitting gift than this? To one who has given his life to a cause, permanent membership in the professional organization which stands for that cause is peculiarly pleasing. It is especially so when it comes as the gift of friends, fellow-workers, or former students, as an expression of the gratitude which we all feel to those who have enriched our lives. The life certificate stands as a lasting reminder of love, loyalty, and appreciation—three great ideals of our profession. Where the certificate is presented publicly, it magnifies to all who take part the noble service of teaching. If we honestly believe that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up those who teach that youth may be lifted up.

Is there not some teacher who helped you to start on your career whom you would like to honor? Perhaps you could find 99 others who would join you by contributing one dollar towards a fund for life membership. Send the \$100 to the Secretary of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., and the attractive certificate and gold pin of life membership will be sent promptly.

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(Continued from page A-264)

EXCELLENT INTERPRETATION—Ten pages are devoted to the work of the elementary schools of Omaha, Nebraska, in the November number of *Omaha's Own Magazine and Trade Review*, a fifty-page magazine devoted primarily to the business interests of the city. The pages are richly illustrated with pictures of school buildings and of Superintendent John H. Beveridge and his corps of assistant superintendents, supervisors, and principals. The article, written by Maude Sumner Smith, a member of the magazine's staff, calls particular attention to commendable progressive features in the school system.

THE PROGRAM outline on page 304 of this JOURNAL is suggestive to principals and faculty groups wishing to study the problems of the profession. It shows the type of program many principals are in the habit of making. Each program should include topics bearing on both general and local problems.

The principal often puts one meeting in charge of one committee and another in charge of some other committee. Through committee work the teacher receives greater benefits and contributes most to the advancement of the profession. Of course the principal always calls the meeting to order, makes announcements, and calls attention to the exercises. He will conduct many meetings himself. The paramount thought in all the work should be that the school is the most fundamental institution of our country. The future welfare of the nation rests on the success of its schools.

THE NEW YORK CITY Board of Education has indorsed the work of the Vocational Service for Juniors, a privately financed organization whose purpose is to enable financially handicapped children to remain in school to prepare for worthy occupations. New York's municipal budget for 1928 contains an item for the salaries of four vocational and placement counselors.

ENGINEERING AS A PROFESSION is the title of a new bulletin issued by the Carnegie Institute of Technology in Pittsburgh. The author is William E. Mott, director of the College of Engineering. In connection with the bulletin, sets of stereoptican slides have been prepared to illustrate the points emphasized.

Copies of the bulletin or sets of slides, or both, will be sent to any high school or educational groups interested, for presentation before groups of interested students.

(Continued on page A-266)

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(Continued from page A-266)

whereas skilled and unskilled labor has received greater increases.

THE PROFESSION AT WORK ON ITS PROBLEMS—A leaflet suggesting methods for the use of principals in the study of the problems of the profession has recently been sent from the Secretary's office to principals throughout the nation. The introductory statement of the leaflet follows:

The problems of the profession—Great progress has been made during the last three years in getting the profession at work on its problems. In thousands of schools, meetings for considering important questions were held regularly last year in elementary, junior, and senior high school buildings under the auspices of the principal.

Enriching the program—In some schools these meetings were part of a general plan for the entire school system. In others, they were entirely due to arrangements made by the principal, often as a means of enriching the regular programs held for considering questions of discipline and other routine matters.

A nationwide study—In 1926-27, Miss Harriett M. Chase, assistant to the Secretary, sent out program suggestions to principals to meet a demand. She requested in turn copies of programs from the field. Duplicate copies of many of these were made and sent to the hundreds of principals who requested them. The desire for material at once gave national scope to the movement. The outlines and suggestions in this leaflet have grown out of the work of last year and out of proposals from principals. The material in THE JOURNAL and in the state magazines has made it possible to develop the nationwide plan of study under the direction of the principal.

This pamphlet is to aid principals in organizing and going forward with the work which is under way. The suggestions apply whether the meetings come under a general plan or whether they are organized independently. Let every principal hold at least five meetings. Better hold from ten to twenty during the year.

A few general suggestions—One principal whose meetings have been successful says: "Arrange for not less than two afternoon meetings a month from November to May with now and then an additional session in the evening." The afternoon program is usually limited to an hour and the evening program to two hours.

The meetings—The teachers should have the program for more than a week in advance of the meeting. The board of education should see that the principal's office is supplied with bulletins, pamphlets, and other helps. It is the practise of boards of education to pay the bills for this material for reference use in the principals' office.

Sources of information—Every teacher should take THE JOURNAL and the state organ because these magazines contain a mine of information on important questions. The programs should be based on the available material. Some of them may well be based on the information in the state and national journals. The principal might look over the

(Continued on page A-268)

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(Continued from page A-267)

list of publications by the National Education Association, the state association, and the Bureau of Education, pick out and order through the board of education the ones he considers most important for the year's study. *Some of the richest programs for last year were based entirely on the proceedings of the Philadelphia meeting.*

CARLETON B. GIBSON, formerly superintendent of schools of Savannah, Georgia, and long a leader in the work of the Association, died on May 22. *The Savannah Press* has this to say of Mr. Gibson and his work:

Mr. Gibson had a long and brilliant career in the field of education, both in this country and abroad, having served a year in Belgium with the Hoover relief work at the beginning of the World War, and as a member of an international committee of educators after the war to map out a program of postwar education in Europe. He was given a year's leave of absence from Savannah to serve on the latter committee, spending most of the year 1919 in France.

He came to Savannah in July 1916, and for ten years was at the head of the school system here, during which time he took a prominent part in the life of the city. He was at one time president of the Rotary Club. He was a member of the National Association Council and was selected as one of the few men of this body to represent America in the educational committee in Europe after the war.

CHILD LABOR DAY 1928. Throughout the country Child Labor Day will be observed for the twenty-first year during the last weekend in January—January 28 for synagogues, January 29 for churches, and January 30 for schools and clubs. As in former years this will be the occasion for religious and educational organizations, women's clubs and other interested groups to bring to the attention of their members the fact that the problem of child labor is not yet solved. The National Child Labor Committee, 215 Fourth Avenue, New York City, will send free of charge to any interested groups an analysis of the law of their state and other material to aid in the observance of Child Labor Day.

A SMALL CHARACTER EDUCATION LIBRARY—Anyone who wishes to be a real master of character education must be a constant observer of the conduct of children and grownups and a persistent reader of what other observers have discovered. The following books approach character education from many angles and are as valuable in the working library of the teacher as the standard works in law are to the lawyer. They point the way to further study along the line of the leading editorial in this issue.

(Continued on page A-269)



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(Continued from page A-268)

Human Nature and Conduct by John Dewey
 The Moral Obligation to be Intelligent by John Erskine
 Psychology and Morals by J. A. Hadfield
 The Discovery of Intelligence by Joseph K. Hart
 The Dawn of Character in the Mind of the Child by Edith E. Read Mumford
 National Education Association Committee on Character Education Report, Bureau of Education, Bulletin, 1926, Number 7.
 Primitive Society by Robert H. Lowie
 Ethical and Moral Instruction in Schools by George Herbert Palmer
 The Mind in the Making by James Harvey Robinson
 The Tired Child by Max and Grete Seham
 Education for Character by Frank Chapman Sharp
 All the Children of All the People by William Hawley Smith
 Essays in Application by Henry van Dyke
 The Training of Children in the Christian Family by Luther Allan Weigle.

THE INCREASINGLY INTELLIGENT appreciation of the teacher salary situation by laymen is suggested by the following editorial from the *Christian Science Monitor* commenting on teachers' salaries in New York City:

More than a cash recognition—The prospective rise of \$14,000,000 in teachers' salaries in New York City will probably mean much more to the some 27,000 teachers involved than simply a chance for their own economic improvement and the raising of teaching standards. For this metropolis has given a community appraisal of the needs of its public school teaching staff through a citizens' committee and secondly through a committee appointed by the Mayor. This intelligent attitude on the part of the community is of more value than a cash recognition, however large the latter may be or however greatly it is needed. Moreover, to the 800,000 teachers throughout the rest of the United States, this New York salary increase is moral encouragement.

Due appreciation for the widespread increase in teachers' salaries during the last decade does not overcome the fact that whereas the average income of the mass of gainfully occupied persons in the United States is \$1700, the average salary of the public school teacher is \$1200. The average earnings of workers in twenty-five manufacturing industries is \$1309 and the average earnings of trade union workers is \$2502. And teachers' salaries are still much lower than those generally received for professional service. According to the research division of the National Education Association, "It will be necessary to increase teachers' salaries at a rate somewhat more rapidly than wages and salaries in general if they are to be brought to a level which will make it economically practical to provide all classrooms with teachers of acceptable ability and training."

The salary stride forward in New York is sufficient, however, to brighten the whole horizon of the teaching profession field. By such acts do the people themselves assume a little more responsibility in the essential

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(Continued from page A-269)

development of the schools. Also, if one city can take a step of this kind, other cities and the equally important rural sections may discover that they can. A progressive change in community attitude cannot be isolated to one place. A certain conviction is spreading to the effect that if cities and towns are to manifest true enlightenment they must finance for good teachers as for luxurious buildings. Teacher love and honor their profession, and they may be expected more nearly to do their best work when they have that economic freedom which permits of the full inspiration which naturally comes through that love and honor. Communities definitely foster this regard for the profession when they bring effectual cooperation to bear. A reasonable rise in salaries is good evidence.

THE TEACHERS OF VERMONT are financing their own illiteracy campaign. They not only volunteer to do the teaching, but the State Teachers' Association appropriates the funds to carry on the movement. Vermont is a state which has a small percent of illiteracy, but she is determined to blot it out entirely. Her fight is being led by a State Illiteracy Commission of which Frederick W. Wallace, district superintendent of schools, is chairman. The other members are Carl Batchelder, deputy state commissioner of education; Mrs. Margaret Kelly, state helping teacher; Kenneth Sheldon, deputy state commissioner of education; and Caroline S. Woodruff, principal, Castleton State Normal Training School.

GUIDANCE—A joint meeting of the American Vocational Association and the National Vocational Guidance Association will be held at Los Angeles, Calif., December 17, 19, and 20. Each of the three days of the conference will have a general topic on which the various addresses will be based. The topics are: Noteworthy provisions for Vocational Guidance during 1927; Outstanding Services in Guidance for Adolescent Pupils; Some reports of Progress on Research Projects in Educational and Vocational Guidance. Presiding officers at the sessions will be L. H. Dennis, deputy state superintendent of public instruction, Harrisburg, Pa.; William M. Proctor, professor of education, Stanford University; and A. H. Edgerton, University of Wisconsin, president, N. V. G. A.

EACH YEAR in the January number THE JOURNAL calls attention to important achievements in educational advance. It is especially eager to cover achievements in the scientific aspects in education that have immediate value to the masses of

teachers. Persons knowing of such achievements are invited to write the editor of THE JOURNAL calling attention to them.

ESSAY AND POSTER CONTESTS SPONSORED BY THE W. C. T. U.—The department of Scientific Temperance Instruction in Public Schools and Colleges, a department of the W. C. T. U. with headquarters at 400 Boylston Street, Boston, Massachusetts, has announced the subjects and rules for the prize essay and poster contest for the year 1927-28. Contests have been arranged for school teachers and principals, normal and training school students, university and college students, junior college, high school, and grade school students. The contests will close May 31, 1928. For further information write the National Director, Cora Frances Stoddard, at the above address.

EIGHTY STUDENTS from the International Institute of Columbia University, New York City, visited National Education Association headquarters November 5. Each of these students is majoring in some special field of education. Many of them were leaders in education before coming to Columbia. Their visit to Washington, D. C. is part of their regular work at Columbia. The following questions were among many which these students asked in a conference with the headquarters staff: "What determines the type of research done by the Association? Does the Association maintain experimental schools? What is the possibility of having, in the near future, a Department of Education with a Secretary in the President's cabinet? Does the Association receive sympathy and support from the public? Is it possible for residents of other countries to be members of the Association and receive its publications? Do you encourage the participation of foreign educators in your convention programs? Does the government help you in any way? Does the government of the United States suggest anything or ask the Association to solve its educational problems?"

The following countries were represented in this student group: Philippine Islands, Panama, Bulgaria, China, Porto Rico, India, Brazil, the Argentine, Chile, England, Poland, Japan, Hawaii, Austria, Germany, Korea, Haiti, Formosa, Hungary, Egypt, Roumania, Bavaria, Honduras, Scotland, Esthonia, France, Transvaal, Russia, Czechoslovakia, and Italy.

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Is YOUR STATE making progress in professional organization? Teachers wishing to study the growth of membership in their state and national associations will find the following references in earlier numbers of THE JOURNAL useful; Feb. 1922, p. 58; March 1923, p. 90; April 1924, p. 128; April 1925, p. 115; April 1926, p. 110; April 1927, p. 131.

IN A PERSONNEL study of 516 selected teachers in universities, colleges, and normal schools, made recently by Mr. Tao-Tsan Chung of Teachers College, Columbia University, the following conclusions were reached: The majority of these teachers hold a master's degree, 9 percent only have no degree; teachers of education have a larger percent of the higher degrees than have teachers of other subjects; the median length of experience is nearly nine years except for women teachers in normal schools whose experience amounts to 11 years; men teachers are paid from 14 to 32 percent more than women; the salaries of men professors in universities show a range of \$1000 to \$7000; length of experience and salary are closely associated; married men teachers receive from 21 to 40 percent more than single.

TEACHERS are indispensable to democracies. A democracy is a government of the average mind. Public opinion determines political action. Education can perform miracles with the average mind. The teacher can be a wonder worker. Teaching makes and unmakes laws; teaching forms the minds of future generations; teaching determines the quality of civilization; teaching renders an indispensable public service.—Teaching: Profession and Practice in *Journal of Education*.

THERE is no room in the teaching profession for the chronic pessimist or cynic. Belief in human capabilities of growth and improvement is a fundamental necessity of teaching. Without such belief, the teacher is guilty of engaging in a fraudulent transaction. Faithless teaching hurts the teacher and the taught.—A. W. Belding.

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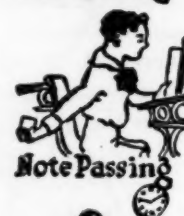
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—AMY LOWELL.

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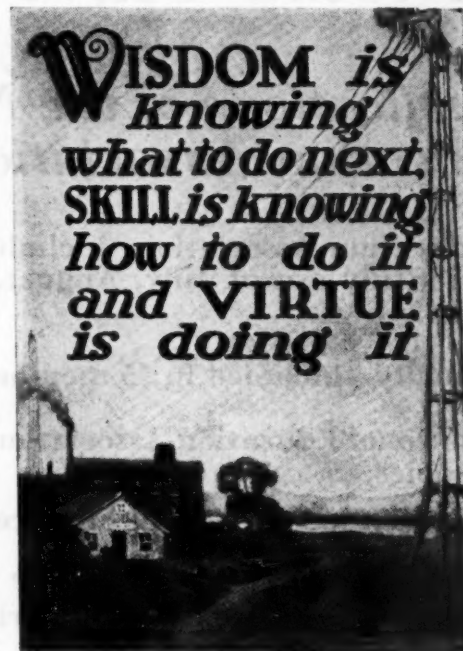
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A complete list of the publications of the National Education Association from 1857 to 1924 appears in the 1924 Proceedings, pages 1041-1060. Supplemental lists appear in the Proceedings, 1925: 1080; 1926: 1185; and 1927: 1219-1221. Many of these back publications are still available and may be purchased from the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

