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Growth Through Travel

GILBERT GROSVENOR

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MY GRANDMOTHER told me that she crossed the Atlantic in her youth on a sailing vessel and people congratulated her because she made the trip in six weeks.

My grandchildren probably will fly from New York to London or Paris as readily as we now go by train from Washington to Boston. And everyone will take their going and coming as a matter of course.

In New York City on January 8, 1927, the president of the American Telephone and Telegraph Company removed his telephone receiver from the hook and said, "Hello, London." Already the New York business man puts in a long distance call for London as casually as he would ask for Chicago.

For many centuries tales have been told of the marvelous ceremonies, lasting for two months, that take place in Jammu, winter capital of beautiful Kashmir, when a maharajah is inaugurated.

Potentates bedecked in diamonds and pearls and other gems worth millions of



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dollars ride elephants whose trappings cost \$200,000 or more. The new ruler sits in state for three hours a day, four days a week to receive the handsome presents sent by eastern potentates. His coronation bath is taken in waters collected by couriers from the four oceans and from every spring and stream in his domain.

Not long ago Washington, D. C. members of the National Geographic Society saw every detail of this ancient and amazing investiture for the present incumbent by means of motion pictures—pictures which were taken, in some cases, through apertures in walls of palaces where no white man has ever trod.

When the National Geographic Society and the United States Navy sent Donald B. MacMillan and Commander Richard E. Byrd upon an Arctic aerial exploration the ships were equipped with radio sending stations. The expedition members talked by radio to the United States and sent daily messages in radio code to the National Geographic Society.



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THE HOUR OF PRAYER IN THE SAHARA DESERT has a wide appeal because of the mystery, beauty, and human interest it embodies.

The messages were picked up from Maine to California, and from Florida to the state of Washington, and transmitted to the society's headquarters in Washington, D. C.

On a lonely farm in Vermont, six miles from a railroad station, a family nightly gathers around a radio set and hears the finest symphony orchestras, the world's greatest musicians, the foremost statesmen. If they tire of the Boston programs they can "tune in" on Cleveland, or Jacksonville, or New Orleans. And this is typical of millions of homes.

All this means that the school children of today are growing up to be, in a very literal sense, citizens of the world.

All the inventive genius that has gone into developing railways, automobiles, steamships, airplanes, and the complex organizations for operating them have a single, simple human effect, that of making it easier and cheaper for us to go places which our grandfathers never thought of visiting.

And even when we stay at home the telephone, the radio, the motion picture, and the printed photograph, especially with the development of color photography, have a similar effect of conveying us to faraway places.

The teacher of today must be prepared to interpret, from her own observation and experience, significant features of this stream of sights and sounds that pour in upon her pupils' minds.

In my youth a teacher used to say that if she guided her pupils to read wisely she had accomplished much. Today's teacher must also guide her pupils to see and hear wisely.

Travel, or the pictures and radio which are substitutes for travel, open such vistas of the fascinating, romantic, interesting features of the world we live in that their proper presentation easily can supersede the morbid interest in the cheap, trashy type of reading matter which gives concern to some educators.

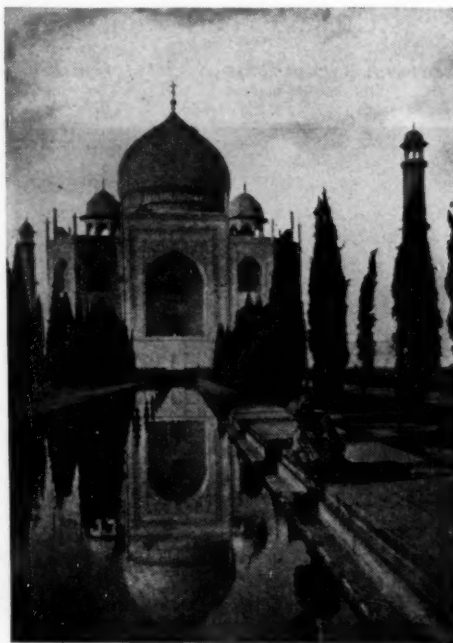
No teacher, nor any individual, can in a lifetime see all the places which the railroad and the steamship, and now the airplane, are making accessible.

But a teacher in the United States is advantageously situated to see types of natural wonders, great industrial establishments, and beautiful buildings which will help her to interpret similar works of nature and of man to her pupils.

And he, or she, incidentally, can see Washington. A visit to Washington affords a more stimulating and informative lesson in civics and citizenship than the pages of any text.

We recall that Thoreau "traveled a great deal in Concord," but it still is hard to realize that travel need not be distant to be informative.

A speaker at the National Council of Geography Teachers told how a teacher was laboring with children of the third grade to give them a concept of a valley.



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A SILVER WATERWAY, lined with fountains in front of the Taj Mahal, reflects a second Taj as through a silken veil.

They needed to know what a valley looked like to get the sense of the story they were reading.

A visitor to the class asked the children whether they had ever seen a valley. The children replied unanimously that they had not. As a matter of fact, half the children in the class passed through a valley each day on their way to school.

If a teacher's time and money are limited at first, that fact need be no obstacle to profitable travel. More than half our states now have state parks—parks that range from the one and three-quarter million acres of the Adirondack Park, in the state of New York, to a one-acre sand bar in the Connecticut River, which is the Dart Island State Park of Connecticut.

Many of these parks comprise notable natural features or historic shrines worth traveling many miles to see. They include barren peaks and waterfalls, such diverse shrines as Lincoln's birthplace and James Whitcomb Riley's "Old Swimmin' Hole" and such geological museums as the Starved Rock State Park of Illinois which recalls the time when inland America was a sea.

When the time comes for extending the traveling radius our own country is rich in natural wonders—we have the biggest and oldest trees, the vastest cavern, the longest river system, the greatest fresh water lakes, the largest and most fertile plains for growing wheat and corn and meat, immense mountains, canyons, and waterfalls.

Many of the choicest and most impressive of these natural wonders have been preserved by a wise government for the people and the National Park Service protects this heritage and makes the reservations accessible.

Teachers who employ libraries for reference and turn to museums for exhibits of art and science also, happily, are now using this national gallery of natural wonders for recreation and inspiration.

Other natural resources, our immense mountains of coal and iron, subterranean lakes of oil, inexhaustible mines of copper, salt, sulphur, lead, and other mineral riches, give rise to our great industrial plants where these raw materials are refined or fabricated for our daily use.

A fish wharf or a factory, a telephone exchange, or a vast freight yard, each has a story and an interest of its own, even if it is not classified among the "sights" of a city's guidebook.

One thing we of the *National Geographic Magazine* have come to know, beyond question, is that people want to see things. The most expressive words, marshaled by the most adept master of language, cannot convey the charm and color, the design and the pattern of a Rumanian peasant's attire. But a closeup photograph of the young woman gives an instant and almost as vivid impression of her as a face-to-face encounter.

That is why we have collected photographs from all over the world until today the National Geographic Society has the greatest geographic photographic library in the world. Through the publication of these pictures we have come to know what people wish to see.

I am often asked which of the tens of thousands of photographs we have published in the *National Geographic Magazine* is the most popular. It is a superb photograph showing an oldtime bark in full sail in the Gulf Stream. Immediately it took a place among the most popular pictures we have printed. It stirred the imagination. It gave a glorious hint of the romance and mystery of the sea.

Some years ago, we published another picture in panorama size for framing, showing a Mussulman praying at sunset, beside a camel, and beyond the figures

stretch the seemingly interminable sands of the Sahara.

The fact that this photograph has had such a wide appeal shows that people in general have a sense of the beautiful and a true instinct for artistic merit, for artists have declared this picture remarkable for its composition, light value, and pose of the figures.

The same instinct holds good in travel; people seek beauty. The Mussulman furnishes another clue, for he provides an element of human interest. People travel also to learn what others are doing, how they work and play, and dress and eat, and go about the daily activities of life.

A third popular picture is a panorama of the General Sherman tree, patriarch of the giant redwoods of the Sequoia National Park in California. It is a magnificent tree, but the appeal there also was to the imagination, which realizes that this tree was 2000 years old when Christ was born.

Consider then these three pictures as things which it has been demonstrated that people like to look at. They like the beauty and the sense of mystery of "The Hour of Prayer;" they respond to the suggestion of adventure and romance in "The Argosy of Geography;" they are sensible to the enduring majesty of "The Oldest Living Thing."

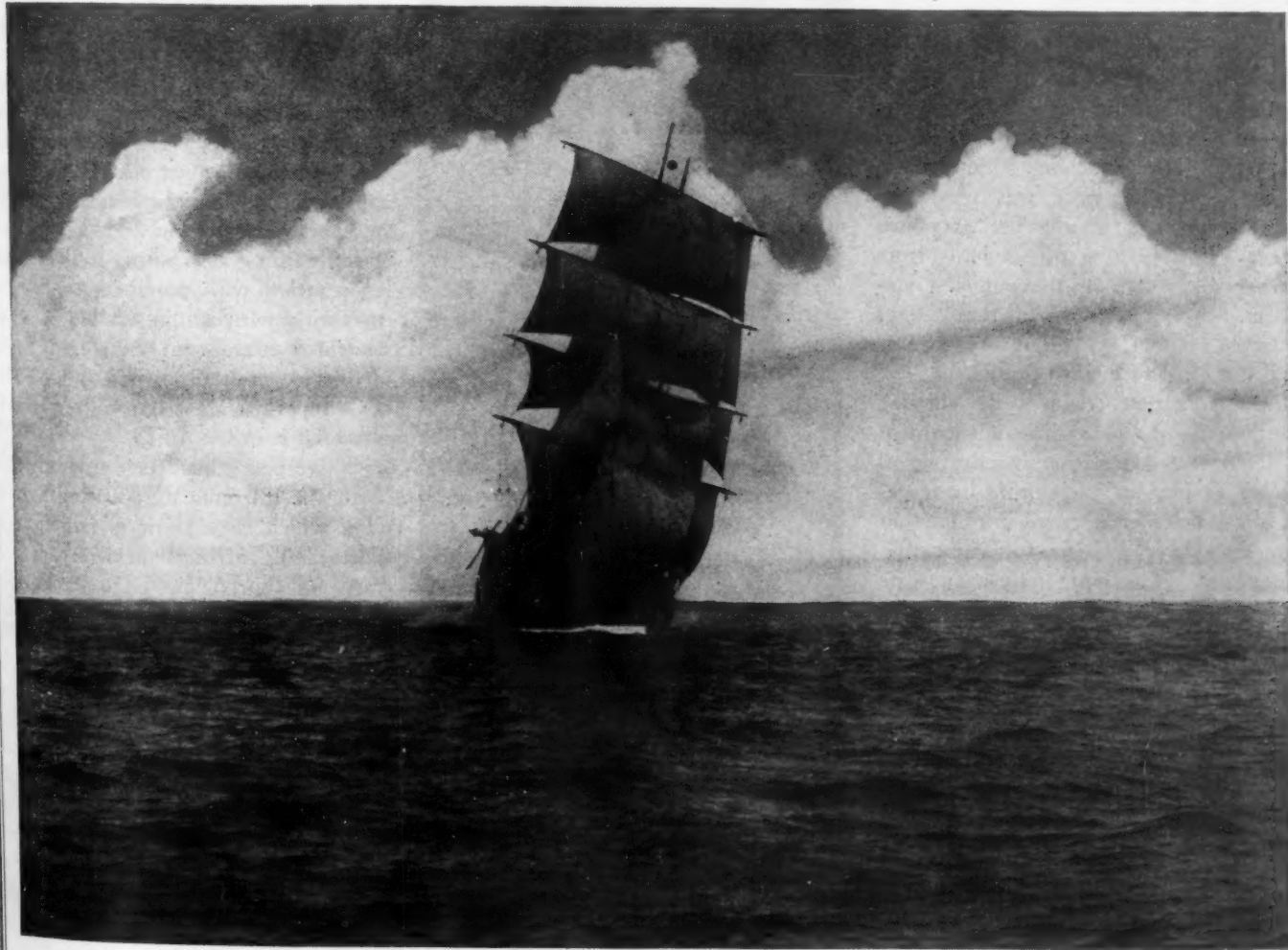
Added to the joy of seeing things there is, in travel, the joy of personal exploration—the thrill of finding some beauty, or some human activity, which is not in the stereotyped guidebooks.

Herbert Corey experienced such a thrill when he viewed "London From a Bus Top" and went exploring by "A Char-a-bancs in Cornwall" (*National Geographic Magazine*, May, 1926, and December, 1924); Melville Chater did so in "Rediscovering the Rhine" and when he made a seven-week voyage in a Canadian canoe "Through the Back Doors of France" (*N. G. M.*, July, 1925

and July, 1923); and Lieutenant J. Parker Van Zandt did so when he boarded airplanes for "Looking Down on Europe" (*N. G. M.*, March, 1925).

These narratives traverse wellknown areas and age-old scenes, about which many volumes have been written, yet these travelers saw new beauties and set down new impressions. Only the intrepid explorer with years of traveling may hope to penetrate new regions and add new patches to the maps of the known world, but this other kind of exploration is within reach of all of us.

Even in much-visited London or crowded Belgium one may shun the beaten paths and step beyond the things "one must see." One wonders at the travelers who come back with a mental picture of Europe as a composite of art galleries and cathedrals—and little else. Cathedrals and galleries are inspiring, but there is so much more of grandeur and beauty and the curious in Europe!



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THE ARGOSY OF GEOGRAPHY is the most popular of all pictures published by the National Geographic Society. This old-time bark in full sail in the Gulf Stream suggests the adventure and mystery of the sea.

Teacher Rating

BURTON E. DAVIS

Teacher in Thomas A. Edison Junior High School, Los Angeles, California

IN A SURVEY made by B. R. Buckingham in 1922 of 156 American city school systems it was found that 90 percent of the superintendents thought teachers should be rated. Seventy-seven percent of the schools were using some scheme to determine salaries, stimulate growth, and as an aid to supervision. In 1925 Leroy A. King made a similar survey of 92 cities of population more than 25,000. He found seventy of these using some system of rating their teachers. The reasons for rating, according to this survey, were: To promote teacher efficiency; stimulate selfimprovement; eliminate unfit teachers; determine salary increases; aid in supervision; and to furnish private information to the principal or superintendent. Only seventeen of these schools determined how far the aims of their program of studies were being carried out by their rating plans. However, the factors revealed a turning toward outcomes of teaching as the chief criteria of good teaching. Pupil command of subjectmatter was most frequently included in the list of points rated. This turning of emphasis from teacher to growth in the pupils is emphasized by comparison with the findings of Boyce in 1914. Then, class discipline headed the list of qualities rated.

Another recent trend is the shifting from the use of marks to the employment of descriptive terms in rating degrees of teacher perfection. Selfrating by teachers is also being encouraged in order that they may have a basis for combating weaknesses. The Knight-Franzen scale made on the order of a standard test helps select promising teacher material. The Curtis device of matching a given teacher with graded descriptions on the order of a composition scale will prove more objective than former devices. The Monroe-Buckingham and Franzen "T. E." formula is the most accurate measuring stick, perhaps, for the limited number of subjects to which it can be applied. Miss L. M. Crabbs, formerly of Columbia University, found a low correlation between a teacher's ability in one subject as compared with another, so a teacher's general ability cannot be inferred from the results of this test. Miss Crabbs also

proved to her satisfaction that teachers cannot be judged accurately enough by supervisors to make such judgments of



Courtesy National Geographic Society. © 1927

THE GREAT AGE of this magnificent redwood is suggested in the name of the picture, "The Oldest Living Thing."

any value. Her study showed her, furthermore, that teaching efficiency cannot be predicted from preparation. Of course, none of these newer approaches has cast much light on the imponderable as to, "How can influence, stimulus, inspiration, professional zeal, character, or personality be measured?"

Nevertheless, on this point the Crabbs study revealed a high correlation between

the estimates made by supervisors as to ability to teach subjects and to develop character in general. A Detroit supervisor by spending time helping pupils to use selfdevelopment, selfappraisal, self-control, and cooperation brought the class far above the average in arithmetic skill work. It is hinted in these two incidents that character development may be concomitant with the efficient development of other skills. Were that proved to be largely true, one would have only to devise technic to discover the teacher who produces the greatest output in the three Rs and you would have the one who deals out the finest line of imponderables also.

There is then, a very great distrust of teacher rating on the one hand, but a rather general use of it, nevertheless. Chicago has recently adopted a plan for rating teachers after working over some forty odd other schemes through teacher committees. They rate teachers in Chicago as superior, excellent, satisfactory, unsatisfactory, and inefficient. The teachers are rated on knowledge of subject; teaching ability; progress of pupils; cooperation with pupils and public; cooperation with administration of school; and professional standing. Demerits are deducted, and a possible total is 100. But Superintendent McAndrew says the proposal is unscientific.

So we find school men generally faced with the dilemma of adopting a rating plan which they know is fallible, even, "demeaning, artificial, arbitrary, perfunctory, and superficial," or to permit teachers, "whose chief distinction is the number of years they have occupied space," to get salary increases and enjoy all the insignia of success. They are between the devil and the deep blue sea. If they adopt a plan they know, like McAndrew, the devil is to pay. If they throw all attempts at rating to the winds, they are then entirely at sea. If some modern pedagogical Archimedes can discover an unvarying principle whereby pure gold teachers can be distinguished from the alloy type and the counterfeit class, he will not only win laurels for himself, but may thereby perceptibly raise the floodgates of civilization.

The Senior High School Principalship

ERNEST B. COMSTOCK

Principal, North Dallas High School, Dallas, Texas

IT WAS just fourteen years ago when P. E. Davidson of California wrote as follows:

The direction of schools lacks the first requirement of the profession, a fixed category of social problems with which a special technic is associated. School principals and superintendents make their duties largely at pleasure, or meet the exigencies of their situations as their measure of good sense or prudence determines. If one turns to the writings on school management, with the expectations that, at least, worthy conceptions of these offices exist on paper, the reward is half a dozen articles outlining a set of duties appropriate to a fairly efficient clerk or caretaker.

Since these statements were made, developments of scientific nature have revolutionized our theory of educational management and placed it more clearly on a professional basis. Five years afterwards, the National Education Association Committee on the Reorganization of Secondary Schools made a report and stated more definitely than ever before the objectives of secondary education: sound health, mastery of the tools, technics, and spirit of learning, worthy home membership, vocational effectiveness, wise use of leisure, faithful citizenship, and ethical character. In addition to this the universities have multiplied their courses in administration, students of educational problems have written much that is worthwhile, the principals themselves have studied high-school problems in city, state, and national organizations; child psychology has become more scientific, mental testing and homogeneous grouping have proved themselves worthwhile, and the individual or case method of pupil adjustment is being studied. These are furnishing us with a "category of

social problems" and a technic of procedure that renders the principalship as truly a profession as that of medicine or law. The principalship of a high school



BEAUTY IN SCHOOL BUILDINGS helps to raise the standard of living by offering pupils an example with which to compare their own homes and lives. This is the East High School, Denver, Colorado.

today is a position of honor, the opportunity offered for service is immeasurable, and the responsibility attached to it is increasingly great. The work is professional in its nature and should be dignified by men of noble character, scholarly attainments, and lofty ideals.

Texas has not yet reached the place where the M. A. degree is required for high school teachers but in all of the larger cities the B. A. degree is required for those holding teaching positions in the high school. If a man is to be raised

from the rank of teacher to that of a principal, he must have outstanding qualities in character, personality, and influence, and, other things being equal, the man with the M. A. degree is likely to get the place. In fact, the time is rapidly approaching when none of the better high-school positions will be offered to any man who has not had at least five years of training above the high school, and possesses a master's degree. This is probably warranted as a minimum requirement by the numbers that are entering our teachers' colleges and schools of education. E. E. Lewis in *Personnel problems of the teaching staff*, says:

For all supervisors, principals, and other administrative officers, there should be required not less than from one to three years training beyond the training of the teachers under them, which training should include problems in organization, supervision, and administration.

It is not a difficult matter to decide that a certain degree should be obtained before a man is eligible for a high-school principalship, or that he should have a certain number of years of experience in teaching, or a certain number of years in advance of the minimum requirement for teachers under him. It is difficult, however, to decide just what courses, of the many that are being offered, will best prepare him for his job. In medicine, the options are limited to various types of specialized activities. Those entering a certain field of preparation in the medical profession, take practically the same work. In the field of education this is not true. There is apparent uncertainty and confusion as to which courses are best suited to give the desired training. The student is told to "consult the in-



Forest Park High School, Baltimore, Md. Parker, Thomas, and Rice, Architects.

structor," and is referred to the catalog which speaks of certain subjects as "suitable to meet the needs," as "prepared primarily for the training of executives," or as "planned to meet the requirements of principals."

The courses of study offered to prospective executives have not yet been standardized. The writer is of the opinion that they should not be, because this freedom of selection, and the variety of directions of interest form a wholesome contribution to our educational growth. Arbitrary standards would stunt this growth. Here is applicable the educational philosophy of Henry C. Morrison in *Everyday problems in science*:

The essence of educating an American citizen is to set him going under his own power and point him right. In a word, successful teaching results in the development of ability to study and the discovery of intellectual interests.

The individual of the right caliber will intuitively pursue his investigations along lines that will get him somewhere. His interest will aid in guiding him in the right direction. Many of our schools and colleges are providing solid courses in administration and supervision that will arouse these interests and prove beneficial to those who expect to enter upon the duties of executive work. One of the higher institutions of learning presents, among others, the following courses which are of this nature:

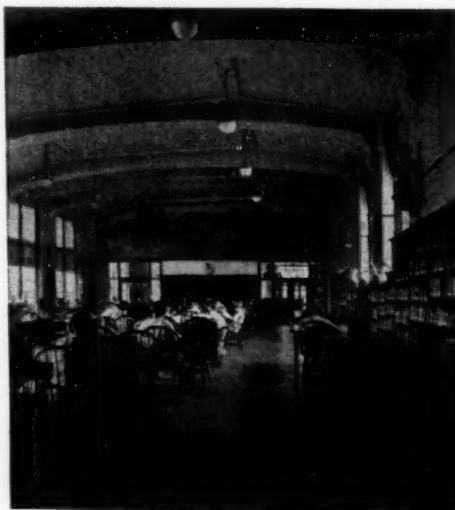
Methods of teaching in junior and senior high schools; class organization, management, and testing in junior and senior high schools; history of modern secondary education; the administration management of pupils; educational and vocational guidance; the administration of the teaching staff; the supervision of the teaching staff; the organization and administration of the high school; the study and supervision of the high-school girl; the curriculum; psychology of secondary education; the use of achievement tests in improving instruction in the high schools; general technic of instruction in the high schools; investigations of problems in high-school teaching.

There is no doubt that the same principles that apply to the successful management of a business, also apply to the successful management of a school system. Hence, the question, "How are executives trained in the business world?" is pertinent.

Tread and Metcalf in their book, *Personnel administration*, say that the executive should have the following characteristics: Character, creative imagination, sound judgment, courage, a sense of humor, ability to cooperate, to understand men, ability to organize, receptiv-

ity, courtesy, expert technical knowledge.

With these characteristics in mind as essential qualities for an executive, the belief is stressed by the authors, that training should progress during a period of apprenticeship, or while the employee is holding a position of lesser responsibility in the firm where he aspires to become an executive.



THIS is the library study of the Edward Lee McClain High School, Greenfield, Ohio. There is a noticeable atmosphere of study and repose combined with spaciousness, beauty, and comfort.

With this in mind, the following suggestions are made by the authors:

1. Time should be given so that the training courses for executive work may be taken by employees.
2. A fair opportunity for every employee to take the training courses should be offered.
3. Every man must be permitted to bring out the best that is in him. No favoritism should be shown.
4. There should be a just system of financial and nonfinancial rewards.

The suggestions here given may well be considered in any educational system, but in few places have they been put into practise.

Many of our senior high schools have assistant principals, whose executive duties are given to them by the principal. Counselors, deans of men, deans of women, registrars, and sponsors may now receive training under the direction of the principals. Close contact, such as they have in the office with the daily problems that arise in various parts of the school system is bound to give them a practical insight into school administration that the perfunctory pursuance of university courses cannot give. There is need of a more systematic and scientific method of training principals in service than we

have at present, and the time is coming when that method will be produced.

We have mentioned certain qualities which every executive should possess. Among them is *expert technical knowledge*. The physician must know medicine and be able to write his prescriptions in technical language. The chemist must know his formulas; the pharmacist, drugs; the machinist, tools; the librarian, books; and the school man must be acquainted with the elements of his profession.

Our school journals, reports, surveys, and educational works contain terms which should be familiar to the reader if he is to understand and appreciate what he is reading. The following have become common terms in school parlance through the recent use of tests and statistical methods: I. Q., coefficient of correlation, probable error, achievement norm, age norm, median, percentile scores, standard deviation, objective test, variable, prognostic test, etc. Sufficient work with problems in which these terms are used should form a part of a high-school principal's training. The same thing is true regarding technical terms which have been introduced along other lines of scholastic training.

Adolescent psychology, as a study, should be familiar to a high-school principal. It was but a few years ago that G. Stanley Hall made a thorough study of the boy and girl at this most interesting, yet critical, period. Ralph W. Pringle has recently made a most valuable contribution in his book, *Adolescence and high-school problems*. To keep in mind the physical changes of a boy, together with the corresponding mental perturbances, to understand his thoughts and aspirations, his untrained emotional experiences, his gang spirit, his wanderlust, his hero-worship, his periods of despondency and his tendency to idealism, are an aid when it comes to solving the many perplexing problems that face the school executive every day. The principal cannot shift to any other individual the responsibility of making decisions for adolescents. The study of adolescence, in a systematic way, should enable the principal to know better how and when to curb the floods of exuberance and enthusiasm, exhibited by our boys and girls, to guide and direct rather than prohibit them, to be sympathetic rather than disgusted at their harmless pranks, to administer to their natural instincts in a wholesome manner, and to train in them a spirit of altruism and service.

Extracurriculum activities have come

to play an important part in the high school of today. In fact, they are generally regarded as of such value that they are rapidly taking their place as a part of the regularly planned classroom work. In speaking of the value of these activities, Aubrey A. Douglass says:

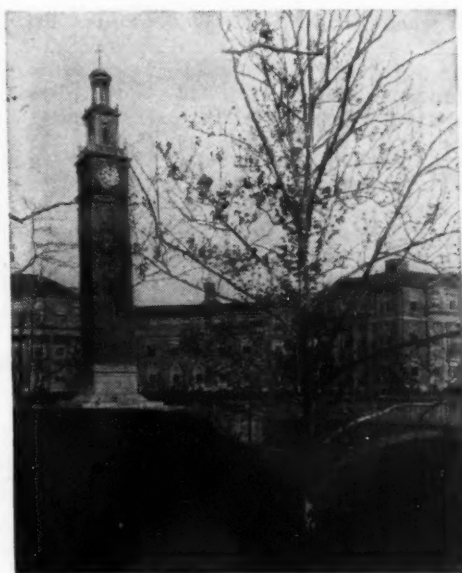
Such activities are now regarded as truly educative. In fact, the position is often maintained that they contribute just as effectively, if not more effectively, toward the realization of the aims of secondary education than do the regular studies.

This position is probably not held by our high-school classroom teachers, but experienced principals know that club and organization work is more satisfactory when properly sponsored than otherwise; that athletics need coaching, editors of school publications need guidance, the classes need sponsoring, debaters need counsel, the entertainments need supervision; in fact, there must be a well-developed plan of procedure for handling student activities of every variety, if the benefits that are possible are to be derived from them. The methods of handling these activities have not yet been standardized. Nevertheless, they need a thorough study by every prospective high-school principal.

The junior high-school movement has swept over the country until the 6-3-3 plan is widely accepted. The difficulties of the junior high school have not yet been solved, primarily because of the changes needed in teachers, textbooks, and in methods suitable to the new plan. Adjustments are still needed here.

Junior colleges have appeared until at the present time over 200 are in existence

and each year sees an increasingly large number added to the list. The articulation of the senior high school with the junior high school, on the one hand, and the junior college on the other, presents a growing problem at the present time. Leonard V. Koos' book, *The junior col-*



THE STUDENTS of Withrow High School, Cincinnati, Ohio, take pride in living up to the ideals mirrored in the beauty of their school building.

lege, is a valuable contribution to this study.

Supervision of the teacher's work is a complicated duty. How to aid teachers in service, how to make one's visits more than mere perfunctory performances, what methods of classroom technic to suggest, what special devices to name,

what additional equipment to requisition, are all matters that need thorough study and investigation.

Among subjects which the prospective high-school principal should study are: the seven objectives, the making of a high-school program; the methods of pupil enrolment; the teacher's load; size of classes in high school; system of office filing and bookkeeping; the junior high school; the junior college; the relation of the senior high school to the elementary school; the articulation between the senior high schools and the colleges; training teachers in service; teaching pupils how to study; how to make visits to teachers profitable; supervised study; class technic for various subjects; use of the project method; socializing the recitation; plans for administering extracurriculum activities; financing student activities; high school publications; methods of recording participation in student activities; psychology of adolescence; student counseling; use of standard tests; use of mental tests; acceleration of pupils; retardation of pupils; individual differences; homogeneous grouping; sources of revenue now in use; possible sources of revenue; school income; school costs; unit costs in high school; janitorial service; lighting, heating, and ventilating; upkeep of property, the inventory; vocational needs of the community; methods of vocational instruction; lunch room service; curriculum making in secondary education; high-school libraries; parent-teachers associations and dads' clubs; the school as a community center. There are many other topics. No list contains them all.

WHAT TEACHING MEANS TO ME—To be a trusty and reliable guide for explorers in an unknown country among unknown peoples is a trait which not many people possess; to be a trusty, conscientious guide of the destinies of school boys and girls is a privilege that all teachers should consider as a sacred heritage. As a school administrator, I derive no greater amount of satisfaction than that of standing before a group of youngsters and discussing a lesson in class. In fact I should feel as a mother without a home, were I to be deprived of that opportunity. A man is considered a hero who leaps into the surging waters to save the life of a drowning person; a teacher can be considered a far greater hero who throws himself into his work both heart and soul to save a youth from being lost. I have had classes in general science which I have enjoyed more than many vaudeville. Frequent were the moments when the pupils would move their eyes and heads as I moved about explaining some principle in electricity or the law of levers. Many would lean over to the side, when someone was sitting directly in front, so that not one thing should escape their eager eyes and ears. With a class of thirty such pupils, listening as one to the ideals and ideas of a conscientious teacher, could anything be more pleasant or profitable? Suppose only one of those pupils were thus persuaded

to rise from the ranks, does not the teacher deserve praise? What higher honor could one wish, were he a worthy teacher, than to see and feel that his pupils were copying and imitating his admirable traits? A father and mother take great pride in being able to bring up two or three children who are worthy of the name they bear; is not a teacher justified in taking even greater pride in bringing up an even greater number of boys and girls? The newspapers may not have in conspicuous headlines that such and such a teacher saved and brought up such and such a boy or girl, but mark my words, ye members of the profession, that you shall not be forgotten. Your pupils will continue to have deep reverence for you. Do you not still recall the teacher in your childhood days who to you was the emblem of everything which is ideal? Is it not a "grand and glorious feeling" to think that there are some boys and girls who feel the same way about you? It is a wonderful privilege and no teacher should abuse that opportunity of guiding those eager to be guided. "Let us cherish the work we are in," for very often, though we may not know it, there is some pupil who deems it an honor to hear you talk and to ask you questions and in later years may say to you, "You were my ideal teacher."—Joseph Dostal, superintendent of Karlstad consolidated schools, Karlstad, Minnesota.

Clerks for Teachers

WITH THE gradual introduction of scientific method into school administration there has been an ever increasing demand for statistical information. This information has to do with records of attendance, classification, measurement, books and supplies, and the like. Owing to the value of such data the demand will no doubt continue to increase. But the collection of this material requires an immense amount of time, and the question arises, "Who shall do this work?"

Because of its gradual introduction, work of this sort has been assigned usually to present employees—namely principals and teachers. The former have to some extent been relieved of their share by the employment of clerks. Should not this policy be extended until all the clerical work of the public schools is done by clerks? No doubt this will be done when boards of education realize how expensive the present practise is. The study described below was made to throw some light upon this question. While the study is a local one, it is believed the problem is nationwide.

A form was devised recently for collecting data which would show how much time teachers are devoting to clerical work. Each week for twenty consecutive weeks a teacher was interviewed and asked to keep a daily record of time spent on clerical work. The first twenty teachers were chosen in order from an alphabetical list of the teachers of a large city high school, each teacher working one week. They were asked to keep separate records of time spent on work concerned with attendance, with marks or grades, with classification of pupils, with handling money, and with all other clerical work. No work was to be included that could not be done by a clerk. As a check, the writer, a teacher in the same school, kept similar records of his own work for all of the twenty weeks. He was careful to do all of the required clerical work, to do it accurately, and to do it as rapidly as he could.

At the end of the twenty-week period (one semester), the twenty reports were

Minutes devoted to clerical work—Average weekly record

Kind of work	Mon.	Tue.	Wed.	Thur.	Fri.	Total
Attendance...	21	17	14	14	16	82
Tests and marks.....	30	37	25	31	35	157
Classification	3	4	4	4	5	20
Handling money.....			2	2	2	6
Miscellaneous	3	3	3		12	21
Total....	57	61	48	51	70	286

combined and averaged. The average weekly record for the twenty teachers (see table) shows that 286 minutes a week or 57 minutes a day is required of each teacher for work that a clerk could do. A similar average of the twenty weekly records kept by the writer was much higher, being 433 minutes a week or 87 minutes a day. The great difference in the two averages is explained by the fact that the clerical work done by the twenty teachers was not particularly thorough nor accurate. A sufficient number of checks was made to indicate that this was true. Of course this is not to be wondered at. Teachers no doubt feel that this is one of the less important parts of their work. Then, too, the work is done at odd moments with frequent interruptions and countless distractions. This would not be true if clerks were employed to give the work their entire attention.

Let us consider now the nature of this clerical work that requires so much of a teacher's time. First there is the work pertaining to attendance. In a short opening session in the morning the homeroom attendance is recorded. Names of absent pupils are written on a blank and sent to the office. Pupils returning after absence are interviewed and supplied with excuses. Tardy pupils receive the teacher's signature upon excuse blanks, and absence marks in roll book are changed to tardy marks. Cases of prolonged absence must be investigated. Six times a day class attendance records are kept; excuses of pupils absent the day before are signed; records of such excuses are made; class attendance is checked with a daily absence list for

the school and discrepancies are reported on a special form for that purpose. When pupils are excused before dismissal time, blanks are signed by all teachers involved, and records of such excuses are kept. Summary reports of attendance are made for each month and for each semester.

The second division of the work pertains to tests and marks. Teachers differ a great deal in this work, but three times a semester a report card is given each pupil; marks for all pupils are sent to home-

room teachers; each homeroom teacher makes a summary of marks for his room; and once a semester permanent record cards are filled out for homeroom pupils.

The third division is the classification work. This consists of securing schedule data, enrolment, and preparation of enrolment summaries. It also includes the preparation of class record books and age-grade tables.

Handling money consists of supervising the weekly banking, frequent ticket sales, collecting for lost books, etc.

The miscellaneous clerical work includes keeping records of books, distribution of supplies, distribution of the school paper, sending home poor work notices, writing transfer excuses, and making various special reports from time to time.

What would be the advantage of having clerks do the clerical work now done by teachers?

Let us assume that a fulltime clerk could do the clerical work of six teachers. Five of the six teachers thus relieved could take over the teaching work of the sixth. Thus a clerk could be substituted for every sixth teacher, saving on the average of \$1316 a year in the school from which the above data were obtained. Moreover the clerks would be devoting their entire time to clerical work and the teachers could concentrate upon teaching. This would result in greater efficiency throughout the school.

A modern testing program could be adopted if the typing and mimeographing were done by clerks. Also, teachers could engage in research to a greater extent than is now possible.—Paul A. Maxwell teacher of chemistry, Perry High School, Pittsburgh, Pennsylvania.

Commencements in Doylestown

How a Great High School Vitalizes its Graduation Exercises

FAILURES IN HIGH SCHOOL—This is the report of an investigation into the causes of failures in the Doylestown High School during the years 1922-26 as made by a committee of seniors for the annual graduation exercises, June 21, 1927. This type of commencement activity is in keeping with the past practices in the Doylestown High School in presenting, in popular form, some definite piece of work which is not only instructive, but informative and useful to students, parents, and the community in general.

The preparation of this report has been excellent experience in elementary research for a group of seniors. Allowance must be made for any scientific shortcoming. The data, however, have been carefully checked up and found reliable.

The real purpose of the study was twofold: First, to present to the community, gathered for the annual commencement, and thus very receptive, material in popular form on a very important school problem; second, to continue the practice of this school in departing from the formal and stilted and uninteresting commencement essays and orations.

The committee was composed of the following seniors: Dorothy S. Driver, Oscar Trauger, Paul Detwiler, Margaret Kohler, Grace Walker, Mary Shellenger, and Florence Leatherman.—Carmon Ross, supervising principal.

Introduction—Method

Dorothy S. Driver

FOR THE LAST several years it has been the custom of our school to present, instead of the usual would-be inspiring academic speeches common to such occasions, a study made by a committee of seniors of various problems concerning school life. Our purpose has been to interest all those who are directly influenced by the school—the parents, the teachers, and the pupils—in these problems which we have analysed, that they may be helped by the study which we present.

This year we have chosen as our study "high-school failures." This may seem to you a rather incongruous subject for a high-school commencement, but it really

is not. Commencement does mark a certain success, but it must be remembered that in gaining that success some failures have been encountered, and that both we and our successors may gain from those

THAT COMMENCEMENT EXERCISES should make vital points of contact between the school and the community was suggested in an editorial in the December JOURNAL. We are glad to present here a concrete example of such an exercise. This material is taken from a printed report published at Doylestown, Pennsylvania, June 24, 1927. School failure is a theme of compelling importance. Serious waste of human material, teacher effort, and school buildings and equipment should be a subject of careful study in schools wherever it occurs. Let the aim be a school so perfectly adapted to the needs of pupils as they are that there will be no failures.

Other schools that are doing pioneer work to vitalize commencements are urged to send full accounts with pictures and illustrative material to the Editor of THE JOURNAL. We are especially eager to have material bearing on promotion exercises in the elementary and rural schools. They present a challenging need for commencements so vital that they will visualize the real meaning of education to all the people of the community.—J. E. M.

failures invaluable information. Thus it is that we are presenting this study to you not as an end in itself, but as the means to an end—that you may understand more thoroughly the reasons for, and facts about, high-school failures, and by understanding, remedy them.

If the President of the United States sees fit, in a speech of his, to call attention to our national delinquencies that we may put forth all our efforts toward their elimination, it is only right that we be sufficiently modest to do the same in regard to our educational ones.

In order to attain accuracy and to make this analysis as comprehensive as possible, we have investigated failures in high school, covering a period of four school years—from 1922 to 1926—and including approximately 1500 pupils. Realizing that there are two sides to every question, we have gathered data from both the teachers and the students.

From the teachers we have obtained their reasons for the failures and poor work of nearly 400 students in the grades as well as the high school and these results have been tabulated. As for the students' reasons for failing, these were obtained through unsigned questionnaires that were filled out by 311 high-school students. On these, the students listed the subjects in which they had failed, if any; the five reasons that they considered most conducive to failures; and the subjects that were the most difficult for them. Thus we learned not only actual facts concerning failures but estimates of their causes. We hope these facts and judgments will be of value, not only in helping to fill out a commencement program, but in bringing about the gradual decrease in failures in school.

These various phases of the analysis of high school failures—the statistics and the causes—are all logically divided into the topics which will be presented by the following speakers.

Extent and Nature of Failures

Oscar Trauger

OUR FIRST THOUGHT in studying failures is the actual number. The next is of the subjects causing the most difficulty. There is interest, too, in knowing whether the boys or girls suffer the larger number of delinquencies. Fortunately, our school records covering the reports of teachers for 1500 pupils are complete and analyses of these records give the desired data.

The greater number of failures would be expected in the freshman class because of the larger number who have a chance to fail. This is what we found. The percent of those who fail, however, is also higher in the first year of the high school.

Of the failures of the four years, from 1922 to 1926, the freshman class supplied 45 percent. Of course we must take into consideration that this class makes up approximately one third of the high school and it is from this class that the weeding out process determines the survival of the strongest. Success or failure in the first year is very important because it determines the survivors for the fol-

lowing years. Common experience proves how critical this year is.

The freshman class in relation to their actual number have 18 percent or 483 failures of 2573 subjects taken, or 7 percent more than either the sophomore or junior year. Out of the sophomore class there are 11.7 percent of failures; the junior year 11.3 percent, while in the last year there are 9.5 percent. These figures show a steady decrease in the percent of failures all the way from 18 percent to 9.5 percent. This, no doubt, is due to the loss of the weak student.

It is very interesting to note in their order the subjects that have given the most trouble. Latin, history, and mathematics show the highest percent of failures. 21 percent of those taking Latin fail; 20 percent of those taking history; and 17.4 percent of those taking mathematics. These three contribute over 50 percent of all the failures. Only 8.5 percent of those taking English fail. Home-craft subjects have the least failures. Of those taking these only 4 percent fail. Of the individual subjects registering the highest failures are second year short-hand, typewriting, and commercial arithmetic. This no doubt, may be a surprise to those who believe that commercial subjects are easy. These three subjects claim more victims than Caesar or Cicero.

It is also very interesting to note the difference in the number of failures of the boys and of the girls. In science, chemistry, physics, and biology, we find that 12 percent of the girls fail, against 9 percent of failures for boys. Taking all the subjects together, however, we find that more boys fail than girls. 21 percent of all the boys fail, while only 13 percent of the girls do. In other words, our school is no exception to the general experience that girls are more successful in high school than boys.

These figures can be put to some practical use and it is this use that gives them their real value. It is only when parents, students, and teachers know which subjects cause the most trouble that remedies can be made.

Causes of Failures as Given by Teachers

Margaret Kohler

IN THE MINDS of many parents and pupils the teacher is, perhaps, the direct cause of many failures. This theory, while rather common, has been exploded by the analysis made by pupils themselves.

Not only in the study of our own school, but also in similar studies made in other schools, the data have shown that while at some points the opinion of teachers and pupils conflict, in a large measure the reasons offered by the teachers are practically the same as those given by the pupils. In some instances we find that the teachers were not so harsh in their judgments of pupils as the pupils were of themselves.

In our study of failures both in the grades and in the high school, we covered 367 pupils, in whose cases teachers had expressed their judgment as to the cause of failure. It must be understood that these are not all the failures. We find that of 261 failures in the grades, the teachers attributed 134, or 51 percent, to lack of application, and that 86, or 81 percent, of the 106 failures in the high school were attributed to the same cause. Lack of application is the fault of the pupils themselves and is inexcusable. That is not true of the next cause—lack of ability. It is surprising to note that the reason offered by teachers for 128 of the 261 failures in the grades was lack of ability. This is not entirely discouraging, for now educators everywhere recognize the fact that the minds of some pupils work more slowly than those of others and that they should progress according to their ability. This we find was more true of work in the grades than in the high school. Teachers attribute only a very few high-school failures to lack of ability.

The next two causes of failure given by teachers are the direct result of negligence on the part of pupils and parents. They are inattention and lack of home study. We would venture to say that a majority of the cases of inattention are due to ill health in one form or another, to too many outside diversions, or to lack of interest. Any child handicapped by bad eyesight, poor hearing, or lack of sufficient sleep cannot be expected to be alert and attentive in school. Neither can the student whose mind is on his outside work or play rather than on his work at hand be attentive. In the 261 cases of failure in the grades 86, or 33 percent, were due, at least in part, to inattention. The parents are also concerned in the matter of home study and the attitude that they take very largely determines a pupil's success or failure in school. Too many social activities are detrimental. Home conditions should be such that children may study by themselves without interruption in a room properly lighted and heated. If the

parents provide these necessary facilities, and then really encourage home work, they will be doing their share in diminishing the number of failures.

Sometimes parents complain that there are too many extracurriculum activities and too much athletics in the school program. That is a problem that the schools must consider. Many say that athletics stimulate school work, since a good average in lessons is a requirement for those who wish to participate in interschool games. It is interesting to note that the majority of the teachers in our high school do not consider too much athletics as one of the more important causes of failure. Not one of eighteen high school teachers gave athletics as a big cause for failure, while only two stressed extracurriculum activities as a main cause. The cause which was most stressed was inattention and carelessness; five of the eighteen teachers gave this cause the first place. Irregular attendance, poor effort, mentally slow, and too many social activities each were given first place by two teachers. Weighing the replies of the teachers, we find that poor effort stands out as the first cause for failing, closely followed by inattention, carelessness, and lack of knowing how to study.

In reviewing a study made in the North Fort Worth, Texas, High School, we find that the opinions of the teachers of that school coincided in a large measure with those of the teachers in our own school. We have concluded from this study that, as a general thing, the teachers feel that if pupils would apply themselves a little more faithfully to their studies, both at home and in school, and not allow their outside activities to divert their attention too much, there would be fewer cases of failure.

Causes of Failures as Stated by Pupils

Mary Shellenberger

FOR EVERY FAILURE there is an antidote—and that antidote may be secured by finding the cause of the failure. One doesn't fail simply because he wasn't born under a lucky star or for the reason that lady luck isn't smiling at him; there must be some tangible cause to have a failure. It may be the direct fault of the one who fails that he hasn't succeeded, or perhaps it is the result of some outside and unavoidable circumstance—but still there is a cause to remedy. We

cannot all hope to be "Lucky Lindies."

The best way of overcoming the difficulty of failing is to find exactly what the causes of failure are and apply them to one's own case. Diagnosis, then remedy.

Failures in high school have been classified and enumerated from a questionnaire recently given to 311 high-school students. The pupils marked, from the twenty-one possible causes given, the five which they regarded as the most serious and important. On the whole the student body's ideas were quite unanimous, although in some cases directly opposite to the teachers' reasons.

It is interesting to notice that one cause, "the lack of home study," headed the list in three classes, the freshman, the sophomore, and the junior, and was the second most frequently given by seniors. 63 percent of the freshmen, 71 percent of the sophomores, and 65 percent of the juniors placed this as one of the five causes for failure. 25 percent, or one fourth of the entire high school, placed this cause first. When counting the first, second, third, fourth, and fifth reasons, 197, or 63 percent, placed "lack of home study" as one cause, while the next highest, "poor effort," had 116 votes, or 37 percent, of the student body.

The second most serious cause for failure given by the school—and that regarded as the most important by the seniors—was "poor effort." "Poor effort" and the "lack of home study" are somewhat similar and could easily be classified under one heading, as the "lack of home study" shows the student is not putting forth much effort. Therefore, taking the first and second values as shown by this questionnaire, 53 percent of the failures, or over one half of the pupils who fail, could have passed their examinations had they studied with more effort. These two combined make a final score of 313, showing that every pupil in the high school attributed failure to one or two of these causes.

The next two causes indicated by the student body were "no interest in school work" and "laziness." It may be noticed that these two causes, as well as the first two given, are causes which depend directly upon the pupil and in no way hold the school responsible for the students failing. Eight percent of the students placed laziness first, and nine percent gave "no interest in school work" as the main cause for failures.

In direct contrast with the number of votes for "lack of home study," "poor effort," "laziness," and "no interest in

school work," there were comparatively few who gave as a cause "class too large," "too many subjects," or "too much athletics." These three causes when listed together had only 47 votes in the entire school as compared to another cause—"lack of home study"—which had 197 accusations. From this fact we can infer that the students realize failures are due to themselves.

Another object of the questionnaire given was to find the number of students who did not ask for teachers' help. In every class but the senior class, the girls indicated that they asked for help more than the boys. 34 percent of the freshman boys went to their teachers compared to 59 percent of the freshman girls; 32 percent of the boys in the sophomore class to 38 percent of the girls; 38 percent of the junior boys in comparison with 42 percent of the girls. In all, 117, or 38 percent of the students, made a practise of going to teachers for help. Of these students 39, or 33 percent, failed, and 66 percent have passed. On the other hand, of those who do not ask the teacher's aid, 81, or 42 percent, fail. It is quite evident that the student who has developed the habit of seeking additional help succeeds in a larger measure than those who do not do so.

If we give relative values to the leading causes for failures, as given by the pupils themselves, it is quite clear that many of our failures are the result of our own shortcomings. After all, an honest confession is good not only for the soul, but for the welfare of those who follow us.

Summary

Florence Leatherman

A BRIEF SUMMARY of our study may help you to take home a few important facts. By means of the 311 unsigned questionnaires from the students, eighteen of the teachers, and by the use of the office records from 1922 through 1926, it was found that there were, in all, 10 percent failures. This percent is slightly less than that of most high schools.

We also obtained data as to the subjects causing the most failures. Latin (especially first year) headed the list, with history coming second. Mathematics was third, followed by the commercial subjects and science.

However, the most important part of our study concerns not so much the failures, but the causes and remedies for

those failures. The teachers gave "irregular attendance," "inattention and carelessness," "lack of home study," "poor effort," "lack of application," and "too many social activities" as the delinquencies, in the order named.

It is interesting to compare these causes with the causes given by the students. They also gave "lack of home study," "poor effort," "inattention and carelessness," but added "not made to study," and "no interest in school work."

This leads to the most vital part of our investigation. Were we to gather this data, present it to you, and then drop the matter, our work would have been merely a waste of time. What we must do is to formulate some plan for the future. It is our purpose that the students of tomorrow may profit from the failures of the students of yesterday.

Who, or what, is responsible for these dangerous pitfalls in the course of our school life? The students gave "lack of home study," "not made to study," and "too many social activities" as the chief causes for failing. Perhaps, the parents might feel a little concern for the social activities of students, and their statements that they are not made to study.

And then we come to those causes entirely dependent upon the student—"poor effort" and "lack of application." It is obvious that no one can succeed, either in this school, or in the school of life, who fails to put forth his whole effort. We could not emphasize this fact more strongly, or close our study more fittingly than by quoting from one of the speeches given during the recent ovation to the "hero of the hour"—Colonel Charles A. Lindbergh, whose success was a culmination of hard work, both mentally and physically. May we quote Lindbergh's record?

"Some of his qualities noted by the army officers who examined him for promotion are as follows: 'intelligent,' 'industrious,' 'energetic,' 'dependable,' 'purposeful,' 'alert,' 'quick of reaction,' 'serious,' 'deliberate,' 'stable,' 'efficient,' 'frank,' 'modest,' 'congenial,' 'a man of good moral habits and regular in all his business transactions,' 'will successfully complete everything he undertakes.'"

We have here the students' record of failures. We have Lindbergh's record of success. The conclusion is obvious: That the high school student who has the desire to succeed and the will to win, does so. By appropriating a few of these qualities, we can write for ourselves cleaner and better records and fewer failures.

Contests in Public Speaking

AGNES M. THOMPSON

Department of Speech, Ottawa University, Ottawa, Kansas

WITH THE APPROACH of the contest season, the thoughtful educator is facing once more a problem that is growing more acute each year. The contest looms larger and larger in school activities. It consumes more time, requires more money, and absorbs the thought and interest of all the students for weeks. It is said that work on the declamation improves the literary taste and appreciation, that delivery gives confidence and ease before an audience, and that the student brings honor to himself and to the school.

A brief survey of the selections used indicates that something is wrong. Selections are too often made from lists of *winning declamations*. The one with the most flowery writeup is selected. It is evident that there is no development of literary taste in such selections. If by good fortune a better selection is made there is a possibility of bad arrangement, which mars the beauty of the selection. At best this method of choosing tends to destroy the independence and discrimination of the student.

If the present methods of selecting material for contests are far from desirable, the methods used in training for delivery are even more undesirable. The teacher who makes the selection of material has had some training in literary appreciation and taste while in many cases the coach for delivery has had *no* special training in the science of bearing, voice, or delivery. Good intentions and zeal, coupled with ignorance, may ruin a voice and increase the awkwardness of the student. Without a knowledge of fundamentals, the coach fixes his attention on superficialities and works upon them rather than upon the *source* of the trouble. This tends toward disorganization of the individual and results in self-consciousness and affectation. Poise, ease, and force in bearing are impossible under such conditions.

The delicacy of the vocal mechanism makes the usual coaching methods especially dangerous. It is frequently applied at the most critical stage of development of the voice, with never a thought of the irrevocable harm done. The student is urged to speak loud. This he does

until all power of modulation is destroyed, and nothing is left but a harsh, noisy voice. This means that for the rest of his life, the student must use a harsh, rasping voice, instead of the full, rich voice that might have been developed. Once the voice is harsh there is no remedy except in the expert guidance of an expert teacher. Even then it requires long hours of patient work.

Every step in the selection and preparation of the declamation should be training for the student. In the selection of the material he learns to discriminate and choose wisely. With an unlimited supply of short stories at hand there is no occasion for using material that is poor either in content or arrangement. The student should be taught what points of a good short story will apply to a program number, and be allowed to read until he finds his material. The platform number must be *interesting*; it should have a good *plot*; it should have a *climax*; it should have the characteristics of *novelty* without violating the requirements of *plausibility*.

Once the selection is made the next step is the arrangement of the story. If it is much too long for platform use, it must be reduced to a ten or twelve minute reading. This arrangement requires skill in conforming to certain principles. It means the careful study of the selection and abridgment so that the story does not lose its form, sequence, or value.

When the reading is in good form the interpretative work should begin. The best way to save time is to see that no bad habits are formed. The coach should meet the student every day for the first week. He should first talk over the story with him. Then with the abridgment in his hand, the student should try to use the words of the author with the same sincerity and ease with which he told the story in his own words. The coach should have sufficient skill to offer the kind of stimulation to thinking that will secure coordination between mind, body, and voice, thus producing correct body responses and vocal modulations. After five or six days the student should be trusted to work one day by himself. Then if there is no marked loss of skill,

the help may be given only on alternate days. Later as the student improves in his thinking the number of days between lessons should be increased.

If possible, the first lesson should be given in a large *auditorium*. In fact, a large audience room should always be used whenever it is available. There is a response to space and distance that does not enter into the thinking of the student, but which, nevertheless, improves his power. At first the coach should sit only a few feet away so that there is no strain or sense of distance. As the student develops, the coach should move back and to different parts of the room, so *gradually* that the student never becomes conscious of the distance, but just takes aim with his message and projects his thinking to any location with ease. It should be remembered that it is not the loud voice that carries the message, but thought projection.

By this process the student becomes less and less dependent on the printed page, until at last he does not need it. By such a method of memorizing, the student has mastered the selection in the best possible manner. He is able to think through, and is not dependent on a mechanical memory of words that may fail him at any moment. The mechanical method makes parasites and plagiarists of students, while the scientific method trains the power of discrimination, develops judgment, improves methods of thought, and gives selfcontrol, thus leaving the student in a condition to develop in a normal manner. By one method he is stunted; by the other he is stimulated to intellectual and spiritual growth.

The honor attained by winning a contest is scant. The reward may be great or small; it may be a medal or several hundred dollars. The honor is negligible as long as contests are conducted on the instinctive, combative level. Just to "beat" and carry off a trophy is too primitive to do credit to an educational institution. When the student is as scientifically trained in speech as in other subjects and the contests are based upon *skill* and *art*, they will be on an educational basis and not until then.

Every Teacher an Interpreter

CLEVE R. BRADSHAW

Principal, Lincoln High School, Ferndale, Michigan

THE GENERAL ATTITUDE of school men toward school publicity has been classified under five general heads in *Junior-senior high school administration* by Johnston, Newlon, and Pickell:

1. An attitude of indifference, believing in publicity in a way, but making no particular attempt to use it advantageously.
2. A school man may be a good publicity agent for himself first, holding the welfare of the school and community second.
3. An attitude that publicity is to be shunned as a means used solely for selfish ends.
4. Real interest but no definite plan or program back of it.
5. An organized program of school publicity with the aim in view of interpreting the school to the community for the community's good.

With the changed conceptions of the aims of modern education, and the adoption of new school methods and standards, new and better buildings are required, staffed by highly trained and consequently higher paid teachers and supervisors, which in turn increases the cost of education to the community. If the community is to pay this increased cost of modern education it is necessary for those in charge of the schools to show the community what it is getting for its money, which necessitates selling the higher priced article and then convincing the public that it is getting value received for what it spends. In order to do this an organized program of school publicity is absolutely essential to a modern school.

Such a program needs to be guided by certain definite principles:

1. Publicity must be real and natural, not forced.
2. It must be based upon worthwhile school activities.
3. It should emphasize all the activities of a well-organized school.
4. Publicity should be built around actual teaching experiences and results.
5. The most effective publicity grows out of the things pupils do themselves.

A school publicity program may be carried out by bringing the community into the school; sending information home with the pupils; permitting pupils to perform before community organizations; news in the local press.

Bringing the community into the school may be accomplished by formal

programs in which the school children perform for their elders in plays, pageants, or various sorts of community en-

Educational Publicity Program

AS PUPIL, parent, taxpayer, or citizen, practically every literate person in America is interested in the schools. It is the duty of teachers who believe in the importance of education in the life of society to do their part to help every member of society understand its purposes and methods and results. Only thus can the school followed by lifelong education under individual initiative be elevated to its proper place. Visits to the school, public meetings, personal conversation and letters, radio, weekly and daily newspapers, magazines, circulars sent to parents, talks to children to be carried home to parents as oral reports or in the form of letters written by the children—all these mediums of publicity have their proper uses and afford teachers opportunity for rich and varied activity outside the schoolroom.

Publicity workers usually have calendars of events which enable them to be prepared in advance and to maintain a fairly even publicity program throughout the year. Every teachers club and local school officer should work out such a program. It can be used as the basis of discussion in teacher-training institutions or of English work in other institutions.

tainment and by bringing speakers of importance on educational subjects into the school for community gatherings. Some form of entertainment may be provided weekly during the school year, either in the form of pupil and adult activities, athletic contests, concerts, or speakers, thus making of the school a real community center of service to the adults as well as the children of the community.

The city's luncheon and dinner clubs may be entertained in the school cafeteria occasionally, instead of their regular meeting places. The members of the club after luncheon may be divided into groups of three or four each and escorted through the building by pupil monitors who can explain to them the workings of the school.

The luncheon clubs contain the leading business and professional men of the city and incidentally the heaviest taxpayers. Their meetings in the school enable them to catch something of the spirit and enthusiasm of the pupils toward their school and its work.

An exhibit of work completed during the year by each department may be placed on display near the close of the school year with some work on display by each pupil in the school. This form of exhibit gives an opportunity for special departments and classrooms to share in the limelight ordinarily usurped by athletic teams and provides a means for bringing practically every parent into the school to see what his boy or girl has on display.

Entertainment by the pupils of single homeroom or class groups for their parents may take the form of dramatized activities, playlets, or regular school lessons, followed by a social hour during which the teacher may become better acquainted with his school patrons and the patrons familiarized with the problems of the school.

Parents and patrons may be invited to inspect the school at any time, pupil monitors being provided to show them about and answer their questions. A live parent-teacher association is an almost indispensable part of a modern school organization and should be kept busy.

Pupils may carry information into the home in a number of ways.

A school paper monthly or weekly may be edited and printed by the pupils of the school to find its way into the homes, tending to keep patrons informed of what the school is doing.

At each marking period a printed or mimeographed bulletin may be sent home with the report card of each pupil, giving the schedule of school activities to which parents are invited for the following month and containing general information concerning the school which may be of interest to the parents.

Pupils can be encouraged to talk about their school at home and bring their parents back with them to see the things they describe.

Pupil organizations should be encouraged to represent the school outside of

the school building as well as inside.

School athletic teams always tend to keep the school name before the community. A school band or school orchestra may furnish music for luncheon club entertainments or similar functions. Pupil speakers may be lent to further the work of drives in which the community is engaged and school entertainment may be provided in connection with the charitable activities and civic movements of the city as well as before the various clubs.

Classes may visit shops, business places, or the courts as representatives of the school, the pupils not only learn-

ing something through this type of visitation, but bringing the school home to the people and institutions visited.

School news in the local press will be most effective if the reporter handling school material is invited to call at the superintendent's or principal's office each week. In these conferences the affairs of the school should be talked over frankly, and items selected which may be made into stories having news value and at the same time throwing light on phases of the school work not ordinarily covered, owing to the fact that they are not easily gotten at by a reporter from the outside.

This is advantageous to both sides as it gives the reporter access to material not otherwise available and to the school in that it furnishes an opportunity to make news of desirable activities not ordinarily handled as news.

The results of an organized publicity program will be found to yield valuable results by:

1. Interesting and familiarizing the community with the school, its aims, purposes, and ideals.
2. Helping to create and foster a strong school and community spirit, making for adequate support of the school and
3. Forestalling possible unjust criticism and adverse school publicity.

What About Radio?

THE FOLLOWING LETTER and statement from Principal Russell V. Burkhard of the Armory Street School, Springfield, Massachusetts, speak for themselves:

If the inclosed manuscript should prove acceptable to you will you make an effort to build it into your January or February issue? This request hinges upon the fact that we hope to get some action on the subject of radio at the Boston convention in February. No medium could be more effective than yours for such an objective.

Could not Charles Evans Hughes, for instance, stop at a broadcasting studio en route to his office, on a prearranged schedule naturally, and talk for six minutes to the social science pupils on "Citizenship"? Have not both Gene Tunney and Jack Dempsey a message on "Sportsmanship" for young America? Aren't there wonderful contacts to be obtained with many and varied national and international figures? And is it too visionary to suppose that such factors are not the business of education? Cannot we schoolmen get down to business and formulate some general principles on which radio might be brought into our schools profitably? Surely the demand must come from us. In spite of the most sincere motives of broadcasting people, our conservative school boards would view with suspicion any attempt of theirs to enter the educational field. But as the reaction to phonographs has been overcome and the swing to modern equipment is being met, so we may soon awake to the giant in our midst. Henry Ford says, "Look to the air for development." And he may infer that not only will we see transportation develop in that chan-



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THE WASHINGTON AUDITORIUM held a notable gathering on November 14 when President Coolidge presented Colonel Charles A. Lindbergh the Hubbard Medal of the National Geographic Society. On the platform beside Mrs. Coolidge, herself a former teacher, sat the teacher mother of the young air hero. There were present many of the other fliers of Pacific and Atlantic fame and in the audience were distinguished diplomats and statesmen from all parts of the world. The broadcasting of the brief addresses made by President Coolidge and Colonel Lindbergh on this occasion linked in a prophetic way the conquests that are being made in the air.

nel, but education through the medium of radio.

Unlike the phonograph, which remains rather uniform in its appeal, radio is limitless. The jazz program of two years ago is but a poor memory. And

the receiving set of the same pre-Cambrian period would never do today. A discriminating radio consumer even in this era has a marvelous range of educational and avocational material to pick up every twenty-four hours. And this healthy pup of nature and man is just getting to its feet. Can we school folks afford to keep in "silence bowed"?

To be sure at scattered points some educators are doing quite a bit. But officially, so to speak, we are not being heard.

I happen to know that a certain broadcasting company of very high repute, with an advisory board of splendid caliber, is only too ready to offer broadcasting features and factors which it seems impractical to overlook in our modern programs. These people regard it as a distinct obligation to make this offering to education at the first real demand.

At a time not too far distant we well might be receiving from our superintendents bulletins such as these:

1. Thursday, at 9:00 A. M., the President will be on the air for 7 minutes with a message particularly for junior high and 6th grade pupils.
2. Monday, at 9:00 A. M., Wilson, the Army football captain, will talk for 5 minutes on "Sportsmanship."

N. B.—Build these into your programs as seems most fitting to you, etc.

With classroom rather than assembly reception such varied and valuable contacts might offer tremendous possibilities for the room teacher to consolidate.

If these experiences are worthy for young America, let us then be up and doing that the radio industry may have our views as to how it can best be brought about.

The New Education in New Russia

LUCY L. W. WILSON

Principal, South Philadelphia High School for Girls, Philadelphia, Pennsylvania

EDUCATION in Soviet Russia is still pitifully inadequate for its great and self-recognized needs. In equipment, in the numbers, and in the quality of teachers and educational officers, in salaries, too, they are still far behind the civilized countries of the world. Their universities, colleges, and other institutions of higher learning still discriminate, undemocratically, against the children of the former bourgeoisie and of the former aristocracy—though, happily, this is done less and less each succeeding year. Antireligious propaganda and the dogmatic teaching of Marxian socialism—no longer practised in daily life—are still a part of the official school program. The terrific tragedy of the *bezprizorni*, the “shelterless” deprived children of the street, still continues in spite of millions of roubles already spent in placing hundreds of thousands of them in homes, on the land, and in institutions.

But much more important to the rest of the world will be the recital of what Soviet Russia is dreaming, of what she has actually accomplished in education, in state medicine, in child hygiene. In all these enterprises remarkable organization abilities, intelligent dependence on expert and scientific advice, and a certain spiritual quality are very evident. They ought to help us to make some allowances for her many mistakes, even if we cannot forget her folly, her cruelty, and her almost fatal superstitions. The recognition and the remembrance of her failures and her errors will be more helpful to her than to us. What we need is the knowledge of the things in which she has been successful and right.

The curriculum—In spite of the terrific drive for literacy, the educational leaders in Soviet Russia have never failed to realize that reading and writing are not enough. They know that they are, instead, dangerous weapons unless accompanied by ability to recognize evidence, to think things out to a reasoned conclusion, to act accordingly, and to work, not merely as an individual, but with others, cooperatively, toward a recognized goal.

Their program both for elementary and secondary school is actually a glorified, yet eminently practical, project

curriculum. It intelligently aids the teachers to help the children to think, to plan, and to create for themselves that they may be able, early in the game, to suspend judgment, and, finally, to acquire what we glibly label a scientific attitude of mind.



STANISLAUS SHATSKY AND HIS WIFE are heads of a secondary school, Zaluga Gobierna. He is also superintendent of the schools of nineteen nearby villages, superintendent of groups of factory schools in Moscow, and an active and valuable member of the Scientific Counsel.

I quote from the program for the second year, rural schools. It must be remembered, however, that their elementary school begins with eight-year-old children, who, presumably, have already learned to read in what they call pre-school education (along kindergarten and Montessori lines) from three to seven years inclusive. This program, therefore, is for normal nine-year-olds.

The sixth project for this year is *Preparation for winter*. Under *Content of subject*, two subdivisions are indicated: *Food preparation* and *Protection against cold*. Under *Excursions*, the following are specified:

Excursions to basements where vegetables and potatoes are kept; to barns where food for the cattle is stored; to granaries and to corn lofts.

Under *Methods*, the following detail is given:

Sorting vegetables and fruits; preparing them for winter storage; counting of sup-

plies; preparation of food and straw for animals (including proper cleaning); repair of shoes and winter clothing; heating of buildings, basements, and wells; fuel preparation and consumption; quantity of kerosene consumed.

Laboratory work and *Observation* are further elaborated:

Study of the nutritive elements in plants, i. e. seeds of annuals, roots and fruits of biennials, bulbs, and tubers of perennials; study of flours and breads from various meals; hygiene of food preparation.

Trees in winter, falling leaves, bark, buds; tree storage of nutritive material; cultivated plants—their preparation for winter.

Hiding places of insects; where are the birds that have left the garden?

Synthesis of laboratory and observation work from the beginning of winter; comparison with that of the previous year.

Systematic observation of the principal factors of weather, temperature, rain, cloudiness, force and direction of the wind, stormy autumn days, winter storms.

Hygiene of the skin and clothing (cleanliness); character of clothing to correspond with the season.

Measuring heat: the thermometer; body heat; winter ventilation; shortening of the days. Use of the clock; exact time (minutes and seconds).

Fire making; lights and fuel; fire handling.

In addition to the development of each project as indicated above, a course in each *discipline* (academic subject) is given to the teachers. Mathematics for the second year, for example, is outlined as follows:

Second year: Numeration, and all the processes to 100.

Study of the calendar; number of days in each month; days of the week; 24 hours; minutes; seconds.

Watch and thermometer.

Linear measures, tables of weight and capacity; conception of the cube and capacity.

Square, right angle, cube, with all the processes of numbers up to 1000.

Of course the other five projects help to develop the arithmetic. The following additional quotations from the course in mathematics may help to show how:

Mathematics should not be studied as a separate subject but as an exercise in counting and measuring real objects. It should be begun when it is needed and in accordance with the children's development. Individual variations are necessary. The old system of gradual development of mathematical conceptions must be discarded, using mathematics to understand life, to define, and to transform it. Therefore not exacti-

tude but simplicity is essential. . . . The selection of material should be very carefully made and practically demonstrated. Example: tables and measuring should be begun early and developed gradually; . . . theory itself is not essential. Decimals should be begun early because the metric system will replace gradually the use of Russian measures in school. The pupils should develop the metric system (as they go along) on a board, which at the end of the course will be given to school museum. . . .

The graphic method is very essential to a course in mathematics because of its simplicity and the ability it gives to differentiate between similar phenomena as well as the variability of the process. Its disadvantages are: technical difficulties and lack of material in school which is adapted in the first two years especially to the subjects of health protection and spring work. . . . In the old school, problems made arithmetic more creative, but in themselves they were senseless and imaginary. The new problems must be taken from life itself. . . . Geometry should be begun in connection with arithmetic, helping the child to understand his environment (contrast with the old school). The character of the course should be strictly inductive. Methods used are: Cutting out, diagraming, adjusting, modeling. Examples: simple modeling should be used in defining capacity; measuring area, by counting the unit squares contained in a figure. . . . During the third and fourth years pupils should design school grounds, according to a definite plan with knowledge of space, etc. . . .

The study of maps and elementary bookkeeping must also enter into the course, connected always with the projects.

Fine in theory, say we all, but how does it work in actual practise? The answer is just what it would be here or in any other country: With inefficient teachers, inadequate supervision—or both—very badly; but with teachers of fair ability, under good leadership, the

results are fine, in spite of the inadequacy of previous teacher training, in spite of the poverty of equipment, and in spite of the more or less constant anxiety about material things. In Zaluga Gobierna, under the able direction of Stanislaus Shatsky and his wife, the nineteen villages that make up his unit are dis-



NEW DORMITORY and some of the pupils of Shatsky's summer colony.

covering and giving opportunity to the occasional genius. At the same time they are developing a fine sense of responsibility, together with efficiency and happiness in their daily work, in all the children of the very poor peasants roundabout, as well as in their teachers.

"Down with illiteracy"—the decree commanding the liquidation of illiteracy

was published in 1919. After that came counter revolutions, invasions, food and fuel famines, with generally unstable conditions until 1923. Nevertheless, three years later, the government was able to report that 8,000,000 adult illiterates had been taught to read and that there were 40,000 classes for adult illiterates in various parts of the republic.

The most spectacular success in reducing illiteracy has been in the army. In 1918, its illiteracy was said to be about 50 percent. In 1922, it was reduced to 6 percent, but when the huge old army, with its careless clothing, its irregular rifle slant, its awkward salute, its enthusiasm for literacy, was demobilized and the 350,000 new recruits (those born in 1901) were admitted, then, of course, the percent of illiteracy rose rapidly. During the winter of 1923-24, a relentless war was waged against illiteracy front of the army. No new recruits were admitted until the autumn of 1924. In every regiment, the illiterate and the more backward semiliterate soldiers were enrolled in special school companies and squadrons, with definite hours for study. The other semiliterates studied in the evening schools. In the Ukraine, the best educated and, perhaps, the most intelligent of the federated states, every soldier, even the most literate, spent an hour each day in some form of profitable educational work.

At the same time, a successful campaign was carried on with the illiterates born in 1902 and 1903 so that, when called to the service, they might come able to read, at least. The Extraordinary Commission for Fighting Illiteracy published a magazine, called *Down with Illiteracy*, which had its largest circulation



DRAWING in a schoolroom for the "bezprizorni", homeless children of the revolution. At the right is a peasants' club, where members find games, newspapers and books, radio, and conversation.

and was most popular in the army. When, in 1923, the class of 1901 was discharged, the members were at once enrolled in the *Society of Down with Illiteracy*; in other words, they became active and efficient friends of literacy.

And so, on its sixth birthday, the seventh of the republic, the army attained, temporarily, complete literacy.

War is still being waged gallantly along the illiteracy front, but not for another generation, if then, can Soviet Russia hope to attain the more than 99 percent literacy of Scandinavia and Germany. Their goal, nevertheless, is 1933.

The education of national minorities—The problem of education among the more than a hundred national minorities of Russia has always been complex and difficult. In the old days, it was simplified, from the point of view of the government, at any rate, by decrees stating that no government school could be non-Russian and that all education must be given in the Russian language.

In the new Russia, nearly all the different nationalities have their own schools. Teaching is carried on in some forty-five different languages. Moreover, the effort is made to train teachers for these schools. In Leningrad alone there are three different normal schools in order to provide teachers in their own language for Poles, for Letts, and for Finns. In five universities, at least—in Leningrad, Moscow, Kazan, Kuban, Smolensk—linguistic departments have been established in order to prepare teachers properly for different national groups. Provision has also been made in agricultural and other technicums.

One result of the modern attitude is that in many of these schools both teach-

ers and pupils, relieved from the handicap of a foreign tongue, have been able, effectively, to put over the program, the project curriculum before described. Another result is that in such "national" schools there has been a fruitful renaissance of national art, literature, dancing, and music. Truly a happy union of the



THIS is an evening school for illiterates conducted by a factory club.

worthwhile old with the worthwhile new!

Some eighteen nationalities have been given an alphabet—their first. Among these are Caucasians and Transcaucasians, Gypsies, Tunguses, and other northern nomads, as well as the nomads of the steppes. Usually, the transcription is made into the easier Latin rather than the more difficult Russian letters.

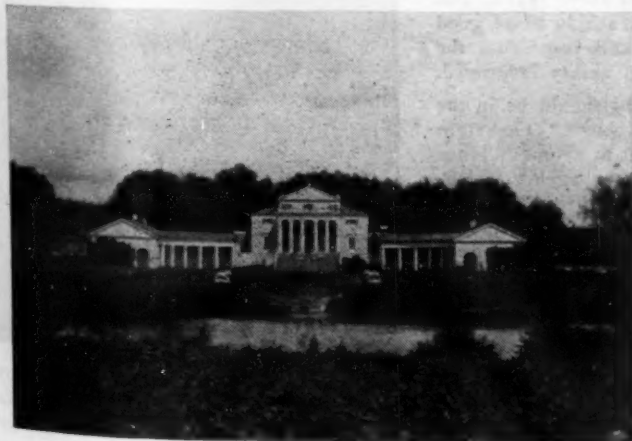
The stories connected with these efforts are almost unbelievably romantic. Uzbekistan, 96 percent illiterate (in spite of the ancient glories of its capital, Samarkand), last year held a conference of educational and cultural workers. For the first time in history, there was free and open discussion of their national culture and of popular education.

In Daghestan, instead of thirty-five schools all in the Russian language, there are now 282 elementary schools in various native languages.

In conclusion, I quote from that remarkable romance, *If today have no tomorrow*:

Russia is still primitive. She was never touched by the Crusades, or by the ideal of celibacy, or by reverence for women. Her life has been heavy, barbaric, possessed of monstrous appetites, and hedged about with medieval superstitions and customs. Up to now her education has never fitted her either; it has been superimposed—French or German—and half the upheaval at this time [he is speaking of the Revolutions of 1917] is due to the strain of trying to fit the old gorgeous material to shallow, modern patterns. When the Slav's education fits him, who knows—he may develop a culture founded on a far deeper reality than ours and, therefore, more sincere, more profound, and more lasting. You can stiffen the will by training the imagination, but you cannot by training cast a man in a heroic mould. And that is what the Russian has by heritage—immensity. . . . I frankly confess that I do not understand Russia, but to my mind she has a wide angle on truth.

EDUCATION, in school or out, must help each one to acquire knowledge, it must help him to a good all-round growth or development. But it cannot leave him there. It must help him to find work and to do that work well after it is found.—Payson Smith, in *Trained Men*.



THIS FORMER HOME of a wealthy merchant is now a summer colony operated in connection with one of the best secondary schools in Moscow under Pistrac. At the right is a community tractor used by pupils and teachers in the same colony.

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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Principles of Tenure

DO YOU ENJOY secure tenure? Is it provided by a statewide law? What cities in your state have tenure rules? What effort has been made by your state association to better conditions? Do the people in your community still think of teaching as a tramp job? Are there laws that make it difficult for school boards in your state to employ teachers for more than one year?

The tramp idea is bad for the community because it puts a premium on the employment of undertrained or incompetent teachers. When school authorities realize that they are employing a teacher for many years of service they insist on better qualifications and investigate more thoroughly the personality of the applicant.

The tramp idea is bad for teachers because it encourages them to give less than their best to the children and the community. Constantly faced with the prospect of moving, they are unable to invest wisely their share in community development. Their interest roots less deeply in the growing young life about them than could be expected were they more permanently associated with the community as teachers are in such countries as Denmark and Switzerland.

Tenure made at least two great steps forward during 1927. First, the Indi-

ana legislature adopted a statewide tenure law which includes all classes of school employees, both teachers and superintendents. Second, the Committee of the National Education Association which has been working on the problem stated more clearly the principles which underlie secure tenure. The Association has long been working in behalf of better tenure. Since 1923 this committee has been under the able chairmanship of Superintendent Fred M. Hunter of Oakland, California, a past president of the Association, and has had the cooperation of the Division of Research. The principles of tenure may be summarized from its Seattle report as follows:

1. Tenure laws should be drawn and administered in the interest of the children. In the end, the welfare of the teacher and the child are identical. Good teachers prosper in good schools.

2. Tenure laws should be accompanied by proper legal regulations governing training, certification, remuneration, and retirement allowances. No one wants to give tenure to poor teachers, or to teachers incapacitated by age. The welfare of the child must be protected at all points.

3. Tenure laws should be devised and administered as a stimulus to better preparation and more efficient service on the part of teachers. Tenure should be entirely dependent upon efficient service, and efficient service is dependent upon continued professional growth. No efficient teacher objects to having his work stand on its merits.

4. Indefinite tenure should be granted upon evidence of satisfactory preliminary training, successful experience, and professional growth. Under this plan, annual elections cease for all time, the teachers being merely continued in the service from year to year without any action on either side, and until such time as the board, upon the recommendation of the superintendent, shall see fit to terminate the contract.

5. Indefinite tenure should be provided after successful experience during a probationary period of two or three years. Not all persons interested in teaching make good teachers and no one should come into the permanent ranks until his ability is proved.

6. The right of dismissal should be in the hands of the appointing board. The right to employ implies the right to dismiss. Since the board of education is the agency to employ the teachers, it should also be the removing agency. The enactment of tenure laws which provide hearings before bodies not responsible for the administration of the schools leads to confusion and in the end injures the schools.

7. Laws establishing indefinite tenure should provide for the dismissal of unsatisfactory or incompetent teachers for such causes as misconduct, incompetence, unfitness for teaching, persistent violation of rules, insubordination, neglect of duty, or malfeasance. It is a basic right of every child to be safeguarded against teachers who do not belong in the

profession and who cannot uphold the highest standards of American schools.

8. The proposed dismissal of a teacher on account of incompetence or neglect of duty should be preceded by a warning and specific statement in writing of defects. Teachers should be given the maximum opportunity to correct the defects and make their work satisfactory.

9. In cases of proposed dismissal, teachers should be granted the right of hearing, where they desire to have a hearing, before the board of education, which should be the sole judge, without the meddling of lawyers or the interference of courts. The hearing should be so organized that legal technicalities will be reduced to a minimum. The vote should be by a majority of the members of the board, not by a majority of a quorum.

10. Teachers who do not desire to continue in their positions should give reasonable notice in writing of their intention.

11. Suitable provision should be made for teachers already in service in putting tenure laws into operation. Such laws should apply to teachers who have been in the service for some time even though they do not have the training required of beginners.

12. Indefinite tenure should be accorded all classes of certified school employees, including superintendents, principals, supervisors, and others holding professional responsibilities.

Do you believe that the application of these principles would create a better school system? That it would elevate the teaching profession? That it would promote the welfare of the children? If so, are you doing your part to secure their adoption?



MRS. SUSAN M. DORSEY, recently reelected to the superintendency of the Los Angeles schools, which under her administration have expanded to accommodate a city growth of remarkable proportions. She is beloved by the 9000 members of the Los Angeles school staff.

The Journal's Annual Roll Call

An Inspiring Record of Progress and Achievement

THIS IS THE JOURNAL'S sixth annual roll call of the states to show educational progress. Each year since 1922 three persons in each state have been asked to describe the most significant educational achievement of the year. These reports from the state superintendent of education, the secretary of the state education association, and the state National Education Association director reveal the lines of the educational advance. The profession is moving like a mighty army toward its goal of a fair start in life for every boy and girl. There is inevitable and increasing emphasis on the improvement of the teaching staff. Higher requirements for certification, longer training courses, larger summer schools, extension classes, higher salaries, securer tenure, sound plans for retirement—these are the steps leading to a higher quality of teaching.

Alabama—Passage by legislature of Unified Education Bill carrying increased appropriations of approximately \$5,000,000 per year; submission by legislature of amendment to state constitution authorizing issuance of \$20,000,000 in bonds for construction and improvement of school buildings; adoption by legislature of new school code.—R. E. Tidwell, state superintendent of education, Montgomery.

Education legislation, increasing the school operating funds by more than \$3,700,000 annually, for the purpose of guaranteeing a minimum of seven months' school term to every child, extending high school facilities and certain special types of educational training, and enlarging the operating funds of our normal schools and colleges.—R. W. Cowart, secretary, Alabama Education Association, Montgomery.

The awakening of the people to the need of extending more nearly equal educational opportunities to all of the children of the state. As a result the state legislature provided a fund for extending the term of school in communities otherwise unable to have a school term of reasonable length.—J. D. Williams, N. E. A. state director and principal, Avondale School, Birmingham.

Alaska—Increasing of territorial aid to local schools to 85 percent of their total school expenses.—W. K. Keller, N. E. A. state director, and superintendent of schools, Juneau.

Arizona—Conference between the State Board of Education and officials of the American Legion looking toward a joint program in health education for all classes and types of schools and districts within the state under a joint program sponsored by the Legion with the State Board of Education cooperating.—John A. Sexson, N. E. A. state director, and superintendent of schools, Bisbee.

Arkansas—The passage of an Equalizing Fund Bill which provides the machinery and method by which funds are to be paid to school districts which had voted an 18-mill school tax and still were unable to meet the minimum standards of school efficiency to be



THIS STATUE of Edward Austin Sheldon, educator, was erected by the children of the public schools of the state of New York in 1899. He was known as: "America's pioneer in educational methods, the children's friend." Mr. Sheldon was born in 1823 and died in 1897.

set up by the state board of education. Next the Revolving Loan Fund Bill, to assist rural schools and building projects, and the beginning of a movement to standardize elementary schools.—J. P. Womack, state superintendent of public instruction, and N. E. A. state director, Little Rock.

California—Legislation authorizing comprehensive studies in secondary education and the education of the deaf; providing funds for the relief and education of crippled children and those with speech defects; authorizing the codification of the school law. Reorganization and unification of state department of education in progress.—William John Cooper, superintendent of public instruction, Sacramento.

The movement towards affiliation of other educational associations within the state with the California Teachers' Association. The winning of two important decisions—teacher training and school finance—from the California Supreme Court.—Roy W. Cloud, secretary, California Teachers' Association, San Francisco.

A court decision which places definitely in the hands of school authorities rather than with boards of supervisors or other officials

the right to determine the amount of money used for school purposes.—A. R. Clifton, N. E. A. state director, Monrovia.

Colorado—Standard training for teachers under new certification law is now graduation from high school plus twenty-five quarter hours' additional training. In 1931 all Colorado teachers must have graduated from high school and in addition have two years of professional training before certificates will be granted.—W. B. Mooney, secretary, Colorado Education Association, Denver.

Adoption of educational objectives: Citizenship to fit child into social life; broadcasting rural education by radio; improved professional teacher training; a more unified system through better supervision.—Katherine L. Craig, state superintendent of public instruction, Denver.

Connecticut—The actual bringing to pass the condition whereby only graduates of approved two-year normal schools may begin teaching in the elementary schools of Connecticut on and after July 1, 1927. The superintendent of schools alone has the power to nominate teachers. The development in relation to the state program of trade education, of foreman training by the conference method.

The increase in the number of junior high schools and their adequate housing.—A. B. Meredith, commissioner of education, Hartford.

Delaware—Passage of a law appropriating \$2,000,000 as state aid for the construction of modern school buildings.—H. V. Holloway, state superintendent of public instruction, Dover.

Passage of a law appropriating \$2,000,000 for a statewide school building program.—David A. Ward, N. E. A. state director, and superintendent of schools, Wilmington.

District of Columbia—Complete revision of the course of study for the city normal schools, providing for the extension of the term from two years to three years and including kindergarten-primary training.—R. L. Haycock, assistant superintendent of schools, Washington.

Establishment of a three-year course in each of the two public normal schools of the District of Columbia in place of the two-year course.—Harry English, N. E. A. state director, Washington.

Florida—An enactment by the legislature of a law providing for the material increase of state support of the common schools and higher institutions through the creation of revenue derived from *ad valorem* and gasoline taxes and from interest on state funds deposited in banks.—W. S. Cawthon, state superintendent of public instruction, Tallahassee.

Passage by legislature of law providing substantial participation of state in support of common schools with provision for a portion of the amount to be used as equalization

fund.—R. M. Sealey, secretary, Florida Education Association, and N. E. A. state director, Tallahassee.

Georgia—The equalization fund of \$1,000,000 annually to be distributed by the State Board of Education for the purpose of more nearly equalizing educational opportunities as between the several counties and independent systems of the state.—M. L. Dugan, state superintendent of schools, Atlanta.

The passage of the \$1,000,000 equalization fund for better rural schools for each of the years 1928 and 1929. The fund is to come from $\frac{1}{2}$ cent tax on gasoline and 1 cent tax on kerosene. If tax brings more revenue, the schools get the extra amount. If tax does not equal \$1,000,000 a year, the amount is to be made good from the state treasury.

The increase in support to the institutions of higher learning of about three-quarter million dollars.—Kyle T. Alfried, secretary, Georgia Education Association, Macon.

Passage of the million dollar equalization appropriation for the common schools, liberal increases to the state supported colleges, and an earnest desire to understand state educational needs.—George Harris Webber, N. E. A. state director, Milledgeville.

Hawaii—Organization of a research division now working on two main problems: (1) Reclassification of pupils into ability groups; (2) Revision of the curriculum to fit the needs of the individual child.—Will C. Crawford, superintendent of public instruction, Honolulu.

Idaho—A program of curriculum revision brought before state educators. Committees have been appointed and research work started for study and constant revision of state course of study.—Mabelle M. Allen, state superintendent of public instruction, Boise.

The law providing that after 1929 all teachers must have had at least two years of normal training.—John I. Hillman, secretary, Idaho Education Association, Boise.

Satisfactory appropriation for the office of



THIS DRAWING was made by Rose Stewart, during her first year in Parker High School, Dayton, Ohio. Increased interest in art has been notable during recent years.

Commissioner of Education by legislature. The State Board of Education has appointed W. D. Vincent to the position.—Charles F.

Dienst, N. E. A. state director and superintendent of schools, Boise.

Illinois—An amendment of the state distributive fund law so as to make this fund equalize educational opportunities throughout the state rather than to stimulate or reward districts able to take care of themselves.

An amendment enabling all down state districts to provide for adult education out of district school funds.—Francis G. Blair, superintendent of public instruction, Springfield.

Laws enacted by legislature for equalization of educational opportunities by State School Fund; transportation; tenure for teachers; increased salaries for county superintendents; increased tax rates for non-high school districts and emeritus retirement laws for Chicago teachers.—Robert C. Moore, secretary, Illinois State Teachers Association, Carlinville.

The enactment of a law governing the distribution of \$8,000,000 annual school fund by legislature. The new law will provide assistance to the weaker districts in much larger measure than the old law.—A. L. Whittenberg, N. E. A. state director and secretary, Illinois State Examining Board for Teachers County Certificates, Springfield.

Indiana—The passage of a statewide Teachers' Tenure Bill including superintendents, supervisors, principals, and teachers, rural and city.—Charles O. Williams, secretary, Indiana State Teachers' Association, Indianapolis.

Iowa—Enactment of the following laws:—Legalization of the establishment and maintenance of the public junior college; the requirement that payment of school bonds be made during the term of issue; establishment of kindergarten mandatory when board



HEADQUARTERS of the Kansas State Teachers Association. State associations are testifying to the increase in professional organization by buying permanent headquarters. Missouri has a specially planned building for its association. Pennsylvania also has bought a building and several other state associations are looking forward to permanent homes.

is presented with petition signed by parents or guardians of 25 or more children; requirement that fifteen cents per child be expended for library books in all school districts.—Agnes Samuelson, superintendent of public instruction, Des Moines.

A renewed educational enthusiasm with a general attitude of goodwill and cooperation; vision of the responsibility of the teacher interpreted in terms of willingness to seek and to adopt the latest and best in educational thought; a desire by the people to maintain the best possible schools even in the face of adverse economic conditions.—Charles F. Pye, secretary, Iowa State Teachers' Association, Des Moines.

Kansas—A law providing a School Code Commission to clarify, revise, and codify the school laws of Kansas and present to the 1929 legislature recommendations as to amendments and changes that will render more efficient the school system.—George A. Allen, Jr., state superintendent of public instruction, Topeka.

Passage of a bill providing for a School Code Commission to revise the school laws of Kansas, the commission to report to the 1929 session of the legislature.—F. L. Pinet, secretary, Kansas State Teachers' Association, Topeka.

Kentucky—The standardization of the teaching and administrative forces of the state as regards scholastic attainments, definitely fixing certain types of qualification for services to be rendered.—McHenry Rhoads, superintendent of public instruction, Frankfort.

Louisiana—The tobacco tax yielded for the first year of its operation a million and a half dollars. This additional revenue was a godsend in many parishes.—T. H. Harris, state superintendent of public education, Baton Rouge.

The rehabilitation of school buildings and equipment damaged by the flood and the opening of all schools in the state on time with the prospect of a full session.—P. H. Griffith, secretary, Louisiana Teachers' Association.

Practically one third of Louisiana was inundated during the recent floods of the Mississippi valley. The Governor and the legis-

lature showed their interest in the public schools by making it possible for the schools to operate on a nine months' basis, regardless of the reduction in taxation in the various parishes.—C. B. Turner, N. E. A. state director, and assistant superintendent of Board of Education, Baton Rouge.



MARY GOGACZ of the Washington Junior High School, Kenosha, Wisconsin, won first place in the snow modeling contest for junior high schools last winter. Snow modeling has been a part of the regular course of study in art in the Kenosha schools for the last three years.

Maine—Raising the requirement of compulsory education from the completion of the sixth grade to the completion of the eighth grade before reaching the age of sixteen. This year, we are placing statewide emphasis on the teaching of reading with concerted action of all teachers.—Augustus O. Thomas, state commissioner of education, Augusta.

Amendment of the Compulsory Education Act to require all pupils (except those of sub-normal mental capacity) under sixteen years of age to complete the eighth grade instead of the sixth before leaving school.—William B.

Jack, N. E. A. state director, and superintendent of schools, Portland.

The continued professional advancement of the teaching profession as evidenced by a large attendance at summer schools, enrolment in extension courses, 100 percent membership in the Maine Teachers' Association, and a record breaking enrolment in the state normal schools.—Adelbert W. Gordon, secretary, Maine Teachers' Association, Augusta.

Maryland—Teachers' Retirement System provides for contributions by teachers and state on 50-50 basis. Retirement possible at 60, compulsory at 70, with half salary after 35 years' service. Disability and death benefits.—Albert S. Cook, state superintendent of schools, Baltimore.

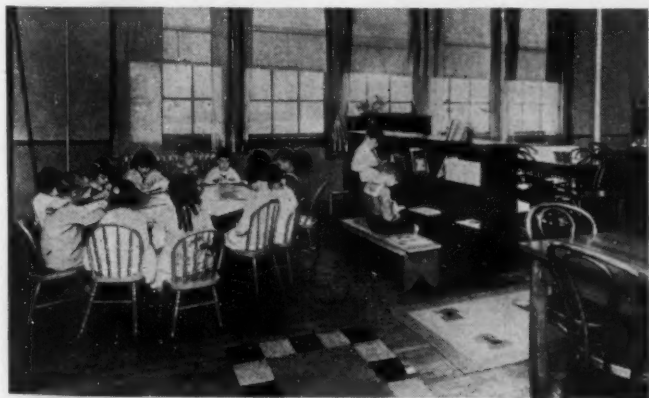
Massachusetts—Putting into effect of the law that whenever the examination of the state division of mental deficiency shows that there are ten or more children of school age who are three or more years mentally retarded that city or town must establish a class for the mentally retarded.—Stanley R. Oldham, secretary, Massachusetts Teachers' Federation.

Michigan—The passage of the Turner Bill which appropriated one million dollars from the general fund to be distributed to those districts having a tax rate of ten mills or more on each dollar of the assessed valuation and in direct proportion to the number by which the average school membership of the district exceeds the average for the whole state for each \$100,000 of equalized valuation.—Webster H. Pearce, superintendent of public instruction, Lansing.

The codification of the school laws of the state and the appropriation of one million dollars to be distributed among the poorer school districts each year.—E. T. Cameron, secretary, Michigan Education Association, Lansing.

Minnesota—State funds in excess of \$1,500,000 added by the legislature to appropriations previously made for the benefit of elementary and high schools.—James M. McConnell, commissioner of education, St. Paul.

Uniting teachers in support of revising and perfecting the present ineffective retirement fund law; avoiding repeal of the present



VIEWS in the library of the Mordecai Gist School, Baltimore, Maryland. The development of school libraries is one of the significant advances of 1927. For the first time the American Library Association has published in its school library yearbook a list of its members who are school librarians.

statute in order to build on it as a recognition of the principle.

Passage of a teacher tenure act applicable to cities of the first class.—C. G. Schulz, secretary, Minnesota Education Association, St. Paul.

The National Education Association accepted an invitation presented by the state to hold its 1928 convention in Minneapolis—Effie MacGregor, N. E. A. state director and principal, John Burroughs School, Minneapolis.

Mississippi—The rehabilitation of school plants and equipment and the financing of our schools in the flooded area, made possible through the cooperation of the school officials and children of several states and foundations. The maintenance of the schools this session is being provided from our State Equalization Fund.—W. F. Bond, state superintendent of education, Jackson.

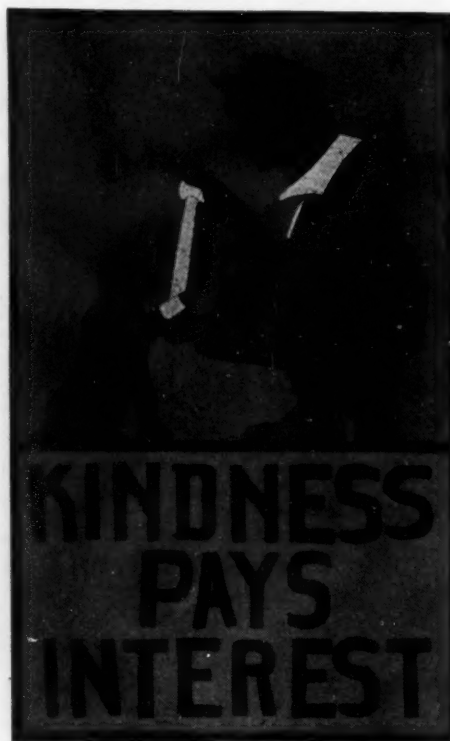
Missouri—Increased membership in the professional organizations and the largest attendance on record at the state and district meetings.—E. M. Carter, secretary, Missouri State Teachers Association, Columbia.

The new elementary course of study prepared by four members of the department and twenty-five graduate students in elementary education under the supervision and direction of Claude A. Phillips, professor of elementary education, University of Missouri.—Charles A. Lee, state superintendent of public schools, Jefferson City.

Montana—Provision of state equalization fund for assistance to weaker school districts. Amount provided is only a few hundred thousand dollars but it will make possible nine months' terms in several hundred districts where such opportunities have not been available heretofore.—May Trumper, state superintendent of public instruction, Helena.

Opening a campaign for a sound, equitable retirement law. The bill was drawn by an

actuary, introduced in the legislature, and made friends. The work of education will continue until we have the law.—R. J. Cunningham, secretary, Montana Education Association, Helena.



THIS POSTER won first prize in a seventh grade contest in Yonkers, New York. It was made with scissors and paste by Alma Wilson, School Number 3.

Nebraska—The Character Education Law and course of study, put into effect throughout the whole state, providing that all schools—private, church, and public—from

grades one to twelve, shall give definite instruction in character education according to the state course of study.

The provision of adult immigrant education by the legislature. The law creates a division of adult immigrant education within the State Department and makes special appropriation for putting this into effect. The purpose is to train adult immigrants not only for naturalization but for duties of citizenship.—Charles W. Taylor, state superintendent of public instruction, Lincoln.

Continued growth and development of higher degree of professional responsibility among Nebraska's 14,600 teachers. Ninety percent of the teachers, over half of whom are rural, are now enrolled in the State Teachers Association.

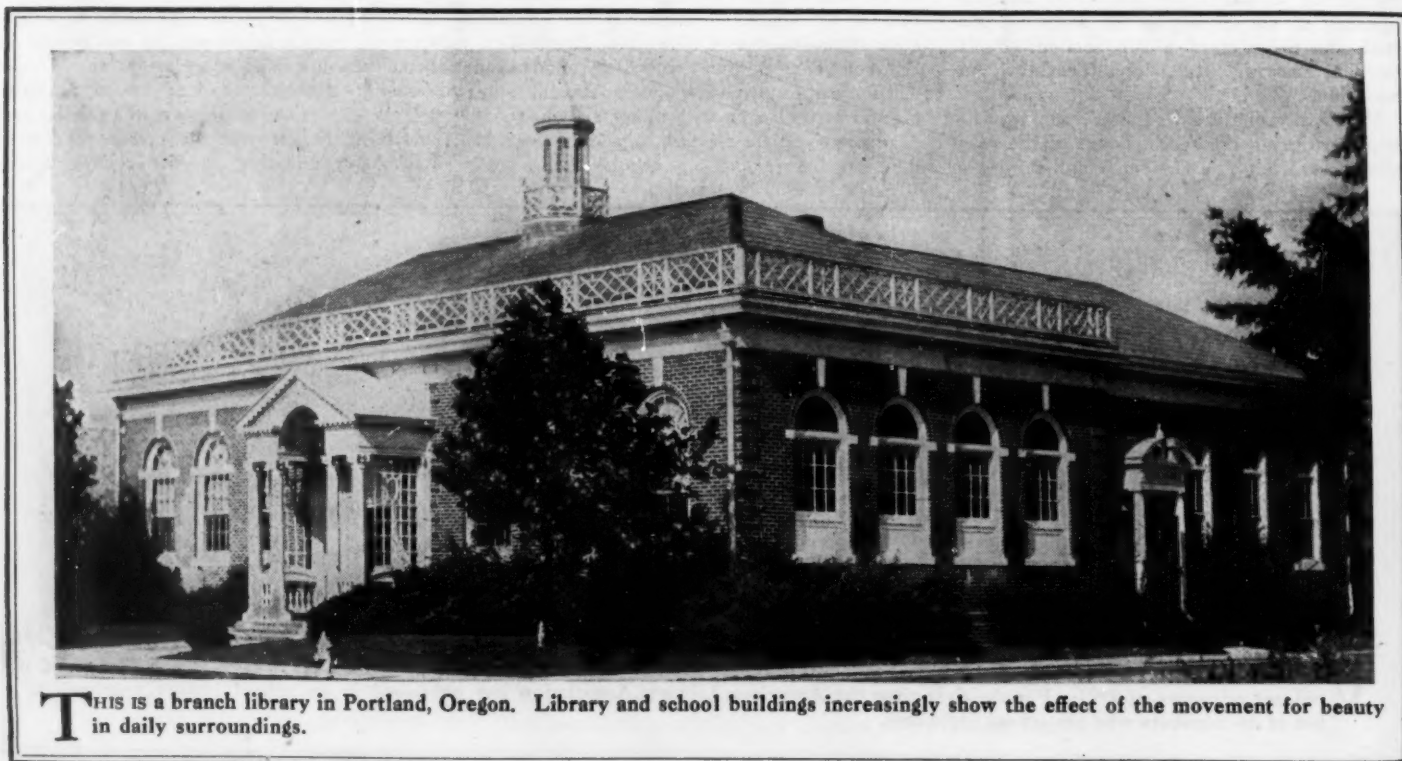
The completion of a study of investigation by a special committee of the Association showing the inequalities of educational opportunities.—E. M. Hosman, secretary, Nebraska State Teachers Association.

Nevada—Revision of course of study for both elementary and high schools.—Walter W. Anderson, superintendent of public instruction, Carson City.

The organization of the Nevada Council of School Administrators which has for its primary object the sponsoring and making of constructive studies of Nevada school problems.—Bertha C. Knemeyer N. E. A. state director, and principal, Elko County High School, Elko.

New Hampshire—The development of four-year curricula for the training of high school teachers at the state normal schools.—Ernest W. Butterfield, commissioner of education, Concord.

New Jersey—New Jersey state normal school organized for training of high school teachers. Intensive program for training teachers in service. Growing development of



THIS is a branch library in Portland, Oregon. Library and school buildings increasingly show the effect of the movement for beauty in daily surroundings.

junior high schools. Spread of vocational education for adults. Vocational guidance program.—Charles B. Dyke, secretary, New Jersey State Teachers Association, Trenton.

The conversion of the State Normal School at Montclair into a normal college for the training of teachers for the secondary schools of the state.—Alexander J. Glennie, N. E. A. state director, and principal, Miller Street School, Newark.

New Mexico—From a basis of 526 emergency certificates issued upon no qualifications in 1926 to no emergency certificates issued in 1927. Appropriations by state legislature enabling the superintendent to appoint a supervisor for high schools and one for rural schools.—Lois Randolph, state superintendent of public instruction, Santa Fe.

New York—Increased appropriations and further advancement in professional standards for the teaching service. Increasing interest in the reorganization of the educational program for the adolescent. Establishment of a four year degree course for training of elementary teachers at Buffalo State College for Teachers.—George M. Wiley, assistant commissioner of education, Albany.

The becoming effective of the Friedsam Law, making it possible for cities, towns, villages, and districts of the state to pay more adequate salaries for teaching service. Under the salary schedule adopted by the city of New York, it is possible for a classroom teacher in the high school to receive \$4656 and an elementary teacher to receive \$3654. The law also provides for larger salaries for more extensive professional equipment. It will be possible for other New York communities to increase salaries in the same proportion.—W. H. Holmes, N. E. A. state director, and superintendent, department of public instruction, Mount Vernon.

North Carolina—The General Assembly increased the equalization fund from \$1,500,000 to \$3,250,000. The authorization of a new accounting system in all schools. Increased appropriation for permanent improvements and maintenance in teacher training institu-

and a quarter million dollars.—Jule B. Warren, secretary, North Carolina Education Association.

Increase of the state equalization school fund from \$1,500,000 to \$3,250,000.—T. W. Andrews, N. E. A. state director, and superintendent of schools, High Point.

North Dakota—A trained experienced visiting teacher sent into each county for a week to hold demonstration conferences with rural teachers to help solve their problems locally.—Bertha R. Palmer, superintendent of public instruction, Bismarck.

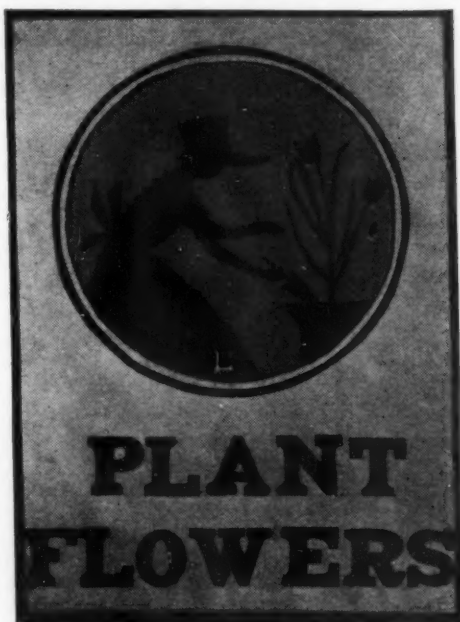
Ohio—Development of unified teacher training program and inauguration of cooperative study of junior high school organization.—J. L. Clifton, state director of education, Columbus.

The adoption of the Cincinnati salary schedule.—A. C. Eldredge, N. E. A. state director, and assistant superintendent, board of education, Cleveland.

Oklahoma—The state legislature passed a law appropriating \$1,500,000 each year to be distributed to school districts to maintain at least an eight months' school, to be distributed by the State Board of Education on a per capita basis, providing that the state may aid a district up to \$45 per capita on their average daily attendance in the grades and \$90 per capita on average daily attendance in high schools.—John Vaughan, state superintendent of schools, Oklahoma City.

The passage of the Rural School Aid Bill, which gave the rural schools three million dollars extra for support.—John G. Mitchell, N. E. A. state director, and president, Central State Teachers College, Edmond.

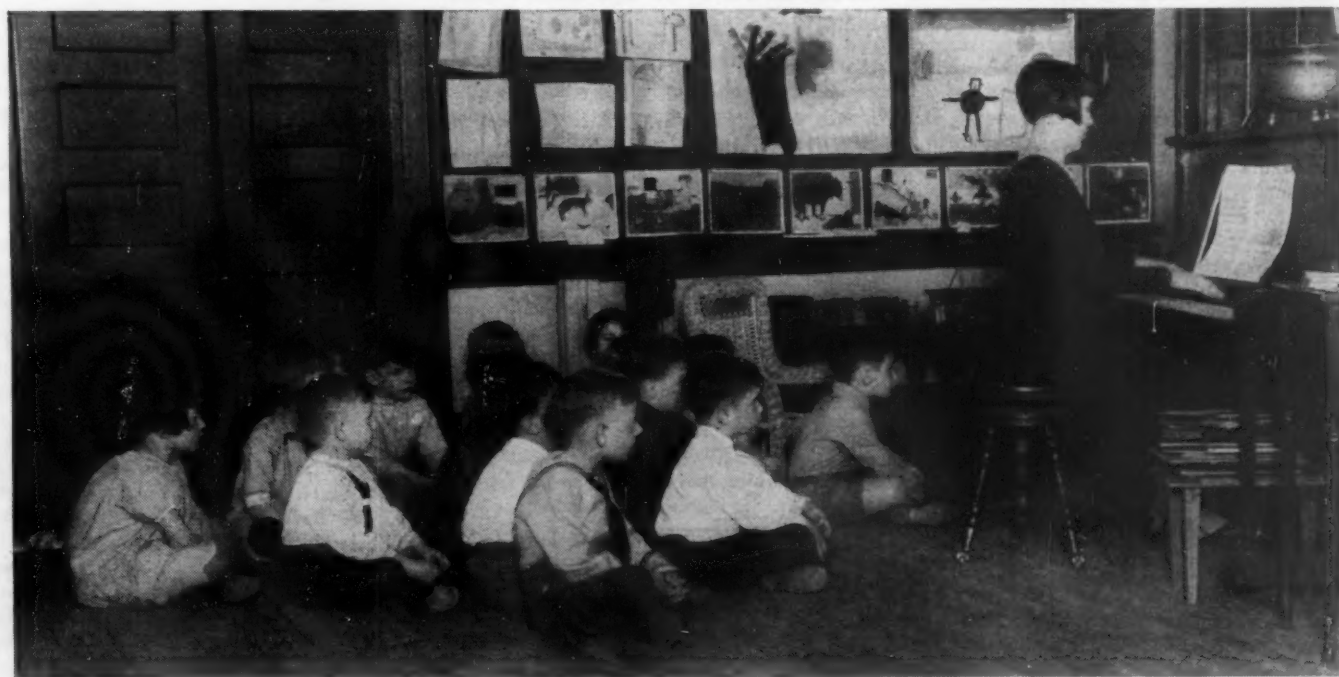
Passage of a permanent state equalization fund of one and a half million dollars annually, in order that all schools may have



INTEREST in both art and nature is aroused by this poster, made by second grade pupils of the Forest Home School, Milwaukee, Wisconsin. It was made with scissors and paste.

tions.—A. T. Allen, state superintendent of public instruction, Raleigh.

State fund for support of education increased from a million and a half to three



TO BUILD into the lives of children an appreciation of good music is to train in the wise use of leisure, one of the seven cardinal objectives of education.

at least a 160-day term.—C. M. Howell, secretary, Oklahoma Education Association, Oklahoma City.

Oregon—The enactment of the Higher Teachers' Standards Law, which raises the minimum requirement for the elementary teachers' training course from the present 36 weeks to 48 weeks beginning January 1, 1929, to 60 weeks beginning January 1, 1931, and 72 weeks beginning January 1, 1933.—C. A. Howard, superintendent of public instruction, Salem.

Passage of a law raising the requirements for the elementary teachers' training course to forty-eight weeks on January 1, 1929; to sixty weeks on January 1, 1931, and to seventy-two weeks on January 1, 1933—Vida Hammond, N. E. A. state director, Portland.

Pennsylvania—The largest amount of appropriation for common school subsidies ever made in the history of the Commonwealth. An amount of \$1,000,000 with which to establish a school building aid fund to aid distressed school districts of the third and fourth class in rebuilding destroyed school buildings or securing sites or consolidating and constructing new buildings. The creation of a commission to study the distribution of state subsidies to school districts.—J. A. H. Keith, superintendent of public education, Harrisburg.

Formulation of a long-term, statewide program for coordinated research and its inauguration through a series of field experiments and studies in which specialists and educational workers generally are participating.—J. Herbert Kelley, secretary, Pennsylvania State Education Association, Harrisburg.

The meeting of the Pennsylvania State Education Association at Lancaster. To inspire sixty thousand teachers is a great undertaking, but it is a great pleasure to know that the educational interests in this state are on the upward bound. The teachers, superintendents, and principals, and the department of education are in earnest with reference to the educational interests.—G. D. Robb, N. E. A. state director, and president, Pennsylvania State Education Association, Harrisburg.

Porto Rico—General revision courses of studies emphasizing health education, social civics, agricultural, industrial, and commercial instruction. Illiteracy campaign continued.—Juan B. Huyke, commissioner of education, San Juan.

Rhode Island—The minimum length of school year is established by statute at 180 days, exclusive of holidays. The Americanization statute has been extended to make provision for home classes for women. The General Assembly, following authorization of bond issues by referendum, has made appropriations totaling \$1,250,000 for new buildings at Rhode Island State College and Rhode Island College of Education.—Walter E. Ranger, commissioner of education, Providence.

The passing of an amendment to the existing school laws establishing 180 actual days, omitting holidays, as the minimum school year instead of thirty-six weeks as pre-

viously.—Clarence W. Bosworth, secretary, Rhode Island Institute of Instruction, Auburn.

South Carolina—The rapidity with which non-high schools are affiliating with high schools, the non-high schools retaining only so many grades as can be as well taught as corresponding grammar grades in the high schools, all other grades being transported to the high schools; the supervision of these



MORE THAN fifty years ago this bell summoned the students of the Chillicothe, Missouri, high school to their classes. When the old building was torn down to make way for a new one, graduates of the school erected the tower to preserve the bell as a memorial. It is rung on the first day of each school year and tolled during the funeral of any former student.

non-high schools by the high school superintendents; and the administering of the same type of tests to the pupils in the non-high schools, as are administered to the corresponding grades of high schools.—J. H. Hope, state superintendent of education, Columbia.

"Holding our own" against wellorganized interests contesting the state equalization fund and the growing professional solidarity of the teaching body.—J. P. Coates, secretary, South Carolina Teachers Association.

South Dakota—We have been handicapped by the action of the legislature in taking away our state aid for rural and consolidated schools. Our greatest accomplishment is to keep up the work on half the funds formerly provided; also perfecting our Young Citizens' League, which is doing a great work in training boys and girls in citizenship.—C. G. St. John, superintendent of public instruction, Pierre.

The appropriation by the state legislature of \$10,000 to carry on the work of the Young Citizens' League, and the appointment of Mr. E. C. Giffin the first all-time salaried executive state secretary of the Y. C. L.—N. E. Steele, secretary, South Dakota Education Association, Sioux Falls.

Tennessee—The appropriation by the legislature of a fund of \$1,000,000 to aid in the

building and repairing of rural public schoolhouses.—P. L. Harned, commissioner of education, Nashville.

Texas—Provision for a state apportionment of \$15 per capita for all children between the ages of seven and seventeen from the state available school fund; appropriation of \$1,500,000 for each year of the biennium for special aid to school districts which have fewer than four hundred scholars and which levy a minimum local tax of seven and one half mills; an appropriation of \$100,000 annually to pay tuition of high school students from other districts; the matching of Federal funds amounting to \$312,000 under the Smith-Hughes act; the extension of teachers' temporary certificates on account of summer school attendance; authority given to county boards of education to arrange for prompt payment of salaries and interest on borrowed funds to be charged to the school districts; the submission of a constitutional amendment providing for longer terms of school officials and the repeal of the provision requiring the Governor, Comptroller, and Secretary of State to perform the duties of a state board of education.—S. M. N. Marrs, state superintendent of public instruction, Austin.

Provision of additional funds by the state sufficient to make the state scholastic apportionment \$15 per pupil and to pay the tuition of high school pupils from districts not maintaining high schools.—R. T. Ellis, secretary, Texas State Teachers Association, Fort Worth.

The enactment of a law requiring a school district that does not offer high school training to pay the tuition of high school pupils attending school in another district, and provides that the state may reimburse the districts for such amount of the tuition paid out as they are not financially able to afford. The legislature's provision for a supplemental appropriation to guarantee a \$15 per capita state apportionment for the current biennium, 1927-1929. An additional appropriation of \$3,000,000 as an equalization fund for the biennium practically guaranteeing a six months' term for rural schools.—L. W. Rogers, N. E. A. state director, and first assistant superintendent of public instruction, Austin.

Utah—The systematizing and unifying of the work of the junior and senior high schools, and the publication of junior and senior manuals on the organization and administration of these schools.—C. N. Jensen, state superintendent of public instruction, Salt Lake City.

Arousing of public interest to the need of revising tax laws and providing more adequate state aid to less fortunate districts.—D. W. Parratt, secretary, Utah Education Association, Salt Lake City.

Closer organization of teachers to promote the interests of the teaching profession. Classroom teachers, principals, superintendents, college professors, and deans of schools all working on various phases of improving the general status of the profession and making school work more effective.—B. A. Fowler, N. E. A. state director, and superintendent of Weber District, Ogden.

Vermont—Substantial progress made in the standardization of rural and village schools; about one third of rural schools now standardized; noteworthy increase in quality of teacher training work and in number of standard normal school graduates; passage of several laws that appreciably help smaller towns in financing public education.—Clarence H. Dempsey, commissioner of education, Montpelier.

Virginia—The improvement in rural schools, qualification of teachers, type of buildings, and length of term. Last year forty percent of elementary pupils in rural Virginia had the advantage of a nine months' term.—Harris Hart, state superintendent of public instruction, Richmond.

Washington—Requiring two years of professional and academic training beyond high school graduation as a minimum for elementary teachers. Elimination of examinations for teachers' certificates. Addition of an elementary school supervisor to the official staff of the state department of education. Increase of 1000 high school graduates over previous record, making total of 10,610. Thirty-four new consolidations formed, making total of 366. Increased number of teachers' cottages, making total of 452, with every county represented. Marked progress made in rural school standardization, with 22 counties awarded standard plates on standard rating card scores by state department.—Josephine Corliss Preston, superintendent of public instruction, Olympia.

Entertained N. E. A. convention; new peak of professional enlistment—state 92 percent,

national 45 percent. Undertaking to replace present retirement plans with statewide endowment type. Decision to purchase W. E. A. headquarters.—Arthur L. Marsh, secretary, Washington Education Association, Seattle.

Crystallization of public opinion and vigorous protest against political interference with the schools, resulting from the Governor's dismissal of Presidents Henry Suzzallo of the State University, and N. D. Showalter of Cheney State Normal. The meeting of the Washington Education Association in Seattle.—John D. Meyer, N. E. A. state director, Spokane.

West Virginia—Revision of the organization, administration, and course of study for junior and senior high schools, the completion of the state course of study and teacher's manual for elementary schools and commencing a survey of the administration of elementary, high schools, and institutions of higher learning.—T. P. Hill, assistant state superintendent of schools, Charleston.

A statewide survey of the schools of West Virginia; the desire for adequate revenues for the expansion of our evergrowing school system and the equalization of educational opportunities; emphasis upon better qualified teachers; increasing interest in a tenure law and proper provision for retirement annuities for teachers.—J. H. Hickman, secretary, West Virginia State Education Association, Charleston.

The publication of a 440-page state course of study and teacher's manual for the elementary schools, prepared by the state board of education with the assistance of special committees of teachers, and edited by the di-

vision of rural education.—Joseph Rosier, N. E. A. state director, and president, Fairmont State Normal School, Fairmont.

Wisconsin—Passage of an equalization law distributing \$5,800,000 to elementary schools on the basis of teachers employed and additional state aid on a graduated basis according to the assessed valuation of the school district per teacher. State aid for physically handicapped children provides transportation and special classes with corrective work. School code of Wisconsin revised and recodified.—John Callahan, state superintendent of public instruction, Madison.

Wyoming—Wyoming law passed giving school district boards power to make school levy formerly done by county commissioners. Teacher retirement committee continues its study of the problem.—B. H. McIntosh, secretary, Wyoming State Teachers' Association, Cheyenne.

In 1927 the high school enrolment for the first time exceeds 20 percent of the total elementary and high school enrolment; the ninth grade enrolment is 90 percent of the eighth grade; this has been accomplished by establishing and accrediting rural high schools.—Katharine A. Morton, state superintendent of public instruction, Cheyenne.

Marked interest in vocational education, including evening school, parttime, agriculture, and general continuation classes. Evening school instruction includes the maintenance of an instruction car for railway engineers and firemen.—A. A. Slade, N. E. A. state director, and superintendent, Laramie Public Schools, Laramie.

The Human Side of Teaching

NATHAN G. GOODMAN

Philadelphia, Pennsylvania

THERE ARE altogether too many students in our schools and colleges who are not getting an "intellectual thrill." There are students who do not have the mental equipment necessary to appreciate the beauty of the cultural bandwagon. But the failure to stimulate the others, to move them to develop an inquiring, scientific attitude of mind, to stir them to lead a broad life in which beauty of mind, body, and spirit is not only accepted, but is sought after—this failure rests partly on the shoulders of the teachers. We need teachers who first of all "understand" young people and who will encourage expression of ideas rather than repression of them.

In the secondary schools, where a comprehension of sex and physiological changes is absolutely necessary if one is to be able to sympathize adequately with the struggles of many young boys and girls, there seems to be a lack of knowledge on the part of the teachers. This lack of earnest consideration of sexual

problems on the part of our teachers creates an extremely unsympathetic attitude in their dealings with students who need friendship, encouragement, kind words. The result is that many intelligent students, weakened by their temporary physical struggles and unable to gather enough encouragement and sympathy, are crushed, and either drop out of school or develop a hatred for most teachers and some studies. In every school several teachers who, because of their ability, attractiveness, and "understanding," are admired by the students, should be assigned the task of talking frankly and courageously, but kindly, with seeming temporary "problem cases."

A few days ago a young boy of fifteen came to me because he believed he might find kind treatment inasmuch as he is a neighbor of one of my relatives. He was failing miserably in his studies this year, but in previous years his work had been normal. I discovered that during the past year he had grown about six inches

and was obviously struggling with an annoying changing voice. He became tired at frequent intervals and could not concentrate. To avoid a possible breakdown and to assure a quicker return to "normalcy" I suggested that he drop one or two of his courses for the balance of the year. This, however, was not permitted by the school regulations. Thus a rather goodnatured boy, whose confidence any livewire teacher could win, was being beaten down. He received no sympathy from his teachers. So many similar cases come to my attention that I am more and more convinced that particularly forceful teachers should be relieved of part of their class work in order to bring firstaid to the needy.

Of course, the ideal system, which I do not expect to see, would be one in which every teacher would have a first-aid packet of healing tricks. But it would be much more than a cure. If teachers could win the confidence of their students during the awkward and criti-

cal age, there would be a healthy and vigorous return to study after the "convalescent" period. Students would study first of all because of their appreciation of and interest in the teacher and gradually their fondness for study and the search for knowledge would grow. Ultimately they would get an "intellectual thrill" out of their work. They would be won for the "good life," as Bertrand Russell calls it in his *Education and the Good Life*, instead of being crushed and lost. But the move must be made by the teachers. Until such time as we have more "understanding" teachers our solution would be simple and would merely require a small financial outlay for a few additional teachers.

In the colleges, where the student problems are of a slightly different variety from those found in the preparatory schools, warm-heartedness on the part of teachers and administrators is nevertheless just as essential. This is especially true in the nontechnical courses where many students enrol because just now it is the thing to do, or because the successful fathers or uncles are college graduates, or because "statistics show" that the college graduate at the age of forty has an economic advantage over the noncollege man. Many college students have told me that they have no interest in their studies, but they are rather muddling through to please their parents, to enjoy their fraternity and social life, or for other reasons equally remote from a sound scholastic basis. Some of these students are intelligent, even if a bit lazy in matters of study. If they had the proper personal guidance of a few forceful teachers, who would take them seriously and who would not categorically dub as "wrong" their quest for joy and more joy, there would be hope. These seemingly disinterested students can be brought to a

realization of the satisfaction that study can bring. To be sure, this task is not an easy one. It demands much patience, and the medicine must be given in small sugarcoated doses. Afternoon teas at the



THIS POEM was selected, designed, and printed by August Martin of the vocational department of the Washington School, Cincinnati, Ohio, and was printed on the school press.

instructor's home, an occasional hike, a discussion of even frivolous things in which the student is interested—all such contacts will bring out the human side of the instructor. From the roots of a sympathetic understanding between teacher and student may spring a real zest for things academic.

The solution of the problem, to be sure, has become more involved with the invention of more mechanical amusements to draw our minds from study. There is the phonograph, the automo-

bile, the airplane, the radio, the motion picture, the vitaphone. To interest college students in study is a more difficult job today than it was, say, twenty-five years ago.

How can these years, wasted by so many students, be made intellectually profitable? These young people are susceptible and are unconsciously waiting for an "intellectual thrill." We need men with positive personalities on the college faculties. There are too few of them. College teachers are not overworked. Few of them teach more than twelve hours a week and they therefore can afford to devote a few hours to getting closer to the students and possibly to winning a few of those who otherwise might not get an "intellectual thrill." It can be done, I repeat, with more forceful teachers.

Most important of all, we must augment the requirements for college teaching. In too many institutions the Ph.D. degree is the main requirement. Little attention is paid to personality and ability to handle young people. Can we not get teachers who can bring along with high scholastic attainments equally satisfactory personal qualifications and a realization of the infinite possibilities there are of arousing "high thought" when one brings sympathy to his instruction?

Ability to instruct is but one phase of ability to teach. Since the advent of wholesale education during the past few years, so many experiments and innovations, successful and otherwise, in methods of instruction have been tried, so much importance has been placed upon curriculum, texts, and course content that the real art of teaching has lost itself in the technic of instruction. It is now time that, with the assumed acquirement of the technic, teachers apply themselves diligently to the art of the thing, wherein lies its virtue.

For Teachers—A Creed

Thank God there are teachers!
Teachers of children,
Wee children,
Who see their souls, as well as eager eyes and loyal hearts;
Rich children, poor ones;
American, or foreign born—
Yet children—all bearing the gifts of the Magi;
There's gold-faith and trust in this, "My teacher."
Here's frankincense—love, and glowing hearts that swear it, if
one is worthy a child heart, which reckons all, nor is
deceived.

This, all this, if one is a teacher
And believes.
And I would believe, aye fervently
In children, in teachers, in teaching,
Teaching—thought science, a task, with facts to teach,
But teaching—a privilege, a gift, with children to learn.
With Angelo Patri I look ahead a thousand years, and I see
not cities, not wealth; neither ships nor soldiers—but chil-
dren; little, laughing, happy children, and I put my hand
in theirs, and smiling, dream of sunshine and endless happy
days—
For I am a teacher.

—Betty Dandridge Bowman.

Teachers' Salaries Before the War

THE LAST DECADE has been a period of rapid and radical change. The standard of living of the nation has risen to a point never reached before. Millionaires have been made and unmade. New industries have come into being. The United States has risen to a position of commanding economic importance. How have the tremendous adjustments of the period affected the teaching profession? What was the economic position of the teacher before the war? What has happened to teachers' salaries since 1913? Have teachers' salaries kept pace with other incomes? What is the economic status of the teacher today? What may be predicted for the future? This article will deal with but one of these questions. It will inquire as to the position of teachers' salaries before the war.

In 1913 the average salary of all public school teachers, principals, and supervisors in the United States was \$512. Then, as now, teachers were better paid in city than in rural schools. The average 1913 salary of all those in school work in cities above 2500 in population was about \$725. Classroom teachers in elementary schools in cities over 100,000 in population were paid \$907 while those in cities from ten to thirty thousand in population received \$578. High-school teachers in cities of similar population received \$1381 and \$864. Elementary-school principals received an average salary of \$1789 in large cities, and \$891 in those of middle size. High-school principals in large and middle sized cities were paid \$2945 and \$1605.

While most teachers in city schools received yearly salaries above \$512, the mass of those in rural communities received salaries below this national average.

THIS IS THE FIRST of a notable series of articles on teachers' salaries that are prepared especially for THE JOURNAL by John K. Norton, director of research of the National Education Association. Each is based on authentic data in the files of the Research Division to which school systems throughout the country turn constantly for the latest information on every type of salary question.

age. The average for all teachers and principals in rural schools was approximately \$350 in 1913. In eleven states the average for all public school people in 1913, both rural and urban communities, was less than \$350, in two states it was below \$250.

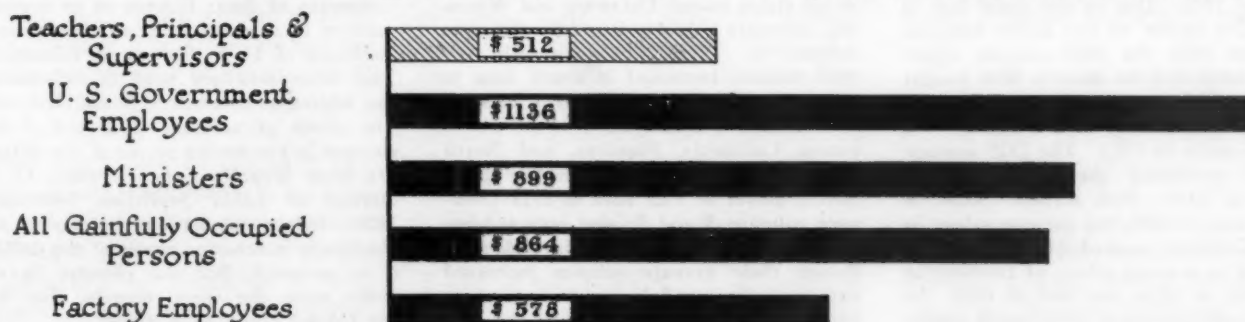
How did teachers' salaries in 1913 compare with the incomes and wages enjoyed by other economic groups? Figures are given in the chart. The ministry is the only group comparable to teaching as to training and type of responsibility involved for which information is available. The average salary in the ministry, probably the poorest paid profession except teaching, was \$899 in 1913. This figure would be increased if to it were added certain returns, such as house rent, frequently received by ministers in other than money form. None of the occupations for which figures are available received so low a wage as teaching. The

only group which teaching closely approached as to income was factory employees. These workers received \$578 yearly or \$66 more than teachers. The average annual income of all gainfully occupied persons in 1913 was \$864 or sixty-nine percent higher than \$512, the average salary of teachers.

It is evident that teaching occupied an unfavorable economic position in 1913. Approximately half the nation's teachers received salaries of less than \$500. The average yearly income of all gainfully occupied persons was 19 percent higher than that of the relatively select group of school people employed in cities over 2500 in population. The tangible rewards which teaching offered in 1913 were insufficient to attract to the service an adequate supply of properly qualified people. This fact explains why so large a percent of the nation's teachers possessed such meager equipment for their task in the prewar period. It explains why thousands of the better qualified teachers left the service following 1916 when the rapid rise in prices had the effect of reducing the purchasing power of salaries.

Such a condition called for positive action on the part of an intelligent society. There was need, first to increase salaries to hold the qualified teachers already in the profession. Second, increases were necessary to attract a larger percent of properly trained people into the service. What action was taken to meet these needs? This question is answered in the next article of this series.—John K. Norton.

AVERAGE INCOME, SALARY, OR WAGE OF SEVERAL GROUPS IN THE UNITED STATES IN 1913



This chart based on figures given in the May, 1927 *Research Bulletin of the National Education Association*.

Teachers' Salary Trends and Buying Power

Prepared by the Research Division of the National Education Association

States	Average salary in:			Purchasing power of average salary in 1913 dollars in:			Index of purchasing power of average salary on 1913 base in:			Rank of states as to amount of average salary in:			Index of average salary in 1925; average salary of United States equals 100
	1913	1920	1925	1913	1920	1925	1913	1920	1925	1913	1920	1925	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States.....	\$512	\$871	\$1,252	\$512	\$418	\$713	100	82	139				100
Alabama.....	320	484	658	320	232	375	100	73	117	43	42	46	53
Arizona.....	677	1,279	1,523	677	613	867	100	91	128	7	2	7	122
Arkansas.....	330	477	632	330	229	360	100	69	109	39	43	47	50
California.....	1,153	1,272	1,854	1,153	610	1,055	100	53	92	1	3	3	148
Colorado.....	599	929	1,296	599	446	738	100	74	123	14	16	16	104
Connecticut.....	578	1,124	1,606	578	539	914	100	93	158	16	8	5	128
Delaware.....	381	848	1,321	381	407	752	100	107	197	35	24	14	106
Florida.....	292	518	743	292	248	423	100	85	145	45	40	42	59
Georgia.....	323	426	743	323	204	423	100	63	131	42	46	42	59
Idaho.....	584	932	1,186	584	447	675	100	77	116	15	15	22	95
Illinois.....	662	1,081	1,530	662	518	871	100	78	132	9	10	6	122
Indiana.....	547	964	1,272	547	462	724	100	84	132	17	13	17	102
Iowa.....	460	827	1,064	460	397	606	100	86	132	25.5	25	28	85
Kansas.....	534	761	1,112	534	365	633	100	68	119	18	30	24	89
Kentucky.....	359	413	752	359	198	428	100	55	119	37	47	39.5	60
Louisiana.....	373	723	856	373	347	487	100	93	131	36	33	36	68
Maine.....	393	603	842	393	289	479	100	74	122	33.5	38	37	67
Maryland.....	533	902	1,318	533	433	750	100	81	141	19	20	15	105
Massachusetts.....	667	1,262	1,680	667	605	956	100	91	143	8	4	4	134
Michigan.....	520	911	1,441	520	437	820	100	84	158	21.5	19	11	115
Minnesota.....	460	882	1,251	460	423	712	100	92	155	25.5	21	18.5	100
Mississippi.....	234	291	448	234	140	255	100	60	109	48	48	48	36
Missouri.....	490	797	1,123	490	382	639	100	78	130	24	27	23	90
Montana.....	657	958	1,104	657	459	628	100	70	96	10	14	26	88
Nebraska.....	520	765	1,078	520	367	614	100	71	118	21.5	29	27	86
Nevada.....	635	1,163	1,451	635	558	826	100	88	130	11	7	10	116
New Hampshire.....	418	759	1,034	418	364	589	100	87	141	30	31	29	83
New Jersey.....	816	1,282	1,884	816	615	1,072	100	75	131	3	1	2	150
New Mexico.....	398	803	1,004	398	385	571	100	97	143	32	26	31	80
New York.....	936	1,256	1,986	936	602	1,130	100	64	121	2	5	1	159
North Carolina.....	243	464	752	243	223	428	100	92	176	47	44.5	39.5	60
North Dakota.....	516	728	822	516	349	468	100	68	91	23	32	38	66
Ohio.....	729	1,088	1,420	729	522	808	100	72	111	4	9	13	113
Oklahoma.....	393	768	1,014	393	368	577	100	94	147	33.5	28	30	81
Oregon.....	529	870	1,251	529	417	712	100	79	135	20	22	18.5	100
Pennsylvania.....	451	920	1,439	451	441	819	100	98	182	27	17	12	115
Rhode Island.....	681	1,070	1,472	681	513	838	100	75	123	6	11	9	118
South Carolina.....	252	464	737	252	223	419	100	88	166	46	44.5	44	59
South Dakota.....	426	696	888	426	334	505	100	78	119	28	34	33	71
Tennessee.....	328	494	683	328	237	389	100	73	119	41	41	45	55
Texas.....	422	612	870	422	294	495	100	70	117	29	37	35	69
Utah.....	633	992	1,217	633	476	693	100	75	109	12	12	20	97
Vermont.....	329	667	878	329	320	500	100	97	152	40	35	34	70
Virginia.....	309	546	743	309	262	423	100	85	137	44	39	42	59
Washington.....	708	1,229	1,475	708	589	839	100	83	119	5	6	8	118
West Virginia.....	337	639	994	337	306	566	100	91	168	38	36	32	79
Wisconsin.....	623	915	1,213	623	439	690	100	70	111	13	18	21	97
Wyoming.....	410	869	1,105	410	417	629	100	102	153	31	23	25	88
Alaska.....	*	1,325	1,769		635	1,007							141
Hawaii.....	*	1,181	1,475		566	839							118
Porto Rico.....	*	635	825		305	470							66

YOU CAN OBTAIN the figures for your state as follows: In Colorado the average annual salary of teachers was \$599 in 1913; \$929 in 1920; and \$1296 in 1925. Due to the rapid loss in purchasing power of the dollar between 1913 and 1920, the 1920 average salary (\$929) purchased the same as \$446 bought in 1913. This amount (\$446) is 74 percent of, or 26 percent less than, \$599, the average salary in 1913. The 1925 average (\$1296) purchased the same as \$738 bought in 1913. This amount (\$738) is 123 percent of \$599, the average salary in 1913. Colorado ranked 14th among the states as to average salary of teachers in 1913; 16th in 1920; and 16th in 1925. In 1925 the average salary of Colorado teachers was 104 percent of the average for the United States.

In studying the table note that: First,

in all states the average salary increased between 1913 and 1920 (compare columns 2 and 3.) Second, the buying power of 1920 salaries was less than that of 1913 in all states except Delaware and Wyoming (compare columns 5 and 6; also note column 9). Third, between 1920 and 1925 salaries increased in every state in the union (compare columns 3 and 4). Fourth, the average salary in all states except California, Montana, and North Dakota was greater both in amount and in buying power in 1925 than in 1913 (compare columns 5 and 7; also note column 10). Fifth, some states lost in rank even though their average salaries increased both in dollars and in purchasing power between 1913 and 1925, due to the fact that the gain in these states was less than that in most states. Sixth, the states differ greatly in average salary. Missis-

issippi's average in 1925 (\$448) was 36 percent of that of the United States (\$1252), while New York's average (\$1986) was 159 percent of the nation's average.

Sources of data: Figures as to average salaries in columns 2, 3, and 4 are from Bulletins of U. S. Bureau of Education. The index numbers used in calculating the figures of columns 5, 6, and 7, to adjust those of columns 2, 3 and 4 for changes in purchasing power of the dollar, are from *Monthly Labor Review*, U. S. Bureau of Labor Statistics, February, 1927. In the calculations to correct for changes in purchasing power of the dollar, it is assumed that the changes in all states were the same, namely, that for the United States as a whole.

* Figures for territories not available for 1913, consequently the data given for territories are not complete.

School Health and Physical Education

IT IS OBVIOUSLY unnecessary to stress the need of any community for recreation or athletics among school people and especially the physical education section of such a gathering. From the smallest or the largest industrial community to the most exclusive and fully equipped estate of the wealthy, there is need in each human life for that which can be had through participation in such activities. There is most certainly a real universal need. Interests which bring communities together are of tremendous value to the individual and the nation," said W. A. Kearns, director of athletics and physical education, Oregon Agricultural College, Corvallis, in the opening address of the first session of the Department of School Health and Physical Education at Seattle. Mr. Kearns was followed on the program by Walter Brown, director of Child Health Demonstration, Salem, Oregon, who spoke on the "Medical Aspects of School Health."

Commenting on the activity of the Department Mr. Brown said:

It is gratifying to learn how fully the leaders of the physical education group have come to see where their plans have proved inadequate to assure the highest health for all children. For we now know from our experience that they must fail because health is not merely a matter of physical activities, however fundamentally they may be conceived. To me the analysis of these facts points inevitably to the same conclusions arrived at by a consideration of the medical activities in the school health program, namely, that health cannot be realized for all of the children without an actual integration of all the activities of the specialized groups within the school, not to mention the real co-operation with the home.

George H. Black, president of the Washington State Normal School at Ellensburg, Washington, addressed the group on the "Administration of Health Education." Mr. Black stressed as an important factor in a health education program the enlarging of playground facilities for the children and the inclusion of courses in accident prevention. To support this suggestion he disclosed some startling figures taken from the report on deaths and injuries from street accidents to children 6 to 16 in New York City from March 1 to December 1, 1923. The report showed a total of 750 killed and 20,784 injured. "A glance at this summary shows the need of added emphasis in the field of supervised recreational activities," said Mr. Black.

"Health education workers must not forget that a death from accident is as final as a death from disease, and probably a greater tragedy."



JAMES E. ROGERS, *president of the Department of School Health and Physical Education for 1927-28, and director of the National Physical Education Service, New York City.*

The rest of the afternoon was taken up with a discussion under the general head of "Attitude of School Procedure." There were four principal speakers, each taking a special phase of the subject. Effie I. Raitt, professor of home economics of the University of Washington, spoke first on "Home Economics." Natural Science appeared next, championed by Julia Shourek, head of the department of elementary science and visual education in the public schools of Seattle. Orpha McPherson, supervisor of rural education, State Normal School, Bellingham, Washington, spoke on "Social Science and English." The discussion was closed by Jane McGownd, instructor in physical education at the University of Washington, who took the topic "Physical Education."

The second session of the Department was held Thursday afternoon, July 7, at 2 P.M. in the Y. W. C. A. Auditorium. Ruth Glassow, director of physical education in Oregon State Agricultural College at Corvallis, Ore., was the first speaker on the formal program for the afternoon. Her topic was "Health Edu-

cation in the College." The second speaker, Pauline B. Williamson, head of the department of education of the Metropolitan Life Insurance Company of New York, in an address entitled "Assisting Teachers in Service," said:

Farseeing teachers are studying the fundamental principles of living in relation to the child's desires and ability in order to help him in securing more complete control of himself and environment, freeing himself from fear of disease and accident. When people, today, can sit on the edge of the crater of our largest volcano and watch the flowing lava rise without fear of danger because they understand the laws governing its action, we realize the importance of knowing the principles of living in banishing fear from our lives.

Lorraine Cadwell of the Girls' Collegiate School, Los Angeles, Calif., appeared next on the program under the topic, "Swimming for Girls." "The Place of Research in Physical Education" was the title of an address delivered by John F. Bovard, dean of the school of physical education of the University of Oregon, at Eugene, Ore. Mr. Bovard closed his speech with the following paragraph:

Our schools of physical education are our great hope. Here in contact with researchers in other fields is the finest training ground for a new crop of scientifically trained investigators. Eventually, there will be in our field, as in others, the worker who is known for his productiveness, his studies, his research. He may always be known as the theorist, but under his guidance will come the accumulation and sorting of a large body of facts that will lend themselves to formulation of new laws and principles which will solidify our claim to the science of physical education.

William Burdick, state supervisor of physical education, Baltimore, Md., closed the formal program for the afternoon with a discussion of "State Athletics in Maryland." There followed the annual business meeting of the department.

The officers of the Department of School Health and Physical Education for the year 1927-28 elected at Seattle are as follows: *President*, James E. Rogers, director, National Physical Education Service, 315 Fourth Ave., New York City; *vicepresident*, Margaret Bell, director, Department of Physical Education for Women, University of Michigan, Ann Arbor, Mich.; *secretary-treasurer*, Florence D. Alden, director, Department of Physical Education for Women, University of Oregon, Eugene.

Adult Education at Seattle

ADULT EDUCATION under Public Auspices—What Has Been Done—What Can be Done, was the theme under which the Department of Adult Education met in three full sessions at Seattle, Washington, in conjunction with the summer meeting of the National Education Association, July 3-8, 1927. The first session, discussing the progress of the Department, was opened by the president, Robert C. Deming, who spoke on "The Department of Adult Education—Its History, Its Status, and Its Future." Of the status of the Department, Mr. Deming said:

At present the department feels that it has the greatest opportunity in the field of education. It represents not only the pioneers in a great new world of education, but it has confidence that it represents the great interest of all those adults who, because of labor-saving devices, shorter hours of labor, and a world of machinery, have not only leisure time, but an overwhelming desire to express their personality and to give themselves the opportunity to obtain success and always happiness through special study. If ultimately the department can include in a coordinated field of adult education all those educators who instruct adults from beginning English classes to evening high school and general evening classes in special subjects, all under public auspices, it will have attained its fullest mission.

Following Mr. Deming, Ethel Richardson, assistant state superintendent in charge of adult education, Los Angeles, Calif., spoke on "The Field of Adult Education—Its Coordination and Its Objectives." Miss Richardson is the winner of the Harmon Foundation Award for outstanding work in adult education for 1926. L. R. Alderman, specialist in adult education of the U. S. Bureau of Education, at Washington, next discussed outstanding contributions to adult education as seen in different parts of the United States. J. M. Knisely, principal of the Broadway Evening School, in an address on "The Necessity for Leadership and Financial Support in a State Program for Adult Education" said:

It has been estimated that the mortality in correspondence courses is 95 percent—three million people and seventy million dollars! Forty percent of evening school students drop out in the first ten weeks, presumably because they do not get what they want. Yet the numbers seeking knowledge and willing to spend time and money in the search is constantly growing. Can the state ignore this situation? There are problems involved vitally affecting large numbers of citizens and thereby affecting the welfare of the state.

The expedition is afoot. The state could at least finance the exploration.

The Tuesday afternoon session was closed with a discussion of "What California Offers in Adult Education," by Fred M. Hunter, superintendent of schools, Oakland, Calif.

I WOULD BE TRUE, for there are those who trust me; I would be pure, for there are those who care; I would be strong, for there is much to suffer; I would be brave, for there is much to dare. I would be friend to all, the foe, the friendless; I would be giving and forget the gift; I would be humble, for I know my weakness; I would look up, and laugh, and love, and lift.
—Selected.

The second session of the Department, dealing with its problems, was held Wednesday afternoon of the convention week. The meeting was begun with an address entitled "Immigration and Emigration—Pan Pacific Problems," by Norman F. Coleman, president of Reed College, Portland, Ore. Mr. Coleman explained that Americans generally have hardly begun to think of immigration as a problem of the Pacific. All such difficulty has seemingly settled on the Atlantic states, which have established no principles which would be generally applicable to the situation on the Pacific coast. Mr. Coleman viewed the situation in the following words:

In the direction of the Pacific we have little to guide us as yet but vague fear and surmise. . . . We think vaguely that white people may be admitted hopefully to our citizenship and guess that Armenians are white, while Hindus are probably not and Chinese are certainly not. Meantime, we admit Mexicans freely, though statistics from hospital and court and prison show that it is much harder for them to adapt themselves to our social conditions than it is for the Chinese or Japanese who have come to us. Some of us are still thinking and talking of inferior and superior races, though there is little or no scientific basis for such divisions of mankind, and though history is rapidly destroying such value as the rough judgments of the past upon this point may have had.

Other speakers on the Wednesday afternoon program included Erle F. Young, University of Southern California, Los Angeles, Calif.; and Mrs. Agnes

M. Bacon, state director of Americanization, Providence, R. I. The annual business meeting of the Department closed the afternoon's program. The annual dinner was held Wednesday evening at the Gowman Hotel, in Seattle.

The third and final session discussed the practises of the Department. In explaining what the library can do in adult education, Judson T. Jennings, librarian of the public library in Seattle, said:

In working with boys and girls who have recently left school, librarians find that these young people often regard their education as finished and that they are exulting in their release from the bondage of the classroom. This is a serious indictment of formal education, and some remedy must be sought. The foundation work for adult education is largely in the hands of teachers and children's librarians.

There are four things that librarians hope to see done in our schools. First, modern methods of teaching reading must be more widely used. Second, literature should be so taught that the student finds a growing delight in the beauty of thought and beauty of language that mark fine literature. Third, every school should have a wellselected and growing library where students may browse freely and acquire voluntarily a taste for books and the habit of reading. Fourth and last, some means must be found of convincing the student that his education merely begins in the schoolroom—that while in school he is learning to use a set of tools with which he may later construct his own education edifice.

Elaine Swenson of the University of Washington spoke next on "The Psychology of the Adult Mind." Ethel Swain of the California State Department of Education followed with an address on "Tests for Progress in Adult Alien and Adult Native-Born Classes." Mrs. Nina J. Beglinger of the Detroit Teachers College closed the formal program with a discussion of the Detroit method for beginners' classes. Round table discussions closed a most successful meeting.

The officers of the Department of Adult Education for 1927-28 as elected at Seattle are as follows: *President*, A. W. Castle, director of extension education, State Department of Public Instruction, Harrisburg, Pa.; *vice-president*, Ethel Richardson, assistant superintendent of public instruction, Los Angeles, Calif.; *secretary*, C. S. Marsh, dean of the evening session, University of Buffalo, Buffalo, N. Y.; *treasurer*, Wil Lou Gray, State Supervisor of Adult Schools, Columbia, S. C.

Getting Ready for Boston

The Department of Superintendence in Annual Convention

NO LONGER do a few faithful educators meet in a back room. They now come by thousands, fill all the hotels, and listen to the finest talent in the largest available meeting places. The superintendents of the country have again chosen New England for their 1928 convention. The last time Boston entertained the Department of Superintendence was in 1893. Few who attended that meeting will be present when the 58th meeting opens on February 25, 1928. It promises to break all attendance records. Most of the Boston hotels, listing over 13,000 rooms, are reserved to capacity, and applications for reservations are now being filed for early assignment to apartment houses and private homes.

Headquarters—Convention headquarters, registration, and postoffice will be located on the main floor of Mechanics Building, an auditorium well suited for convenience of circulation and access to house the general sessions of the Department as well as the exhibits. It is within easy walking distance of the leading hotels.

Exhibits—The exceptional exhibit facilities offered in Boston will make the exhibit an outstanding feature. The Mechanics Building affords liberal space, is high posted, and well lighted. Its service rooms are ample and well arranged. Wide aisles between the attractive booths permit visitors to move about with ease to gain information relating to their work. An outstanding feature of the convention will be the Living Exhibits which take the form of actual teaching demonstrations by teachers and pupils from the schools of Boston and vicinity. These will be operated on regular schedules in Paul Revere Hall, which is located in the Mechanics Building.

Patriotic pilgrimages—Massachusetts, with its wealth of historic shrines, affords convention visitors the opportunity to review American history. On Wednesday afternoon there will be a trip to historic Plymouth, where after visiting Plymouth Rock, the statue of Massasoit, the meeting house, Burial Hill, and home sites of the Pilgrims, an appropriate service will be held in Plymouth Memorial Hall through the courtesy of the Plymouth schools and the Town

Committee. Similar trips are under consideration for Lexington and Concord.

Special Railroad Rates

ROUND-TRIP TICKETS on the identification certificate plan will be sold at one and one half fare for members of the National Education Association and dependent members of their families. Tickets will be good only by way of the same route going and returning.

Round-trip tickets will be sold to Boston, Mass., February 21 to 27 in the New England Passenger Association territory. Other passenger associations have taken similar action. When validated at regular ticket offices in Boston, tickets will be good for return to reach original starting point not later than midnight of March 7. Dates of sale in the western portion of the United States begin earlier and return limits are later on account of increased distance. Details may be had from your local ticket agent.

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

If identification certificate is not obtained in advance, no adjustment of fare can be made after arrival in Boston.

Instead of having one large vesper service, the convention will be officially opened with six meetings held simultaneously Sunday afternoon, February 26. President Gwinn will preside at the Faneuil Hall service. The other five meetings will take place in Boston's historic churches—Park Street Church, King's Chapel, St. Paul's Cathedral, Old North Church, and Arlington Street Church.

The general sessions will be held on the mornings of Monday, Tuesday, Wednesday, and Thursday, the afternoon of Thursday, and the evenings of Monday, Tuesday, and Thursday. The business meeting, set for Tuesday morning, will be mainly devoted to school finance and will include reports from committee chairmen and election of officers. The usual Monday afternoon discussion groups will be continued, and on

Tuesday afternoon nine sectional groups will be held. At least one of the general sessions and several of the discussion groups of the Department of Superintendence will be on secondary education, with which the 1928 Yearbook of the Department is concerned. A notable feature of the Monday evening session will be a master reel of American education under the auspices of the Commission on the Curriculum containing views of school activities that could not ordinarily be seen without extensive travel. Besides this film there will be shown throughout the week in two special projection rooms of Mechanics Building, films loaned by various school systems.

ALLIED ORGANIZATIONS

The National Council of Education will hold two sessions, Monday and Tuesday afternoons, on the general theme, Synthetic Research or Integration. The program will include an address by J. C. Miller of the University of Pennsylvania on *Unity Amidst Diversity in Educational Endeavor*; Report of Committee on Behavior Problems of Children, by Olive M. Jones, New York City; an address by Paul Monroe, Teachers College, Columbia University.

The Department of Deans of Women will hold several meetings, the main general one taking place on Tuesday afternoon. The annual dinner is Tuesday evening. The theme emphasized at these meetings will be *The Work of the Dean as a Profession*. There will be two conferences on the type of training which deans most need and the type being given in the various training classes. Speakers include Dean Mary Yost, Mrs. Anne Allinson, Beatrice Hinkle, President Comstock, and Alice Hamilton.

The Department of Vocational Education will hold two formal meetings on Tuesday. Trips to the Massachusetts Institute of Technology and other places have been arranged for Wednesday. The officers of this department are: President, R. O. Small, director of vocational education, State Board of Vocational Education, Boston, Mass.; Vicepresident, O. D. Adams, state supervisor of trade and industrial education, Salem, Oregon; Secretary, J. E. Painter, director of manual arts education, Minneapolis, Minn.

The Department of Elementary School Principals will meet Monday, Tuesday, and Wednesday afternoons in Mechanics Hall. The central theme of these programs will be Supervision.

The Department of Rural Education will hold three meetings with a view to develop-

ing a five-year program of departmental activities. Research is needed to determine accurately what the field of rural education is, what the problems peculiar to that field are, and what sort of program is required to meet those problems.

The Department of Secondary School Principals and the National Association of Secondary School Principals, which will unite at the Boston convention, will hold four meetings, Monday afternoon, Tuesday morning, Tuesday evening, and Wednesday afternoon. Secondary education from the international viewpoint will be considered at the Monday afternoon meeting, when Dr. Counts will give an account of his personal study in Russia, and Dr. Gogate, chairman of the Committee on Education of the Hindustan Association of America, will speak on the Progress of Secondary Education in India.

The Tuesday morning session will consist of two sections: junior and senior high school. Following these programs is a luncheon meeting at Hotel Statler, at which the speakers will be Cameron Beck, director of personnel of the New York Stock Exchange, and Gerrit A. Beneker, who will give his address, Art in Education. Tuesday evening the Association will meet with the Department of Superintendence, the topic being Supervision in Secondary Schools.

Monday evening a special exhibition for secondary school principals will be held at the High School of Commerce. The Boston headmasters are making a special project of this exhibition, which will include every phase of high school organization and school life. On Wednesday morning there will be a special demonstration ceremony of the National Honor Society at the Girls' Latin School.

City Teacher Training Section will meet Monday, Tuesday, and Wednesday afternoons. Monday afternoon's program will consist of a report of a study on Standards for Municipal Teacher Training Institutions, by Ambrose L. Suhrie, professor of education, New York University; to be followed by a formal discussion of seven minutes each by six leaders in city normal school work. The general discussion will be led by Newton D. Nichols, assistant principal, Jamaica Training School for Teachers, New York City.

The Tuesday afternoon program has for its main theme, Contribution of Municipal Teachers Colleges to the Further Professional Education of Teachers in Service. After the opening address by Louis A. Pechstein, dean of the school of education, University of Cincinnati, a number of city in-service programs will be given in five-minute reports. These will be followed by Personnel Service in the City Teachers College, by Frank D. McElroy, director of personnel, Cleveland School of Education, and the program will close with an open forum led by Walter J. Banks, dean of the school of education, Municipal University of Akron, Ohio.

Wednesday's program will feature curriculum problems as follows: The Proper Relative Emphasis on Subjectmatter and Professional Content in the Curricula of Teachers Colleges, W. C. Bagley, professor

of education, Teachers College, Columbia University; Preparing Teachers to Give Training in Citizenship, by R. W. Hatch, head of the department of social studies, State Teachers College, Montclair, N. J.; The Opportunity of the Teachers College in the Development of Personality and Character in Students, W. W. Charters, professor of education, University of Chicago; an open forum, led by W. C. Boyden, principal, Teachers College of the City of Boston.

Boston Hotels

NO HEADQUARTERS HOTEL has been designated.

Single rooms in hotels, except in some of the smaller ones, are no longer available.

All sleeping room reservations are handled through the Housing Committee of the Boston Chamber of Commerce, of which J. Paul Foster is chairman. Inquiries regarding sleeping room accommodations should be addressed to Mr. Foster, 80 Federal Street, Boston, Mass. Please state exact time of your arrival and give name and address of each person to be accommodated by the reservation. If for any reason a reservation is not needed, notify hotel immediately.

Educational Research Association will meet Tuesday and Wednesday, February 28 and 29. A dinner meeting will be also held Monday evening in the Italian Room of the Lenox Hotel. There will be two closed sessions, Tuesday and Wednesday mornings. The Tuesday afternoon program, held jointly with the National Society of College Teachers of Education, includes: The Bureau of Research in Public School Systems, Fred M. Hunter; What the Superintendent Expects of a Research Bureau, S. A. Courtis; The Place of Research in a School System, John W. Withers; The Training of Directors for Public School Research Bureaus, B. R. Buckingham; Discussion. The program of the general open meeting on Wednesday afternoon includes: The Place of Research in a Program of Curriculum Development, Edward L. Thorndike; The Testing Movement in the Light of Recent Research, Edward L. Thorndike.

The National Council of Kindergarten Supervisors and Training Teachers will hold meetings Monday, Tuesday, and Wednesday. The Council will cooperate with National Council of Primary Education in presenting one of the nine discussion groups of the main program of the Department of Superintendence Monday afternoon. The theme is Better Understanding of Creative Activities from Administrative and Classroom Viewpoints. The program includes: Better Understanding in the College Classroom, Dr. Almack, Stanford University; Administrative Angle in Relation to Kindergarten Procedure, Julia Wade Abbott, Philadelphia, Pa.; Administrative Angle in Rela-

tion to Primary Procedure, Kate Kelley, Des Moines, Iowa.

The Council will hold a joint luncheon with the National Council of Primary Education at 12:30 P. M., Tuesday, February 28, Copley-Plaza Hotel, Lucy Gage, presiding. The topic is Child Guidance.

Wednesday morning the theme of the joint meeting with the National Council of Primary Education will be Significant Trends in Early Elementary Education. The program follows: Newer Tendencies in Education, emphasizing the Early Elementary Field, Eugene Smith, headmaster, Beaver Country School, Chestnut Hill, Boston, Mass.; The Need for Scientific Testing of Activity Work, Ruth M. Streitz, department of education, University of Cincinnati; The Modern Kindergarten—Its Strategic Position in Education of Young Children, Patty Smith Hill, professor of education, Teachers College, Columbia University; Mental Hygiene and the Young Child, J. Mace Andress, Newtonville, Mass.

National Council of Primary Education will hold joint meetings with the National Council of Kindergarten Supervisors and Training Teachers Monday afternoon, Tuesday noon, and Wednesday morning. For these programs see above. There will be a business meeting at the Copley-Plaza Hotel, Tuesday morning at 10:30, at which every member is urged to be present. Annie E. Moore will give the Report of Language Investigation.

National Council of State Superintendents will meet Saturday morning and afternoon, February 25. The program will include a trip to Wayside Inn.

National Society for the Study of Education will meet Saturday evening, February 25, and Tuesday evening, February 28. Saturday's program is based on the 1928 Yearbook of the Society, "Nature and Nurture," being devoted particularly to the influence of nature and nurture upon intelligence. Tuesday's program is confined to the influence of nature and nurture upon achievement. Much will be said of the relative influence of heredity and environment and the relation of these two forces to the possibilities and limitations of educational training.

National Society of College Teachers of Education will hold five sessions Monday, Tuesday, and Wednesday. Monday's sessions, morning and afternoon, will feature the theme, College Teaching, the program being devoted to the 1928 Yearbook subject and to types of research in college teaching. Tuesday morning there will be a series of round table discussions of the basic courses, together with their content in the fields of educational psychology, history of education, philosophy of education, and educational sociology. Tuesday afternoon the Society will hold a joint meeting with the Educational Research Association, with The Bureau of Research in City School Systems for the main theme. At the Wednesday morning session a symposium on Where does one go for Fundamental Assumptions in Education? will be held.

The New Education Bill Itself

THE NEW EDUCATION BILL concerns you. It is not something "far off in Washington" with no bearing on your problems. Nothing that the government does touches life more quickly and vitally than would this department and the new vision it would bring into American educational policy. Read this bill carefully. Discuss it thoroughly in faculty meetings. Read material about the movement for a Department of Education that has appeared in earlier numbers of THE JOURNAL. Write those who represent you in Congress that you have studied the Bill and that you hope they will support it actively and work for its passage during this Congress.

At the opening of the Seventieth Congress in December, the Bill was introduced in the Senate by Senator Charles Curtis of Kansas, and in the House by Representative Daniel A. Reed of New York. The wording is identical in both Houses. The only difference is the number and name of the introducer.

The teaching profession may well be proud of the host of other organizations that have joined in this movement. It may well rejoice that the Bill has gained so steadily and surely in support and be glad for a teaching profession so loyal to its great purpose that it knows no defeat and holds on with determination to stand by the cause until victory comes, if it takes a generation. It will mean much to you individually to have had a share in this victory. Have you done your part? The full text of the New Education Bill follows:

A BILL to create a Department of Education and for other purposes. *Be it enacted by the Senate and House of Representatives of the United States of America in Congress Assembled,* That there is established at the seat of government an executive department to be known as the Department of Education, which shall be under the control and direction of a Secretary of Education, to be appointed by the President, by and with the advice and consent of the Senate. The Secretary of Education shall receive a salary at the rate of \$15,000 per annum. Section 158 of the Revised Statutes is amended to include the Department of Education, and the provisions of Title IV of the Revised Statutes, as now or hereafter amended shall be applicable to the department. The Secretary of Education shall cause a seal of office to be made for the Department of Education of such device as the President shall approve, and judicial notice shall be taken thereof.

SEC. 2. There shall be in the Department of Education an Assistant Secretary of Education, to be appointed by the President and to receive a salary of \$7,500 per annum. The Assistant Secretary shall perform such duties as may be prescribed by the Secretary of Education or required by law. There shall also be a solicitor, a chief clerk, and a disbursing clerk, and such chiefs of bureaus and such scientific, technical, and clerical assistants as may be necessary to carry out the provisions of this Act and as may be provided

for by Congress from time to time.

SEC. 3. (a) The Bureau of Education and all pertaining thereto is transferred from the Department of the Interior to the Department of Education.

PRESIDENT COOLIDGE in his message presented at the opening of the Seventieth Congress called attention to the need for unifying the educational activities of the federal government in the following words:

EDUCATION—For many years it has been the policy of the federal government to encourage and foster the cause of education. Large sums of money are annually appropriated to carry on vocational training. Many millions go into agricultural schools. The general subject is under the immediate direction of a Commissioner of Education. While this subject is strictly a state and local function, it should continue to have the encouragement of the National Government. I am still of the opinion that much good could be accomplished through the establishment of a Department of Education and Relief, into which would be gathered all of these functions under one directing member of the Cabinet.

This renewed assurance of Presidential support is a challenge to the friends of education everywhere to increase their efforts on behalf of the New Education Bill, which would create a Department of Education with a Secretary in the President's Cabinet. Have you written to your Congressmen urging their active support of this great measure?

(b) The office of Commissioner of Education is abolished, and the authority, powers, and duties heretofore conferred and imposed by law upon the Commissioner of Education shall be exercised and performed by the Secretary of Education.

(c) The Federal Board for Vocational Education is transferred to the Department of Education, and all the authority, powers, and duties heretofore conferred or imposed by law upon the Federal Board for Vocational Education shall be exercised and performed by the Board as a division of the Department of Education. The Secretary of Education shall be a member of the Federal Board for Vocational Education and ex officio chairman of said Board.

(d) The authority, powers, and duties conferred and imposed by law upon the Secretary of the Interior with relation to the Columbia Institute for the Deaf and Howard

University, shall be exercised and performed by the Secretary of Education.

SEC. 4. (a) Except as otherwise provided by this Act, all authority, powers, and duties held, exercised and performed by the head of any executive department in and over any bureau, office, or branch of the Government which is by this Act transferred to the Department of Education, or which is abolished by this Act and its authority, powers, and duties transferred to the Department of Education, or in and over any business arising therefrom or pertaining thereto, or in relation to the duties performed by and authority conferred by law upon such bureau, office, or branch of the Government, whether of an appellate or revisory character or otherwise, shall be vested in and exercised and performed by the Secretary of Education.

(b) All orders, rules and regulations which have been made or issued by any bureau, office, or branch of the Government which is transferred under the provisions of this Act to the Department of Education and which are not inconsistent with the provisions of this Act shall continue in effect until modified, superseded or repealed by the Secretary of Education, or, in the case of the Federal Board for Vocational Education, by the Board with the approval of the Secretary of Education.

SEC. 5. All officers, and employees employed in or by any office, bureau, or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, are transferred to the Department of Education without change in classification or compensation; and the records and property, including office equipment, of any such office, bureau, or branch of the Government so transferred, are transferred to the Department of Education.

SEC. 6. The Secretary of Education shall have charge in the buildings and premises occupied by or assigned to the Department of Education, of the library, furniture, fixtures, records, and other property pertaining to the department or hereafter acquired for use in its business. Until other quarters are provided, the Department of Education may occupy the buildings and premises occupied by the bureaus, offices, and branches of the Government which are by this Act transferred to or included in the Department of Education.

SEC. 7. In order to coordinate the educational activities carried on by the several executive departments, and to recommend ways and means of improving the educational work of the Federal Government, there is hereby created the Federal Conference on Education, which will consist of one representative and one alternate appointed by the head of each department. The Federal Conference on Education shall not report as a body to any one department, but each representative shall report the findings of the Federal Conference on Education to his own department for consideration and independent action.

SEC. 8. (a) The Department of Education shall collect such statistics and facts as shall show the condition and progress of educa-

tion in the several States and in foreign countries. In order to aid the people of the several States in establishing and maintaining more efficient schools and schools systems, in devising better methods of organization, administration and financing of education, in developing better types of school buildings and in providing for their use, in improving methods of teaching, and in developing more adequate curricula and courses of study, research shall be undertaken in (1) rural education; (2) elementary education; (3) secondary education; (4) higher education; (5) professional education; (6) physical education, including health education and recreation; (7) special education for the mentally and physically handicapped; (8) the training of teachers; (9) immigrant education; (10) adult education; and (11) such other fields as in the judgment of the Secretary of Education may require attention and study.

(b) The department shall make available to education officers in the several States and to other persons interested in education, the results of the research and investigations conducted by it, and the funds appropriated for printing and binding for the Department of Education shall be available for the printing and binding of the results of such research and investigations.

SEC. 9. For the fiscal year ending June 30, 1929, and annually thereafter, the sum of \$1,500,000 or so much thereof as may be necessary, is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, to the Department of Education, for the purpose of paying salaries and the conducting of studies and investigations, the paying of incidental and traveling expenses incurred in connection with the investigations or inquiries undertaken by the department and for law books, books of reference and periodicals, and for the paying of rent where necessary, and for such other purposes as may be necessary to enable the Department of Education to carry out the provisions of this Act. All unexpended appropriations which shall be available at the time when this Act takes effect in relation to the various bureaus, offices, and branches of the Government which are by this Act transferred to or included in the Department of Education, or which are abolished by this Act, and their authority, powers, and duties transferred to the Department of Education, shall become available for expenditure by the Department of Education and shall be treated the same as if such bureaus, offices, and branches of the Government had been directly named in the laws making the appropriations as part of the Department of Education.

SEC. 10. There is hereby created a National Council on Education to consult and advise with the Secretary of Education on subjects relating to the promotion and development of education in the United States and in its possessions, which National Council shall consist of the several State Superintendents of Education or other State chief educational authorities by whatever title known, and one member from each of the United States possessions, viz.: Alaska, Hawaiian Islands, Philippine Islands, Porto Rico, and Isthmus of Panama. The Secretary of Education shall be chairman of said Council. The members of said Council shall

meet for conference once each year at the call of the Secretary of Education; they shall serve without pay, but their actual expenses incurred in attending the conferences called by the Secretary shall be paid by the Department of Education.

SEC. 11. The Secretary of Education shall annually, at the close of each fiscal year, make a report in writing to Congress giving an account of all moneys received and disbursed by the Department of Education and describing the work done by the depart-

The New Education Bill [H. R. 7]

SECTION 1. Creates a Department of Education with a Secretary in the President's Cabinet.

Section 2. Authorizes an Assistant Secretary of Education and other necessary assistants.

Section 3. Provides for the transfer to the Department of Education of the Bureau of Education, the Federal Board for Vocational Education, and of such control as is now exercised over the Columbia Institution for the Deaf and Howard University.

Sections 4, 5, and 6. Define the powers and duties of the Secretary of Education.

Section 7. Provides for a federal conference on education consisting of one representative from each of the Executive Departments.

Section 8. Provides that the Department of Education shall conduct researches covering the whole field of education, and for the distribution of the results of such researches to educational officials in the several states and to other persons interested in education.

Section 9. Provides appropriations for the support of the work of the Department.

Section 10. Provides for the creation of a National Council on Education, composed of the chief school authorities of the various states, territories, and possessions, who shall meet annually at the call of the Secretary of Education.

Section 11. Provides that the Secretary of Education shall make an annual report to Congress.

Section 12. Is an enacting clause.

ment. He shall also from time to time make such special investigations and reports as may be required of him by the President or by either House of Congress or as he himself may deem necessary and urgent.

SEC. 12. This Act shall take effect thirty days after its passage, except that the provisions of this Act in relation to the transfer of any agency from the jurisdiction and control of one officer to the jurisdiction and control of another, or in relation to the abolishment of any existing agency, or in relation to the transfer of authority, powers, and duties from one officer or agency to another, shall take effect July 1, 1929.

POINTS TO BE ESPECIALLY EMPHASIZED—

1. The New Education Bill should not be confused with other proposals for a Department of Education. It provides simply for the coordination of existing educational activities of the federal government in an efficient department with funds for research and publications.

2. The question of federal control is not

an issue in American education. State and local management and control of the schools is guaranteed by the Constitution, by the deep-seated conviction of the organized teaching profession, by the pride of local communities in their own schools, and by the whole trend of education in the direction of greater freedom under the guidance of proved facts. The New Education Bill does not involve federal control.

3. The New Education Bill does not involve the issue of federal aid to state and local schools systems. A proposal for federal aid was developed during the crisis of the war when the federal income tax was making huge demands on the resources within the various states. The situation has improved as federal taxes have been reduced. The proposal for a Department of Education is supported by both friends and opponents of federal aid, and is entirely separate from that problem.

THE MOVEMENT for a Department of Education is one of those great steps forward in education that come but once in a generation. It is like the movement for free high schools, compulsory education, the establishment of the state school offices, and the original effort to establish free schools to be supported by taxation. These are great movements. No temporary reverses can stop them. They go on and up to final victory because they meet definite needs in the expending life of the Republic.

Each of these advances has required a persistent campaign to bring it to the attention of the people. In some cases that campaign has required more than a quarter of a century. There is every reason to believe that the movement for a department, which will do for education what the Departments of Agriculture, Commerce, and Labor do for those fields, will come to success in a much shorter time. In less than ten years it has won a support remarkable in extent and devotion.—William M. Davidson, chairman of the Legislative Commission of the National Education Association and superintendent of schools, Pittsburgh, Pennsylvania.

DEBATING THE NEW EDUCATION BILL—The question, "Resolved: That Congress should authorize the establishment of a Federal Department of Education with a Secretary in the President's Cabinet," has been debated in many high schools, colleges, and universities. Among the states where state-wide debates have been reported are: Arizona, Arkansas, Indiana, Iowa, Kansas, Kentucky, Minnesota, Nebraska, Texas, North Carolina, and West Virginia. Local debates also have been held in the following states: California, Colorado, Florida, Illinois, Michigan, Montana, New Jersey, North Dakota, Ohio, Pennsylvania, Utah, and Virginia. Many committee workers have emphasized the value of debates. It is recommended that the idea be promoted by teachers in all schools.

Arguments on both sides of the case are found in the report of the joint hearings on the Proposed Department of Education, February, 1926. Copies of that report may be had free from members of Congress. Other publications on the subject have been issued by the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

Builders of Our Profession

HAVE YOU ever read Josiah Royce's *Philosophy of Loyalty*? It is a magnificent book. In one of his letters to Royce, the great psychologist William James credits Royce with having more influence on his intellectual growth than any other one person.

In *Loyalty*, Royce tells how a life finds itself and grows rich by devotion to noble causes. If you want an explanation of the power that is coming into the teaching profession as it sets to work on its problems, read Royce's *Loyalty*. The people who are enlisting in the profession for life and joining in the effort for completed enrolments, have caught the challenge of the higher loyalty.

New Life Enlistments

THE following life members have been reported since the list was published in the December JOURNAL.

- ALABAMA—Mrs. Ethel A. Crumpton, Sellers Stough.
- CALIFORNIA—Jeannette Barrows, Grace Van Dyke Bird, Frances Jameson, Lee Roy Smith, Arthur J. Wickland.
- COLORADO—William Elwood Baker.
- HAWAII—Mrs. Maude O. Beers.
- ILLINOIS—Chester F. Miller, Helen M. Rathbun, H. W. Shryock.
- MAINE—Helen M. Robinson.
- MARYLAND—W. P. Sperow.
- MINNESOTA—Stella L. Wood.
- NEW YORK—A. Broderick Cohen.
- NORTH CAROLINA—Mrs. T. E. Johnston.
- OHIO—Margaret M. Daly, Lura Fortney, Arthur O. Jones, E. P. Reeve, William H. Richardson, R. C. Schlotman, Esther L. Schroeder, B. H. Siehl, Charles F. Siehl.
- OKLAHOMA—B. E. Koonce.
- PENNSYLVANIA—Anthony M. Goldberger, Stella S. Ladley.
- SOUTH CAROLINA—Myrtle C. Venable.
- TEXAS—Lucille Gregg, Mrs. Edwin Hulse.

Completed Enrolments

AT THE THRESHOLD of the new year, let us joyfully face the challenge of professional organization. The need of great leadership has never been so urgent. It is demanded in the classroom, in the principal's office, in the administrative staff, everywhere. It calls for vigorous leadership and informed teachers ready and able to hold up the hands of their chosen leaders. No general in the greatest war of all history has had a task half so fascinating as the task of securing for every American boy and girl a fair start in life. No statesman ever drafted a constitution half so important as the ideals and attitudes that are built into the lives of a generation of young people. The challenge of professional organization is a clear call to bring into the practice of teaching all the skill and beauty we associate with art, all the love of truth we associate with science, and all the insight of the accumulated philosophy of the ages. More than 6000 schools, 100 percent professional, are now seeking to meet that challenge. The following schools have completed their 100 percent enrolment in the National Education Association since the list was published in the December JOURNAL.

SIX YEARS OR MORE

- ARIZONA—Bisbee, Senior High; Globe, Globe Public Schools, Central, East Globe, High, Hill Street; Mesa, Mesa Public Schools, Franklin

- Junior High, Irving, Lincoln, Union High, Washington, Webster; Tucson, Drachman, Dunbar, High, Mansfield, Miles, Mission View, Ochoa, Pascua, Roosevelt, University Heights.
- CALIFORNIA—Glendale, Colorado, Magnolia; Piedmont, Piedmont Public Schools, Beach, Frank C. Havens, High, Wildwood; San Francisco, Golden Gate; San Jose, Washington; Santa Ana, Roose-



ANNIE C. WOODWARD, a teacher in the Somerville High School, Somerville, Massachusetts, is one of the builders of our profession. She has been active in the work of local and state associations in Massachusetts, is state director and a life member of the National Education Association, president of the Massachusetts Federation of Teachers, and a member of the board of directors of the World Federation of Education Associations.

- velt; Santa Barbara, Franklin, Garfield, La Mesa, Lincoln, McKinley, Mission, Roosevelt, Wilson; South Pasadena, Oneonta.
- COLORADO—Colorado Springs, Longfellow, Washington; Denver, Corona, Ironton, Lincoln; Greeley, East Ward, North Ward, South Ward; La Junta, La Junta Public Schools, Boys Club, Columbian, High, Junior High, Lincoln, North La Junta, Park; Pueblo, District Twenty, Bessemer, Carlile, Central Grade, Columbian, Corona, Danforth, Edison, Lake View, Minnequa, Wildeboer; Sterling, Sterling Public Schools, Franklin, Junior High, Lincoln, Logan County High.
- CONNECTICUT—Burnside, Grammar; East Hartford, Second North, Union; Stamford, Wall Street.
- HAWAII—Ewa, Hilo Senior High, Hilo Union, Kaiwika, Mountain View, Waikeke Waena.
- ILLINOIS—Fairbury, Edison, Isaac Walton; Maywood, Lincoln, Washington; Moline, Central Grammar, Garfield, Grennell, Lincoln, Logan, Washington, Willard; Waukegan, Waukegan Township Secondary Schools, Junior High, Senior High; Winnetka, Winnetka Public Schools, Greeley, Horace Mann, Hubbard Woods, Skokie High.
- INDIANA—Anderson, Anderson Public Schools, Central Avenue, Columbia, Hazlewood, Jefferson, Junior High, Main Street, Mount Hope, Park Place, Riley, Senior High, Seventh Street, Shadeland, Washington; Hammond, Wallace; Wabash, Wabash Public Schools, Century, East, Junior High, Miami, Senior High, South, West.
- KANSAS—Salina, Salina Public Schools, Bartlett, Dunbar, Franklin, Hawthorne, High, Lincoln, Longfellow, Lowell, Oakdale, Phillips, Roosevelt, South Park, Washington, Whittier.
- KENTUCKY—Louisville, George Washington.
- MAINE—Dexter, Pleasant Street; Lewiston, Dingley Normal Training; Portland, Butler, Chapman, Emerson, Heseltine, Monument Street, Nathan Clifford, Peaks Island, Rosa E. True, Saunders Street, Shailer.

- MASSACHUSETTS—Beverly, Beverly Farms; Brookline, Pierce; Springfield, Homer Street.
- MICHIGAN—Detroit, Barstow; Grand Rapids, Palmer, Sibley.
- MISSOURI—Saint Louis, Simmons.
- NEBRASKA—Omaha, Bancroft, Central Park, Edward Rosewater, Minne Lusa.
- NEVADA—Las Vegas, High.
- NEW JERSEY—Bridgeton, Vine Street; Long Branch, North Long Branch; Plainfield, Lincoln; West New York, Public Number 3.
- NEW YORK—Binghamton, Alfred Street; Lockport, DeWitt Clinton, Hawley Street, Intermediate, Special and Part Time Department, Walnut Street, West Avenue, William Street; Mount Vernon, Columbus, DeWitt Clinton, Hamilton, Jefferson, Lincoln, Robert Fulton, William Penn.
- OHIO—Cincinnati, Pleasant Ridge, Twelfth District, Vine; Cleveland Heights, Taylor; East Cleveland, Mayfair; Elyria, Elyria Public Schools, Ely, Franklin, Garfield, Gates, Gates School for Crippled Children, Hamilton, High, Jefferson, McKinley, Roosevelt, Washington; Euclid, Shore High; Lorain, Brownell, Harrison, Hawthorne Junior High, High, Lincoln, Lowell, Whittier Junior High; Scienceville, Coitsville Rural Schools, Buckeye, Coitaville, Emma Street, Geography Hall, Grade, High, John White, Thorn Hill.
- OKLAHOMA—Muskogee, Muskogee Public Schools, Central High, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Sequoyah, Washington, West High, Whittier.
- PENNSYLVANIA—Doylestown, Doylestown Public Schools; Pittsburgh, Continuation.
- VIRGINIA—Lynchburg, Floyd.
- WISCONSIN—Fond du Lac, Fond du Lac Public Schools, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, McKinley, Roosevelt Junior High, Senior High, Vocational, Washington, Wilson; Kenosha, Lincoln Elementary, Lincoln Junior High.

FIVE YEARS

- ARIZONA—Glendale, Glendale Public Schools.
- CALIFORNIA—Monrovia, Orange Avenue; Santa Barbara, Washington; Santa Monica, Garfield, Grant, Jefferson, John Muir, McKinley, Roosevelt.
- COLORADO—Boulder, Whittier; Colorado Springs, Arensdale, Whittier; Greeley, West Ward; Pueblo, District Twenty, Lincoln.
- CONNECTICUT—East Hartford, High.
- DELAWARE—Wilmington, Number 21.
- GEORGIA—Americus, Furlow Grammar, Prospect Heights.
- HAWAII—Honolulu, Kalaniana'ole, Ninole, Pepeekeo, Piipihonua, Territorial School for the Deaf and Blind, Waikeke Uka.
- ILLINOIS—Champaign, Colonel Wolf; Decatur, Roosevelt Junior High; Dundee, Elementary; Maywood, Irving; Moline, Ericson, High, Irving, McKinley, Roosevelt; Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Special Teachers, Washington; Springfield, Converse.
- INDIANA—Huntington, Huntington Public Schools, Central, High, Horace Mann, John Tipton, Lincoln, Riley, State Street; New Albany, S. Ellen Jones.
- KANSAS—Lawrence, New York.
- LOUISIANA—Natchitoches, Louisiana State Normal.
- MAINE—Houlton, Houlton-Littleton-Hammond School Union; Portland, Morrill, Oakdale, Vaughan Street.
- MARYLAND—Galena, Galena High and Elementary.
- MASSACHUSETTS—Brookline, Sewall; Gloucester, Maplewood.
- MICHIGAN—Ann Arbor, Bach, Eberbach, Mack Junior High, Perry; Detroit, Guyton; Grand Rapids, Burton, Finney, Madison, Sheldon; Saint Joseph, Saint Joseph Public Schools, Garfield, High, Washington.
- NEBRASKA—Omaha, Columbian, Jungmann, Saratoga.
- NEW JERSEY—Plainfield, Stillman, Washington.
- NEW YORK—Binghamton, Laurel Avenue, Opportunity, Pine Street, Thomas Jefferson, Woodrow Wilson; Rome, Jay Street.
- OHIO—Cleveland, Scranton; Columbus, Eighth Avenue; East Cleveland, Caledonia; Euclid, Noble; Lorain, Irving Junior High, Longfellow Junior High; Mansfield, Carpenter; Norwood, North; Wooster, Beall Avenue; Youngstown, Harding Elementary.
- PENNSYLVANIA—Erie, Garfield, Lafayette; Mauch Chunk, First Ward; Winchester, Winchester Public Schools, High, Primary.
- SOUTH DAKOTA—Mitchell, Mitchell Public Schools, Eugene Field, Junior High, Lincoln, Litchfield, Longfellow, Senior High, Whittier; Sioux Falls, Bancroft, Benjamin Franklin, Emerson, Lincoln, Mark Twain.
- VIRGINIA—Lynchburg, Biggers.
- WEST VIRGINIA—Charleston, Roosevelt Junior High; Clarksburg, Central Junior High.

FOUR YEARS

ALABAMA—*Birmingham*, Hemphill, Powell.
 ARIZONA—*Bisbee*, Central, McKinley; *Flagstaff*, Emerson Grade, High.
 CALIFORNIA—*Bakersfield*, William Penn; *Hayward*, Orchard Ward; *Lompoc*, Miguelito; *Los Angeles*, Amestoy; *Monrovia*, Wild Rose; *Oakland*, Allendale; *San Diego*, La Mesa Heights; *San Francisco*, Balboa; *Santa Ana*, Grand Avenue; *South Pasadena*, Lincoln Park.
 COLORADO—*Brush*, Brush Public Schools, Central Grade, Hagan, Knearl Grade, Liberty, Union High; *Colorado Springs*, Lowell, Midland, Roswell, Steele; *Denver*, Barnum, Bromwell, Ebert, Fairmont, Fairview, Garden Place, Garfield, Gilpin, Hyde Park, McKinley, Milton, Montclair, Perry, Rosedale, Thatcher, Twenty-fourth Street, Valverde, Webster, West High, Whittier; *Englewood*, Hawthorne, North Englewood; *Louisville*, Louisville Public Schools; *Pueblo*, District One, Bradford, Hinsdale, Irving, Park View, Riverside, Somerlid, Thatcher; *Pueblo*, District Twenty, Pueblo Public Schools, Bessemer, Carlile, Central Grade, Central Junior-Senior High, Columbian, Corona, Danforth, Edison, Lake View, Lincoln, Minnequa, Wildeboor; *Teller County*, District Number One Public Schools, Cripple Creek High, Garfield Grade, Golden Grade, Victor High; *Trinidad*, East Street, Park Street.
 CONNECTICUT—*Darien*, Darien Public Schools, Fifth Street, High; *Stratford*, Center, Sedgwick.
 DELAWARE—*Wilmington*, Number 4, Number 5, Number 30.
 FLORIDA—*Dade County*, Hialeah, Hialeah Junior High, Highland Park, Holleman, Southside; *Palm Beach County*, Northboro.
 HAWAII—*Kapiolani*, Kekaha, Olaa, Ooala, Paaui, Waiakakai.
 IDAHO—*Pocatello*, Franklin Junior High, Lincoln Elementary; *Salmon*, Salmon Public Schools.
 ILLINOIS—*Champaign*, Avenue Grade, Doctor Howard, South Side Grade; *Chicago*, Parker Practice; *Chicago Heights*, Garfield, Grant, Jefferson, Lincoln, Roosevelt; *Dundee*, Carpentersville; *Maywood*, Emerson; *Moline*, Moline Public Schools, Central Grammar, Ericsson, Garfield, Grant, Grennell, High, Irving, Lincoln, Logan, Manual Arts, McKinley, Roosevelt, Washington, Willard, William Carr; *Monmouth*, Central; *Naperville*, Naperville Public Schools, Ellsworth, High, Napier.
 INDIANA—*Alexandria*, Tomlinson; *Evansville*, Benjamin Bosse High, Delaware, Henry Reis; *Evansville*, Chestnut-Walnut; *Fort Wayne*, Forest Park, South Wayne; *Michigan City*, Canada, Jefferson; *South Bend*, Foster, Henry Studebaker, J. F. Nuner, Marquette.
 IOWA—*Keokuk*, Principals and High School Teachers Club.
 KANSAS—*Humboldt*, Humboldt Public Schools, High, Junior High, Lincoln, Washington; *Hutchinson*, Avenue A, Fourth Avenue, North Side, Roosevelt; *Kansas City*, Kansas City Public Schools, Abbott, Argentine Junior-Senior High, Attucks, Bancroft, Booker T. Washington, Bruce, Bryant, Carlisle, Central, Central High, Central Junior High, Chelsea, Clara Barton, Columbian, Cooper, Douglass, Dunbar, Edison, Emerson, Eugene Ware, Frances Willard, Franklin, Garrison, Grant, Hawthorne, Horace Mann, Irving, John Fiske, John J. Ingalls, Kealing, Library, Lincoln, Longfellow, Louisa M. Alcott, Lowell, Maccoshaque, Major Hudson, Mark Twain, McKinley, Morse, Noble Prentiss, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Prescott, Quindaro, Riverview, Roosevelt, Rosedale Junior-Senior High, Snow, Stanley, Stowe, Sumner High, Whittmore, Whittier.
 KENTUCKY—*Louisville*, Emerson, F. T. Salisbury.
 MAINE—*Portland*, Americanization Department, Isabella Garvin, Jackson, Libby, Lincoln Junior High, Longfellow, McLellan, Presumpscott, Riverton, Roosevelt, Sherman Street Kindergarten, West, Willard.
 MASSACHUSETTS—*Beverly*, Edwards, Prospect, Washington; *Brookline*, Lawrence; *Gloucester*, Point Grammar; *Montague*, Central Street, Grammar, Montague Center, Montague City, New Eighth Street, South End; *North Easton*, Junior High; *Springfield*, White Street, William Street; *West Chelmsford*, George R. Quessy.
 MICHIGAN—*Ann Arbor*, Angell, Tappan; *Detroit*, Western High; *Grand Rapids*, Coldbrook, Dickinson, Hall, Plainfield; *Hamtramck*, Hamtramck Public Schools, Carpenter, Dickinson, High, Holbrook, Kosciuszko, Playfair, Whitney; *Ironwood*, Newport; *Onaway*, Onaway Public Schools; *Pontiac*, Florence Avenue.
 MINNESOTA—*Duluth*, Riverside; *Mankato*, Lincoln Junior High, Union Grade; *Minneapolis*, Harrison, Hiawatha, Lake Harriet, Simmons, Thomas Lowry.
 NEBRASKA—*Omaha*, Belvidere, Park, South Franklin.
 NEVADA—*Clark County*, Educational District Number 1, Bunkerville, Mesquite, Moapa, Overton, Saint Thomas.
 NEW HAMPSHIRE—*Claremont*, West Terrace.
 NEW JERSEY—*Gloucester*, Brown Street; *Hackensack*, Hackensack Public Schools, Broadway, Fairmount, First Street, High, Jackson Avenue, State Street, Union Street; *Long Branch*, Broadway

Primary, Gregory Primary, Liberty Street; *Neptune Township*, Neptune Township Public Schools, Bradley Park, Ocean Grove Grammar, Ocean Grove High, Ridge Avenue, Summerfield, Whitesville; *Newark*, School for the Deaf; *New Brunswick*, Livingston; *Plainfield*, Irving; *Summit*, Brayton, Roosevelt; *Trenton*, Hewitt.
 NEW YORK—*Binghamton*, Abraham Lincoln, Christopher Columbus, George Washington, Robinson Street, Rossville, Saint John Avenue; *Mount Vernon*, Part Time; *Yonkers*, Number 14.

Program for January Faculty Meetings

BASED ON THIS ISSUE OF THE JOURNAL each topic in the following outline is covered by an editorial or an article.

1. PRINCIPLES OF TENURE. What two steps forward have been made in tenure during 1927? How do the standards of tenure in your state, city, or county compare with the N. E. A. committee report?
2. SENIOR HIGH-SCHOOL PRINCIPALSHIP. What strong tendency in education is putting the high-school principalship on a professional basis? What comparatively new movements in education are especially significant to high-school principals and teachers? What topics listed in the last paragraph would be made more clear by a study of adolescent psychology?
3. TEACHERS' SALARIES BEFORE THE WAR. How can you use the facts in this article in your own locality?
4. COMMENCEMENTS IN DOYLESTOWN. Why does research by students into the failures within their own school make a strong appeal for a commencement program? How can such investigation stimulate a school and community into adapting itself to the needs of its youth?
5. THE JOURNAL'S ANNUAL ROLL CALL. What different lines of progress are most often reported by the 48 states? How will the advance in your state help the work of your school?
6. THE NEW EDUCATION BILL. What are the essential proposals of the bill? Who introduced it in the Senate? In the House? What organizations are joined with the National Education Association in its support? Could you form a local committee of one representative from each of these groups to work for the measure?

OHIO—*Amherst*, Amherst Public Schools; *Cincinnati*, Kirby Road; *Cleveland*, Detroit Elementary; *Columbus*, Fairwood, Heyl Avenue, Medary Avenue; *Cuyahoga County*, Cuyahoga County Public Schools, Bagley Road, Bay Village, Beech, Beechwood, Beehive Rural, Berea, Bratenahl, Brecksville, Brooklyn Heights, Brooklyn Rural, Brook Park, Butternut, Center, Central, Chagrin Falls, Coe Ridge, Dover, Fair Street, Fairview, Garfield Heights, Garfield, Gates Mill, Gilles-Sweet, Independence Village, Junior High, Maple Leaf, Mayfield High, Miles Heights, North Olmstead, Oakville, Olmstead Falls, Orange Rural, Park Knoll, Parma High, Pearl Road, Richmond Heights, Rocky River High, Roosevelt, Royalton Rural, Seven Hills, Solon Rural, State Road, Stop 17, Strongsville, Thoreau Park, Valley View, Warrensville Rural, Wooster Road; *Lima*, Garfield; *London*, London Public Schools, Grade High; *Lorain*, Lorain Public Schools, Brownell, Fairhome, Garden Avenue, Garfield, Harrison, Hawthorne Junior High, High, Irving Junior High, Lincoln, Longfellow Junior High, Lowell, Oakwood, Whittier Junior High; *New Lexington*, High; *Norwood*, Williams Avenue; *Rossford*, Rossford Public Schools, High, Walnut Street; *Springfield*, Bushnell, Central Junior High, Jefferson, Sunset; *Toledo*, Pickett, Riverside; *Warren*, Central, Dickey Avenue, Elm Street, McKinley, Roosevelt, South Park Avenue.
 PENNSYLVANIA—*Ellwood City*, Ellwood City Public Schools, Circle, Hartman, Lincoln Junior High, North Side, Senior High, West End; *Erie*, Jones; *Greenville*, Columbia, Junior High, Washington, West Side; *Hanover*, Hanover Public Schools, Clearview, Hanover Street, High, High Street, Midway, New Baltimore, Stock Street, Walnut Street; *Lehighton*, Lehighton Public Schools, First Ward, High, Third Ward; *Mauch Chunk*, Asa Packer; *Mahanoy Township*, Mahanoy Township Public Schools, Buck Mountain, Ellengowan, Junior High, Lincoln, Park Place, Robinsons, Saint Nicholas, Senior High, Suffolk, Washington, Wiggins, Yatesville; *Munkhali*, Andrew Street,

Junior High, Ravine Street, Twelfth Avenue; *Nanticoke*, Nanticoke Public Schools, Centennial, Garfield, Hanover, High, Kosciuszko, Lincoln, McKinley, Pulaski, State Street, Washington, West Main Street; *Pittsburgh*, James E. Rogers, Knoxville Junior High; *Shenandoah*, Shenandoah Public Schools, Center Street, High, Jardin Street, Lincoln, Line Street, Main Street, New White Street, Old White Street, Plum Street, Turkey Run, Union Street, West Street.
 SOUTH CAROLINA—*Laurens County*, Laurens County Public Schools, Bailey, Barksdale Narnie, Bethany, Bethel Grove, Brewerton, Centerpoint, Central, Clinton, Copeland, Cross Hill, Eden, Ekom, Fleming, Garlington, Goldville, Gray Court-Owings, Grays, Greenpound, Hickory Tavern, Hurricane, Lanford, Laurens, Long Branch, Merna, Mount Bethel, Mount Gallagher, Mount Olive, Mount Pleasant, Mountville, New Prospect, Oak Grove, Oakville, O'Dells, Ora, Poplar Springs, Princeton, Renno, Sandy Springs, Shady Grove, Shiloh, Trinity Ridge, Wadsworth, Warrior Creek, Waterloo, Watts Mill, Youngs.
 SOUTH DAKOTA—*Mobridge*, Lincoln; *Siox Falls*, Meredith; *Wakoda*, Wakoda Public Schools.
 TEXAS—*Waco*, Brook Avenue.
 VIRGINIA—*Lynchburg*, John W. Wyatt, Ruffner.
 WASHINGTON—*Walla Walla*, Sharpstein.
 WEST VIRGINIA—*Charleston*, Kanawha, Lincoln, Union; *Sistersville*, High, Maine Street.
 WISCONSIN—*Milwaukee*, Milwaukee State Teachers College, Kosciuszko Pre-Vocational; *Racine*, Gilbert Knapp, Howell, Jefferson, N. D. Fratt; *Sheboygan*, Longfellow.
 WYOMING—*Sheridan*, John S. Taylor.

THREE YEARS

ALABAMA—*Birmingham*, Avondale, Gorgas, Henley, Seventeenth Avenue.
 ALASKA—*Juneau*, Juneau Public Schools.
 ARIZONA—*Inspiration*, Benjamin Franklin; *Winslow*, Winslow Public Schools, Coopertown, Junior High, Senior High, South Side, Washington.
 CALIFORNIA—*Buena Park*, Grammar; *Chula Vista*, Chula Vista Union; *Davis*, Davis Joint Grammar, Davis Joint Union High; *Glendale*, Benjamin Franklin, Cerritos, Eleanor J. Toll, Horace Mann, John C. Fremont, John Marshall, John Muir, Theodore Roosevelt, Thomas A. Edison, Verdugo Woodlands; *La Jolla*, High; *Los Angeles*, Dahlia Heights, Eighty-seventh Street, Garfield High, Hyde Park, Lafayette Junior High; *Monrovia*, Mayflower; *San Francisco*, Cabrillo, Department of Physical Education, Ethan Allen, Irving M. Scott, Patrick Henry; *Santa Maria*, Mill Street; *Santa Monica*, Franklin; *Santa Ynez*, Santa Ynez Valley Union High.
 COLORADO—*Boulder*, Washington; *Colorado Springs*, Garfield, Helen Hunt, Ivywild, North Junior High, West Junior High; *Delta*, Senior High; *Denver*, Alameda; *Fort Lupton*, Fort Lupton Public Schools; *Greeley*, Gipson; *Pueblo*, District One, Pueblo Public Schools, Bradford, Centennial High, Department of Supervisors, Fountain, Hinsdale, Irving, Park Junior High, Park View, Riverside, Somerlid, Thatcher; *Segundo*, Public; *Trinidad*, Centennial, Rice.
 CONNECTICUT—*Bridgeport*, Lincoln Grammar & Junior High, McKinley.
 DISTRICT OF COLUMBIA—*Washington*, Banneker-Jones, Blow, Langdon, Smothers.
 FLORIDA—*Broward County*, Central High and Elementary, West Side; *Dade County*, Northside; *Daytona Beach*, Seabreeze High; *Key West*, Division Street.
 GEORGIA—*Atlanta*, Grant Park.
 HAWAII—*Ahualoa*, Kailua, Kalapana, Kapulena, Kuhio, Kukuhaele.
 IDAHO—*Cambridge*, Cambridge Public Schools; *Gooding*, Gooding Public Schools, Grade, Junior High, Senior High; *Melba*, High.
 ILLINOIS—*Champaign*, Willard Grade; *East Saint Louis*, Cannady, Longfellow; *Evansville*, David B. Dewey, Orrington; *Hampshire*, Hampshire Public Schools; *Jerseyville*, Jersey Township High; *River Forest*, Roosevelt; *Robinson*, Robinson Township High; *Saukemin*, Township High; *Watska*, Watska Public Schools, Community High, North Side, South Side.
 INDIANA—*Indianapolis*, Number 81; *South Bend*, Central Junior High, Kaley.
 IOWA—*Burlington*, James Wilson Grimes; *Centerville*, Lincoln, McKinley; *Council Bluffs*, Avenue B, Thomas Jefferson High, Washington; *Keokuk*, Elementary Teachers Club.
 KANSAS—*Lawrence*, Woodlawn.
 KENTUCKY—*Louisville*, Emmet Field, George W. Morris, McFerran, Western Departmental.
 MAINE—*Augusta*, Williams; *Bar Harbor*, Emerson, High; *Dover-Foxcroft*, North Street; *Portland*, Allen, Staples.
 MASSACHUSETTS—*Beverly*, McKay; *Lynn*, Coburn Street; *Malden*, Judson; *Melrose*, Franklin, Roosevelt, Whittier; *Newton*, Eliot; *Saugus*, Oaklandvale; *West Springfield*, Park Avenue.
 MICHIGAN—*Bay City*, McKinley, Wenona; *Detroit*, Columbian, Ruthuff; *Grand Rapids*, Auxiliary, Fairmont, Henry, Kensington, Union Elementary; *Muskegon*, Hackley, Vander Laan; *Sault Sainte Marie*, Garfield, High, McKinley, Park; *Traverse City*, Traverse City Public Schools, Boardman.
 (Continued on page A-16)



DR. B. R. BUCKINGHAM

DR. W. J. OSBURN

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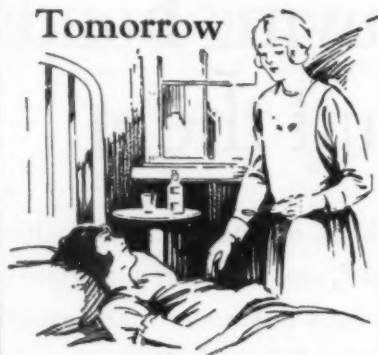
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(Continued from page 36)

Central, Elmwood, Junior High, Oak Park, Senior High, Union Street.

MINNESOTA—Duluth, Fond du Lac, Webster; Minneapolis, John Burroughs, Michael J. Dowling, Rosedale.

MISSOURI—Kansas City, Central Junior High, Greenwood, Joseph S. Chick, S. B. Ladd; Saint Louis, Marquette.

NEBRASKA—Grand Island, West Lawn; Omaha, Adams, Pacific.

NEVADA—Eureka, Eureka Public; Reno, Junior High.

NEW HAMPSHIRE—Pittsfield, Memorial.

NEW JERSEY—Atlantic City, Boys' Vocational, Junior High, Richmond Avenue; Bridgeton, South Avenue; Camden, Charles K. Evered, Junior High Number 1; Dover, Academy Street; East Orange, Washington; Fairton, Public; Long Branch, Long Branch Public Schools, Broadway Primary, Garfield Avenue Primary, Grammar, Gregory Primary, Junior High, Liberty Street, North Long Branch, Senior High, West End; Lyndhurst, Columbus, High, River Road, Roosevelt; Montclair, Grove Street, Spaulding; Morris Township, Morris and Boonton Townships Public Schools, Boonton Township Public, Collinsville, Hanover Avenue, Hillside, South Street; Morristown, Liberty Street, Mills Street; New Brunswick, Roosevelt Junior High, Washington; Plainfield, Bryant, Franklin, Jefferson, Whittier; Sea Isle City, Elementary Number 1; Williamstown, Maple Grove; Woodbury, Woodbury Heights.

NEW MEXICO—Albuquerque, Third Ward; Silver City, New Mexico State Teachers College.

NEW YORK—Athens, High; Binghamton, Binghamton Public Schools, Abraham Lincoln, Alfred Street, Central High, Christopher Columbus, Continuation, Crippled Children, Daniel Dickinson, East Junior High, Fairview, George Washington, Jarvis Street, Laurel Avenue, Open Air, Opportunity, Pine Street, Robinson Street, Rossville, Saint John Avenue, Theodore Roosevelt, Thomas Jefferson, Woodrow Wilson; Brooklyn, Arlington; Lockport, Emmet Belknap; Mount Vernon, Longfellow, Nichols Junior High; Schenectady, Howe; Waverly, South Waverly.

NORTH DAKOTA—Minot, Senior High.

OHIO—Akron, Portage Path; Bellevue, Ellis, Junior High, McKim, Pike; Cincinnati, Avondale; Cleveland, Barkwill; Columbus, Lane Avenue, Main Street, Milo Elementary, Second Avenue, Stewart Avenue; Kenton, East, Esby, Grammar, North, West; Lakewood, Roosevelt; Lancaster, High; Lima, Emerson, Faurot, Franklin, Horace

Mann, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Richardson, Roosevelt, Washington, Whittier; Oakwood, Dixon Avenue, Schaefer Boulevard; Springfield, Springfield Public Schools, Bushnell, Central Junior High, Continuation, Elmwood, Emerson, Frey Grade, Frey Junior High, Fulton, Garfield, Gray, Highlands, Jefferson, Lagoda, Lincoln, McKinley, Northern, Northern Heights, Roosevelt Junior High, Schaefer Junior High, Senior High, Snyder Park Junior High, Southern, Sunset, Warner Park, Washington, Western; Toledo, Arlington, Glenwood, Harvard; Warren, First Street, Market Street, Tod Avenue, West Junior High; Wood County, Wood County Public Schools, Bloomdale Township, Bradner, Custar, Cygnet, Dowling, Dunbridge Rural, Freedom Township, Glenwood Rural, Grand Rapids Township, Henry Township, Jackson Township, Lake Township, Lark, Liberty Township, Lime City, Middleton Township, Millbury, Milton Township, Montgomery Township, North Baltimore Grade, North Baltimore Junior High, North Troy Township, Olney, Pemberville, Perrysburg, Perry Township, Portage, Portage Township, Risingun, Rossford Township, Troy Township, Walbridge, Washington Township, Webster Township, West Millgrove, Weston Village.

OREGON—La Grande, La Grande Public Schools, Central, Greenwood, Riveria, Willow; Marshfield, Harding; Newberg, Harding; North Bend, North Bend Public Schools, Central, Roosevelt Junior High, Senior High, Westside.

PENNSYLVANIA—Abington, Abington Public Schools, Elementary, Glenside, High, Highland, McKinley, North Glenside, Overlook, Park, Roslyn; Berks County, Bern Upper Township, Colebrookdale Township, Ontelaunee Township, Spring Township; Bradford County, Bradford County Public Schools, Athens Boro, Camptown, Canton Boro, East Smithfield, East Troy, LeRaysville Pike Joint, Litchfield Consolidated, Luthers Mills, Monroeton, New Albany Joint Consolidated, Orwell, Overton Independent, Powell, Rome, Towanda Boro, Troy Boro, Troy Center, Ulster Independent, Warren Center, Wyalusing Boro, Wysox Center; Greenville, Greenville Public Schools, Columbia, Junior High, Senior High, Washington, West Side; Indiana, Faculty Club, Indiana State Teachers College; Philadelphia, Columbus; Pittsburgh, Glenwood, Sunnyside; Warren, Jefferson.

SOUTH DAKOTA—Belle Fourche, Belle Fourche Public Schools, Departmental, Gray, High, Lincoln;

Mobridge, Mobridge Public Schools, Junior High, Lincoln, Senior High, West; Selby, Selby Public Schools; Sioux Falls, Hawthorne, Longfellow, Riverside.

TEXAS—Dallas, Cumberland, North Dallas High; Houston, Eastwood, Hawthorne, Woodrow Wilson.

VIRGINIA—Richmond, Robert Fulton.

WASHINGTON—Spokane, Harding, Horace Mann, Walla Walla, Baker.

WEST VIRGINIA—Charleston, Woodrow Wilson Junior High; Clarksburg, Alta Vista; McDowell County, Elbert-Filbert, Gary Grade, Havaco, Jenkinjones, Junior High and Grade, Pageton, Thorpe, Wilcoe, (Big Creek District) Bearwallow Grade, Beech Fork Grade, Berwind High, Billips Grade, Caretta, Coalwood Grade, Coalwood High, Crane Ridge Grade, English, Paraday Grade, George Camp Grade, Hall Siding Grade, Hartwell Grade, Litz-Smith Grade, Newhall Grade, War Grade, War High, Yukon Junior High.

WISCONSIN—Kohler, Kohler Public Schools; Lake Geneva, Third Ward; Racine, Janes, Stephen Bull; Sheboygan, Horace Mann.

TWO YEARS

ALABAMA—Birmingham, Bush.

ARIZONA—Ash Fork, Ash Fork Public Schools; Chandler, Grammar, Junior-Senior High; Clarkdale, Clarkdale Public Schools; Humboldt, Humboldt Public Schools; Safford, Safford Public Schools, High, North Ward, South Ward; Tucson, Tucson Public Schools, Davis, Drachman, Dunbar, Elizabeth Borton, High, Mansfield, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Safford, Sam Hughes, University Heights.

ARKANSAS—Little Rock, Rightsell.

CALIFORNIA—Alturas, Modoc Union High; Atascadero, Grammar; Bakersfield, Fremont; Burbank, Theodore Roosevelt; Galt, Joint Union High; Los Angeles, Carthy Center, Horace Mann Junior High; Modesto, Washington; National City, Sweetwater Union High; Richmond, Fairmont, Harding; San Bernardino, Washington; San Francisco, Alvarado, Hancock, Lafayette; Santa Barbara, Montecito Union; Santa Monica, Madison; Terra Bella, Grand View Heights.

COLORADO—Arapahoe, Branch County High; Berwind, Berwind Public Schools, High, Tollerburg Grade, Volleroro; Boulder, North Intermediate High; Cheyenne Wells, Cheyenne County High; Colorado Springs, Pike View; Denver, Asbury, Byers Junior High, Carlos M. Cole Junior High, Co-

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lumbine, Edison, Emerson, Manual High, Opportunity, Park Hill, South High; *Fort Morgan*, Lincoln; *Frederick*, Frederick Public Schools; *Greenlee*, Cameron, Central, Junior High; *Kim*, Kim Public Schools; *Kit Carson*, Branch County High; *Primero*, Public; *Trinidad*, Santa Fe.

CONNECTICUT—*Norwalk*, Jefferson; *Stamford*, Springfield; *Stratford*, Honeyspot.

DELAWARE—*Newark*, Newark Public Schools.

DISTRICT OF COLUMBIA—*Washington*, Buchanan Douglas-Twining.

FLORIDA—*Dade County*, Dade County Public Schools, Ada Merritt Junior High, Allapattah Elementary, Andrew Jackson Junior High, Arch Creek, Arch Creek Junior High, Art Teachers Department, Buena Vista Elementary, Central, Citrus Grove, Coconut Grove, Comstock, Coral Gables, Country Club Estates, Earlington Heights, Florida City, Fulford, Fulford Junior High, Hialeah, Hialeah Junior High, Highland Park, Holleman Park, Homestead, Homestead Junior-Senior High, Ida M. Fisher Junior-Senior High, Kinloch Park, Lemon City, Lemon City Junior-Senior High, Little River, Little River Junior High, Miami Beach, Miami High, Miramar, Music Teachers Department, Northside, Ojus, Olympia Heights, Opa Locka, Orange Glade, Orchard Villa, Perrine, Ponce De Leon Junior-Senior High, Redland, Redland Junior-Senior High, Riverside, Robert E. Lee Junior High, Santa Clara, Shadowlawn, Shennandoah, Shennandoah Junior High, Silver Bluff, South Miami, Southside, West Little River, White Belt; *Key West*, Junior-Senior High, Kindergarten; *Pinellas County*, Pinellas County Public Schools, Anona, Belleair, Boys' Junior High, Child's Park, Clearview Avenue, Clearwater Junior High, Clearwater North Ward, Clearwater Senior High, Clearwater South Ward, Coffee Pot, Curlew Grade, Diston Junior High, Dunedin Grade, Dunedin Junior High, Euclid, Forest Hills, Girls' Junior High, Glenoak, Gulfport, Harris, Lakewood, Large High, Lealman Avenue, Lealman Junior High, Norwood, Ozone, Palm Harbor Junior High, Pasadena, Pass-A-Grille, Pinchurst Grade, Pinellas Park, Rio Vista, Roser Park, Safety Harbor, Saint Petersburg Central Primary and Intermediate, Saint Petersburg North Ward, Saint Petersburg Senior High, Seminole, South Side Junior High, Tamphosore, Tarpon Springs Junior and Senior High, Tarpon Springs Primary and Intermediate, Wall Springs, West Central; *Tampa*, Seminole.

HAWAII—*Alaie*, Anahola, Hanalei, Hiale, Hilo Standard, Holualoa, Honouuaou, Honokahau, Honoupo, Hookena, Kalaea, Kapapala, Keahou, Kilauea, Koloa, Konawaena, Lihue Grammar, Makaweli, Milolii, Napoopoo, Oloheua, Pahala, Puuanahulu, Waimea Junior High, Waiohine.

ILLINOIS—*Aurora*, East High; *Champaign*, Central Grade, Columbia Grade; *Chicago*, Farragut Junior High; *Decatur*, E. A. Gastman, Roach, Ulrich; *DePue*, DePue Public Schools; *East Saint Louis*, Signal Hill; *Elmhurst*, Hawthorne; *Evanston*, Noyes; *Maywood*, Garfield; *Monmouth*, Garfield, Harding, Willits; *Princeton*, Princeton Township High; *Springfield*, Pryor.

INDIANA—*Evansville*, Fulton; *Fort Wayne*, Hoagland, Nebraska, Rudisill; *Greencastle*, Mary Emma Jones; *Martinsville*, Central; *Michigan City*, Michigan City Public Schools, Canada, Central, Eastport, Elston, Garfield, High, Jefferson, Junior High, Marsh, Park; *Rushville*, Belle Gregg; *Seymour*, Lincoln, Shields Junior High; *South Bend*, Sunnyside Avenue.

KANSAS—*Atchison*, Martin, Washington; *Hutchinson*, Central, Lincoln; *Lawrence*, McAllister; *Norton*, Norton Public Schools; *Pittsburg*, Eugene Field.

KENTUCKY—*Ashland*, Junior High; *Louisville*, J. B. Atkinson.

MAINE—*Portland*, Leland, Thomas B. Reed; *Richmond*, High.

MASSACHUSETTS—*Belmont*, Payson Park; *Beverly*, Pleasant View; *Lynn*, Euclid Avenue; *Revere*, Henry Waitt, Julia Ward Howe, Louis Pasteur, Max Achenbach, Theodore Roosevelt; *Springfield*, Thomas M. Balliet; *Winchester*, George Washington.

MICHIGAN—*Bay City*, Corbin, Lincoln, Whittier; *Coldwater*, Coldwater Public Schools, Franklin, Lincoln, Lincoln Junior High, Longfellow, Roosevelt High, Washington; *Dearborn*, Garrison; *Detroit*, Breitmeyer, Clark, Hubert, Keating; *L'Anse*, L'Anse Public Schools, Grade, High; *Muskegon*, Angell, McLaughlin; *Saginaw*, Salina.

MINNESOTA—*Cloquet*, High, L. F. Leach; *Minneapolis*, East Minnehaha, Garfield, Grant, Greeley, Hale, Hamilton, Hawthorne, Lincoln Junior High, McKinley, Minnehaha, Monroe, Motley, Page, Phillips Junior High, Schiller Grade, Sumner; *Owatonna*, High; *Saint Paul*, Riverside.

MISSOURI—*Saint Louis*, Dewey, Mason.

NEBRASKA—*Harvard*, High; *Omaha*, Brown Park, Jackson, Train.

NEVADA—*Carson City*, Carson City Public Schools.

NEW JERSEY—*Bridgeton*, High, Irving Avenue, Monroe Street; *Carney's Point*, John J. Pershing; *Dunellen*, Lincoln, Whittier; *Hightstown*, Primary; *Lyndhurst*, Franklin; *Morrisville*, George Washington, Maple Avenue; *Passaic*, Lafayette; *Trenton*, Monument Demonstration; *West Dept-*

ford Township, West Deptford Township Public Schools, Colonial Manor, Mantua Grove, Red Bank, Thorofare Number 3, Thorofare Number 4, Verga.

NEW MEXICO—*Deming*, Lowell.

NEW YORK—*Rome*, Stansevoort; *Schenectady*, Hamilton, Nott Terrace.

NORTH DAKOTA—*Fargo*, Central.

OHIO—*Akron*, Crosby, Executive Offices and Special Teachers, Garfield Junior High, Garfield Senior High, Howe, H. V. Hotchkiss, Jennings, Malana A. Harris, North High, Seiberling, West High; *Alexandria*, High, Saint Albans Township Public Schools, Saint Albans Township Rural; *Avon Lake*, Public; *Bowling Green*, Church Street, Ridge Street, South; *Cincinnati*, Twenty-Seventh District, Winton Place; *Columbus*, Michigan Avenue, Northwood, Spring Street, Third Street; *Grand Rapids*, Grand Rapids Public Schools; *Hamilton*, Jefferson, Tyler, Van Buren; *Lakewood*, Garfield Elementary; *Lancaster*, Lancaster Public Schools, Children's Home, East, High, North, South, Utica, West; *Lima*, Lima Public Schools, Central High, Emerson, Faurst, Franklin, Garfield, Horace Mann, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Richardson, Roosevelt, South Senior High, Washington, Whittier; *Miamisburg*, Miamisburg Public Schools; *Toledo*, Franklin, Hamilton, Irving; *Warren*, Central Junior High, Frances E. Willard, Laird Avenue, Warren G. Harding Senior High; *Waynesburg*, Waynesburg Public Schools; *West Alexandria*, Lanier Township Rural; *Youngstown*, Sheridan; *Zanesfield*, Jefferson Township Schools.

OREGON—*Pendleton*, Washington; *Portland*, Capitol Hill; *Salem*, Highland, Leslie Junior High.

PENNSYLVANIA—*Bellevue*, Bellevue Public Schools, Grant, High, Jackson, Jackson Junior High; *Bradford*, Fifth Ward, Fourth Ward, Senior High; *Delaware County*, Delaware County Public Schools, Aldan, Aston, Bethel, Clifton Heights, Collingdale, Colwyn, Concord, Eastern Thornbury, East Lansdowne, Eddystone, Edmont, Folsom, Franklin, Glen-Nor Joint High, Glenolden, Kedron, Lansdowne, Leiperly, Lima, Lincoln, Lower Chichester, Marcus Hook, Marple, Newtown Joint High, McKinley, Media, Nether Providence, Newtown, Norwood, Parkmount, Parkside, Prospect Park, Ridley Park, Roosevelt, Rutledge, Sharon Hill, Smedley, Springfield, Swarthmore, Tinticum, Trainer, Upland, Upper Chichester, Upper Providence, Washington, Western Thornbury, Wheatley, Woodlyn, Wright, Yeaton; *Erie*, Burton; *Holidaysburg*, Gaysport, Hillcrest; *Meadville*, East End, First District, High, Second District, Third District; *Phoenixville*, Gay Street; *Pittsburgh*, Stephen C. Foster.

TENNESSEE—*Knoxville*, Bell House; *Memphis*, West Tennessee State Teachers College and Training School.

TEXAS—*Houston*, Crockett, Park Place Elementary.

UTAH—*Duchesne School District*, Boneta, Cedar View, Duchesne, Hanna, Ioka, Mount Home, Myton, Neola, Roosevelt, Tabiona, Talmage; *Moab*, Grand County Public Schools, Grand County Elementary; *Mount Pleasant*, Junior High; *Provo*, Provo Public Schools, Franklin, Junior High, Maeser, Parker, Senior High, Timpanogos; *Salt Lake City*, Garfield, Lafayette.

VIRGINIA—*Lynchburg*, Robert E. Lee Junior High, West End; *Richmond*, Franklin, Helen Dickinson, John B. Cary, Oak Grove, Randolph, Stonewall Jackson.

WASHINGTON—*Spokane*, Lewis and Clark High, Lowell; *Walla Walla*, Green Park, Jefferson, Washington.

WEST VIRGINIA—*Beryl*, Public; *Charleston*, Elk, Fernbank, Glenwood, Mercer, Tiskelwah, Watts; *Elkins*, High, Third Ward.

WISCONSIN—*La Crosse*, Hamilton; *Mauston*, Mauston Teachers Association, Grade, High; *Racine*, Lincoln; *Shorewood*, Atwater Elementary.

WYOMING—*Carpenter*, School District Number 8; *Hulett*, Junior-Senior High.

CURRENT YEAR

ALASKA—*Fairbanks*, Fairbanks Public Schools; *Ketchikan*, Ketchikan Public Schools; *Seldovia*, Seldovia Territorial.

ARIZONA—*Benson*, Grammar; *Bisbee*, Don Luis, Fremont, John C. Greenway, Powell; *Buckeye*, Buckeye Public Schools; *Clemenceau*, Clemenceau Public Schools; *Continental*, Public; *Flagstaff*, Brannen, Dunbar; *Hayden*, High; *Litchfield Park*, Litchfield Park Public; *Phoenix*, Henshaw; *Prescott*, Prescott Public Schools, High, Jefferson, Lincoln, Washington; *Tolleson*, Pendergast; *Willcox*, Grammar.

ARKANSAS—*Little Rock*, Woodruff.

CALIFORNIA—*Alameda*, Alameda Girls, Everett, Franklin, Haight, Lincoln, Longfellow, Mastick, Porter, Washington; *Anaheim*, Anaheim Public Schools, Broadway, Citron, La Palma; *Cardiff-By-The-Sea*, Cardiff; *Fallbrook*, West Fallbrook Union; *Fullerton*, Union High; *Glendale*, Doran, Eugene Field, Thomas Jefferson; *Hayward*, Hayward Highlands, Pacific Primary; *Highland*, Junior High; *La Mesa*, La Mesa Grammar; *Modesto*, Capitol, Lincoln, Pioneer; *Niland*, Public; *Pomona*, Lincoln, Washington; *Ramona*, Union Grammar; *Richmond*, Stege; *Riverside*, Glen

(Continued on page A-18)



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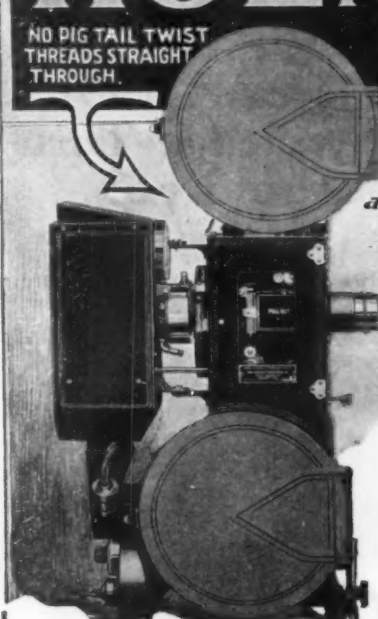
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(Continued from page A-17)

Avon; San Bernardino, Charles W. Elliot, Harding, Meadowbrook, Roosevelt; San Francisco, Andrew Jackson, Glen Park, Raphael Weill; Santa Barbara, Harding, Junior High; Santa Maria, Main Street; Santa Monica, Washington; Turlock, Lowell Elementary.

COLORADO—Arvada, High; Canon City, Garfield, Harrison, Jefferson, Madison, Washington, Wilson Junior High; Castle Rock, Castle Rock Consolidated; Colorado Springs, Bristol, Buena Vista, Columbia, Curtis, Liller, Lowell, Senior High, South Junior High; Denver, Adams Street, Baker Junior High, Bryant, Evans, Garden Place Junior High, Grant Junior High, Lake Junior High, Reynolds, Stedman, Teller; Gilcrest, Consolidated; Greeley, Greeley Public Schools, Cameron, Central, East Ward, Gipson, Junior High, North Ward, Senior High, South Ward, West Ward; Gyssum, Eagle County High; Littleton, Littleton Public Schools, Broadway, Grade, High; Montrose, Central, Johnson, Montrose County High, North Side; Primero, School District One, District Number One Public Schools, Primero, Segundo, Valdez; Washington County, Washington County Public High Schools, Akron Senior High, Cope Senior High, Lindon Senior High, Lone Star Senior High, Otis Senior High, Platner Senior High, Roosevelt Senior High, Sunnyvale Senior High, Woodrow Senior High; Yuma, Consolidated Grade District Number One, Union High School District Number One, Waverly High.

CONNECTICUT—Bridgeport, Black Rock, Elias Howe; Groton, Groton Public Schools, Colonel Ledyard, Eastern Point, Groton Heights; Norwalk, Brookside, Franklin Junior High, Lincoln, Over River; South Norwalk, Franklin Junior High, Washington; Westport, Bedford Elementary.

DELAWARE—Middletown, Middletown Public Schools.

DISTRICT OF COLUMBIA—Washington, Carbery, Petworth, Toner.

FLORIDA—Broward County, Northside; Dania, Dania Public Schools; Hallandale, Public; Hollywood, Central; Palm Beach County, Palm Beach County Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Central Grammar, Central High, Central Primary, Delray, Green Acres, Hypoxuxo-Lantana, Jupiter, Kelsey City, Lake Avenue, Lake Worth Junior High, Lake Worth North Grade, Lake Worth Senior High, Lake Worth South Grade, Lake Worth West Grade, Northboro, Pahokee, Palm Beach, Riviera, South Bay, South Palm Beach, West Gate; Pompano, Pom-

pano Public Schools; Tampa, Edison, Robert E. Lee, Thomas Jackson.

GEORGIA—Atlanta, W. H. Croghan.

HAWAII—Benjamin Parker, Fort Street, Glenwood, Helemano, Kaapahu, Kalaheo, Kapehu, Kapoho, Kawaiiloa, Koele Lanai, Koolau, Liliuokalani, Lincoln Annex, Maemae, Manoa, Moanalua, Pahoa, Palolo, Territorial Normal and Training, Waialeale, Waikiki, Waipio.

IDAHO—Boise, Longfellow; Pocatello, Roosevelt; Sandpoint, Dover; Shelley, Public.

ILLINOIS—Bowen, Community High; Burlington, Grade; Champaign, High, Opportunity, Special Teachers; Chicago, Curtis Junior High, Shoop; Decatur, Lincoln; Downers Grove, Masonic Temple, South Side Grade; Evanston, Haven Intermediate; Hartsburg, Community High; Herscher, High; Highland Park, Elm Place; Huntley, Huntley Consolidated Schools; Joliet, Farragut, Lincoln, Longfellow; LaGrange, Congress Park; Melrose Park, Public; Monmouth, Junior High; Oak Park, William Beye; Rockford, Brown, Hallstrom, Henry Freeman; Springfield, McClernand.

INDIANA—Alexandria, Central; Elwood, Linwood; Evansville, Baker, Bosse Elementary, Campbell, Carpenter, Centennial, Columbia, Daniel Wertz, Emma Roach, Francis Joseph Reitz High, Governor and Oakdale, Howard Roosa, Stanley Hall, Third Avenue, Wheeler; Mishawaka, Battell; Seymour, Emerson, Lynn Street, Riley, Washington; South Bend, Perley.

IOWA—Cedar Rapids, Adams, Harrison; Centerville, Garfield; Council Bluffs, Franklin; Davenport, Davenport Public Schools, High, J. B. Young Junior High, Sudlow Junior High, West Junior High; Des Moines, Saylor; Earlham, Grade, High, Junior High.

KANSAS—Atchison, Branchton; Highland Park, Highland Park Public Schools; Hutchinson, Allen, High, Liberty Junior High, Sherman Junior High; Lawrence, Cordley, Junior High, Lincoln, Quincy; Manhattan, Senior High; Pittsburg, Central Grade, Douglas.

KENTUCKY—Louisville, Montgomery.

MAINE—Andover, High; Bar Harbor, District Union Number 97 Public Schools, Emerson, Heald, High; Camden, Elm Street, Grade; Hale, Walton; Mexico, Abbott, High, Junior High, Kimball; Oxford, High; Portland, Deering Senior High, Long Island, Ungraded; South Bristol, Lincoln High; Southwest Harbor, Pemetic High.

MARYLAND—Boonsboro, High.

MASSACHUSETTS—Athol, Highland; Brookline, Parsons; Everett, Hancock, Webster, Winthrop;

Franklin, Ray; Malden, Maplewood; Melrose, Lincoln, Mary A. Livermore, Ripley, Winthrop; Newtonville, Adams, F. A. Day Junior High, Horace Mann; Northbridge, West End; North Easton, Poquanticut, South Easton, Union, Unionville; Plymouth, Mount Pleasant; Rockland, Market Street; Springfield, Acushnet Avenue, Boston Road, Carew Street; Swampscott, Machon; Wellesley, Hunnewell, North, Seldon L. Brown; West Springfield, Meadow Street; Williamstown, Junior-Senior High; Winchester, Lincoln; Worcester, Gates Lane, Lee Street, Thorndyke Road.

MICHIGAN—Ann Arbor, High, Mack Grade; Dearborn, Whitmore Bolles; Detroit, Duffield, Goodale, Harms; Grand Rapids, Alger, Harrison Park Elementary; Sault Sainte Marie, Junior High.

MINNESOTA—Duluth, Chester Park, Ensign, Madison; Eden Prairie, Eden Prairie Public Schools; Gilbert, Senior High; Mankato, Franklin Junior High; Minneapolis, Bremer, Edison High, Everett, Franklin Pierce, Jenny Lind, Kenwood, Mann, Marcy, Sheridan, Sibley, Trudeau, Van Cleave, Whittier; Moorhead, Moorhead Public Schools, High, Hopkins, Junior High, Lincoln, Park, Sharp; Rochester, Rochester Public Schools, Central, Edison, Hawthorne, High, Holmes, Junior College, Lincoln, Northrop; Saint Cloud, State Teachers College; Stillwater, Stillwater Public Schools, Afton, Central, Garfield, Greeley, High, Lincoln, Nelson, Oak Park, Schulenberg; Winoona, Washington.

MISSOURI—Chillicothe, Highview; Kansas City, Saint Joseph's Home, William A. Knott's.

NEBRASKA—Milford, High; Omaha, Druid Hill, Franklin, Long, Mason, West Side.

NEVADA—Austin, Austin Public; Baker, Public; Battle Mountain, Grammar; Carlin, Carlin Public Schools; Ely, Ely Public Schools; Golconda, Grammar, Goldfield, Goldfield Public Schools; Hawthorne, Hawthorne Public Schools, Grammar, Mineral County High; Lovelock, Lovelock Consolidated Schools, Pershing County High; Lund, Public; McGill, Public; Paradise, Paradise Valley; Reno, Mount Rose; Winnemucca, Grammar.

NEW HAMPSHIRE—Epping, Central; Keene, Washington; Woodsville, Woodsville Public Schools.

NEW JERSEY—Absecon, Absecon Public Schools; Alloway, Public; Bernardsville, Olcott Primary; Brigantine, Public; Bad Lake, Public; Camden, H. B. Wilson; Gloucester, Highland Park; Hightstown, High; Leonardo, Middletown Township High; Liberty Corner, Public; Lyndhurst, Jefferson, Washington; Montclair, Watchung;

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(Continued from page A-18)

North Plainfield, Harrison; Paterson, Public Number 14; Plainfield, Evergreen; Ridgefield Park, Ridgefield Park Public Schools, Grant, Lincoln, Roosevelt, Special Teachers Department, Washington High, Washington Irving; Uniontown, Public; Vineland, Vineland and Landis Township Schools, Butler Avenue, Central, Chestnut and East Street, Chestnut and West Street, Cooper's Mill, East Avenue, High, Kingman, Magnolia Road, New Italy, North Vineland, Oak and Main Street, Orchard Road, Park and East Street, Park and Second Street, Pleasantville, Seventh Street, South Vineland, Spring Road, Trenton Avenue, West Side.

NEW MEXICO—Albuquerque, Eugene Field, John Marshall, Rancho de Albuquerque.

NEW YORK—Glens Falls, Ridge Street; Kenmore, High, Sheridan; Lockport, Lockport Public Schools, DeWitt Clinton, Emmet Belknap, Hawley Street, High Street, Intermediate, Senior High, Special and Part Time Department, Walnut Street, West Avenue, William Street; Mount Vernon, William Wilson Junior High; New York, Public Number 109; Rome, Fort Stanwix, Thomas Street.

NORTH CAROLINA—Charlotte, Charlotte Elementary Principals Association.

OHIO—Alliance, Alliance Public Schools, Franklin, Freedom, High, Liberty Street, Mahoning Avenue, North Lincoln, North Park, Park and Broadway, Riverside, Seneca, South Lincoln, State Street; Ashtabula, Chestnut Street, West Junior High, West Street Grade; Bellevue, Bellevue Public Schools, Ellis, High, Junior High, McKim, Pike; Canton, Liberty; Cincinnati, College Hill, Fairview, Hartwell High, Highlands, Oakley, Salmon P. Chase, Westwood; Cleveland, Collinwood High, Miles Standish, Sunbeam; Columbus, Champion Avenue, Clinton; Euclid, Roosevelt; Findlay, Liberty Township Centralized; Fremont, Atkinson, Croghan, Hayes, Otis, Stamm; Kenton, Kenton Public Schools, East, Esby, Grammer, High, North, West; Lakewood, Franklin, High; Lockland, Lockland Public Schools; Massfield, John Simpson Junior High; Massillon, Brookfield; Oakwood, Oakwood Public Schools, Dixon Avenue Elementary, Harmon Avenue, Oakwood High, Schafer Boulevard Elementary; Piqua, Bennett Junior High, Spring Street; Toledo, Beverley, Erie Industrial Training, Jones Junior High, Newton, Warren; Verona, Public; Warren, Warren Public Schools, Central, Central Junior High, Dickey Avenue, East Junior High, Elm Street, Emerson, First Street, Frances E. Willard, Garfield, Horace Mann, Laird Avenue, Market Street, McKinley, Roosevelt, South Park Avenue, Tod Avenue, Warren G. Harding Senior High, West Junior High; Washington County, High Prairie Senior High; West Alexandria, Public; Wyoming, Wyoming Public Schools, Youngstown, Fairmount, Monroe, Wood Street.

OKLAHOMA—Edmond, Deer Creek Consolidated District Number 6; Oklahoma City, Culbertson, Shields Heights; Sapulpa, Forest Park, Jefferson, Woodlawn.

OREGON—Banks, Washington County Union High Number 1; Marshfield, Marshfield Public Schools, Central, Englewood, Harding, High; Portland, Fairvale, Woodmere; Roseburg, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High; Valsetz, Training Center of the Oregon Normal.

PENNSYLVANIA—Bloomsburg, State Teachers College; Bradford, Bradford Public Schools, Fifth Ward, Fourth Ward, Junior High, Second Ward, Senior High, Sixth Ward, Third Ward; Camp Hill, Elementary; Junior-Senior High; Clairton, Fifth Street, Short Street; Crafton, Bell, Chartiers, East Carnegie, Fairwood, Oakwood, Obey, Stevenson, Wingap; Erie, Davison, Lincoln; Holidaysburg, Holidaysburg Public Schools, Central, Gayport, High, Hilcrest; Lancaster, Boys High; Nazareth, Intermediate, Whitfield; Philadelphia, John Hay; Pittsburgh, Belmar, Daniel Webster, Department of Primary Supervisors, Girls Vocational, Lawrence, Morningside; Plymouth, High; Rochester, Rochester Public Schools, Adams Street, Jefferson Street, Penney Street, Senior High; Schellsburg, Schellsburg Public Schools; Slippery Rock, Slippery Rock State Normal; West Pittston, West Pittston Public Schools, Intermediate, Junior High, Primary, Senior High; Wilkinsburg, Wilkinsburg Public Schools, Allison, Johnston, Junior High, Kelly, McNair, Semple, Senior High, Turner.

RHODE ISLAND—Westerly, Pleasant Street.

SOUTH CAROLINA—Lone Star, Pine Grove District Public Schools.

SOUTH DAKOTA—Brandt, Brandt Independent School Number 50; Sioux Falls, Bryant, Lewis Heights.

TENNESSEE—Cleveland, Black Fox; Knoxville, Fair Garden, Hampden Sydney, Lincoln Park.

UTAH—Coalville, North Summit Public School District, High; Desert, A. C. Nelson; Juab School District, Central, High, Junior High and Grade, Mills, Junior High; Laketown, Laketown Public Schools; Morgan, Morgan County Public Schools; Salt Lake City, McKinley.

VERMONT—Brattleboro, Oak Grove; Rutland, Park Street.

(Continued on page A-20)



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(Continued from page A-19)

VIRGINIA—Amelia, High; Newport News, John W. Daniel, Thomas Jefferson, Walter Reed; Norfolk, Larchmont; Petersburg, A. P. Hill, Stonewall Jackson; Richmond, Grace Arents, Maury, Powhatan.

WASHINGTON—Everett, Beverley Park, Jefferson, Longfellow; Hoquiam, High; Maple Falls, Maple Falls Union High; Metaline Falls, Public; Spokane, Audubon, Grant, Regal; Vancouver, Minnehaha; Walla Walla, Paine.

WEST VIRGINIA—Charleston, Magazine; Clarksburg, Washington Irving High; Elkins, Elkins Public Schools, Central, First Ward, High, Junior High,

Third Ward; Mount Hope, Mount Hope Public Schools, Grade, Junior High, Senior High; Shinnston, Junior High and Grade; Wheeling, Centre.

WISCONSIN—Brandon, High; Kenosha, McKinley Elementary; Lake Geneva, Lake Geneva Public Schools, Central, Junior High, Senior High; Third Ward, Woods; Madison, Central High; Racine, Racine Public Schools, Franklin, Franklin Junior High, Garfield, Gilbert Knapp, Howell, Jones, Jefferson, Lincoln, McKinley Junior High, N. D. Fratt, Senior High, Stephen Bull, Vocational, Washington, Washington Junior High, Winslow; Shorewood, Shorewood Public Schools, High, Lake Bluff.

WYOMING—Casper, Roosevelt; Greybull, High.

NOTES and ANNOUNCEMENTS

THE ELEMENTARY SCHOOL PRINCIPALS' ENROLMENT COMMITTEE—The enrolment Committee of the Department of Elementary School Principals, under the leadership of Charles Potter of Seattle, Washington, is hard at work and judging from latest reports is getting great results. The committee, composed of one member from each state, is making an attempt to reach as many as possible of the 50,000 principals in the United States. The cooperation of the local principals' associations throughout the country has been solicited, and many of these associations have already turned in 100 percent enrolment. Plans have been laid to enrol 1000 principals in the state of California alone. The progress and growth of the Department of Elementary School Principals, now only a little over six years old, has been phenomenal. It has risen in this short time from a small group of enthusiastic pioneers to a potent force in the educational advance.

VITALIZED COMMENCEMENTS AT WINFIELD, KANSAS—Principal Evan E. Evans of the Winfield High School tells in an interesting letter to the Editor the commencement plan followed in that school. Here is a paragraph:

Winfield High School is a six year school graduating a class which has run as high as one hundred eighty. The commencement exercises each year are put on by the students. In the selection of honor students, we take the upper half of the class, scholastically, and from that list, the students select twenty-five, on the basis of citizenship, scholarship, and service. From the list of twenty-five, the faculty select five, basing their selection upon the same three characteristics. May 20, 1926, the program was made up of music and discussions by four of these honor students, upon the following subjects: "Education for Health," "Education for Vocation," "Education for Ethical Character," "Education for Citizenship." Last year we had three discussions by three

honor students upon "Education for the Worthy Use of Leisure Time," "Education for Worthy Home Membership," and "Education for International Understanding." The last is the eighth objective which was proposed three years ago by Principal L. W. Brooks of Wichita.

VITALIZED COMMENCEMENTS—Have you had a commencement that was unusually successful? If so, send a copy of the program to the Editor of THE JOURNAL. Many programs are being studied in an effort to discover and present the best ideas for use in schools throughout the country.

ORGANIZING THE GRADUATING CLASS—The movement for vitalized commencements should reach back to the beginning of the senior year. How one school organizes its graduating class is described in the *Michigan Education Journal* by Principal Ivan E. Chapman of the Western High School of Detroit which enrolls approximately 2200 students and graduates from 200 to 250 annually.

All candidates for graduation meet as a group every morning for fifteen minutes under a senior advisor. This time is often extended to thirty minutes by the use of a special schedule. Officers are elected by the seniors. All business is conducted as a group with the group's own officers presiding. Occasionally the senior advisor takes charge when important notices that need special emphasis are read before the group. This kind of senior organization is very significant in that the members of the graduating class become intimately acquainted with each other, and an esprit de corps is built up which justifies the leadership of the senior class in the school. Just as soon as a senior gets a failing mark in a subject, he is immediately removed from the group and his parents are notified. This always keeps the group intact as a graduating class. The members of the class take a great deal of pride in keeping the group together. An

(Continued on page A-22)

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(Continued from page A-20)

example lies in the fact that members have been known to give special help to a weak student in order to keep him in the class. Under this organization there is no such thing as a last minute failure. The senior advisor knows the standing of each and every member of the group at all times. The parents of weak students are constantly in touch with the senior advisor.

THE FOLLOWING educational achievements arrived too late to be included in the Roll Call pages.

EDUCATIONAL ACHIEVEMENTS, ARIZONA—The adoption by the State Board of Education of a uniform accounting system, in compliance with the Federal and State requirements.—C. O. Case, superintendent of public instruction, Phoenix.

EDUCATIONAL ACHIEVEMENTS, CANAL ZONE—Spanish is now offered through the six years of the Junior and Senior High School courses, thus preparing graduates, especially commercial graduates, to fill positions requiring a knowledge of that language.—Ben M. Williams, superintendent of schools, Balboa Heights.

EDUCATIONAL ACHIEVEMENTS, MARYLAND—Passage of new Teachers' Retirement Law requiring approximately 50-50 contributions from teachers and state and providing new and increased allowances.—Walter H. Davis, secretary, Maryland State Teachers' Association, Havre de Grace.

NEW HOME FOR MISSOURI STATE

TEACHERS' ASSOCIATION COMPLETED—The new \$50,000 building for the Missouri State Teachers' Association at Columbia, Missouri, was completed in October. The building contains a spacious reception room, book room, library and several rest rooms and offices. The Building Committee representing the State Association includes Uel W. Lamkin, Maryville, *Chairman*; J. N. Crocker, Sedalia; Lillie R. Ernst, St. Louis; J. A. Whiteford, Cape Girardeau; C. H. McClure, Warrensburg; E. M. Carter, State Secretary; Editor Thos. J. Walker, Columbia. Wm. B. Ittner, St. Louis, was architect.

HOW FAR DOES THE INFLUENCE OF OUR ASSOCIATION REACH? A request has recently come from the American University at Cairo, Egypt, for permission to translate material from THE JOURNAL of the National Education Association into Arabic. Such letters from every corner of the globe suggest the widening influence of American educational ideals.

SHOULD WILLIAM BE PROMOTED?—A teacher in the Middle West had the 6-A

pupils write a letter telling why they should be promoted to Junior High School. One boy who had not done so well as the others and who had little chance of promotion wrote:

Dear Mrs. Blank—I think I ought to be sent on to Scott Junior High. I know all about history and mathematics. In English I can get up and talk about any subject. For citizenship I have learned to do unto others as they do unto me. Respectably, William.

A LOVELY LETTER FROM A FINE GIRL—An editorial in the December JOURNAL pointed out that the sources of character are health, experience, intelligence, and ideals. The following letter from a 13 year old child who is one of a family of 7 children in a humble home comes to us through the courtesy of former President Mary McSkimmon to whom it was written on her return from a trip into the field. It is an admirable example of character in the making.

Dear Miss McSkimmon—As you have appointed me as an honorable guard, I think it my duty to take perfect care of the Pierce School grounds after school. I like very much to do so and am certainly very glad that I have the opportunity to help you and the town of Brookline in caring, as well as
(Continued on page A-23)

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(Continued from page A-22)

possible, for the grounds and windows of the Pierce School.

The other day about three-thirty I was walking up Prospect Street and I happened to glance over at the children playing in the yard. There were four small tots, about four or five years old, playing to their hearts' content. I knew that they must have been up to some mischief because they were playing so quietly. I walked over and to my great surprise they were throwing dirty rubbish and papers from the rubbish barrel into the pits that the eighth grade boys have to clean for their Good Citizen route. As I myself know how irritating it is to have to leave my lunch just for the sake of four youngsters, I took a little pity on the boys. Right away I spoke kindly, but strictly, and told them to get down into the pits and clean them out. They were very obedient about it and started immediately. They had the pits cleaned in perfect shape in a short time. I stood in the yard supervising them and I have not received a cross or ugly word from one of the four yet.

I never speak to the children in a cross or ugly fashion. I certainly get a great deal more satisfaction. I have stopped a lot of different tots from damaging the school. This I believe is a very outstanding one. Your loving pupil,

Mildred Crowley.

THE NEW THREE-YEAR COURSE has replaced the former two-year course at the Cleveland School of Education, con-

ducted under the auspices of the Cleveland Board of Education. Following the Board's policy of keeping the enrolment low until the demand for teachers increases, there are only eighty-five students in the school. It is planned later to develop a four-year course. The three-year course provides for a well-balanced program of training and practice teaching.

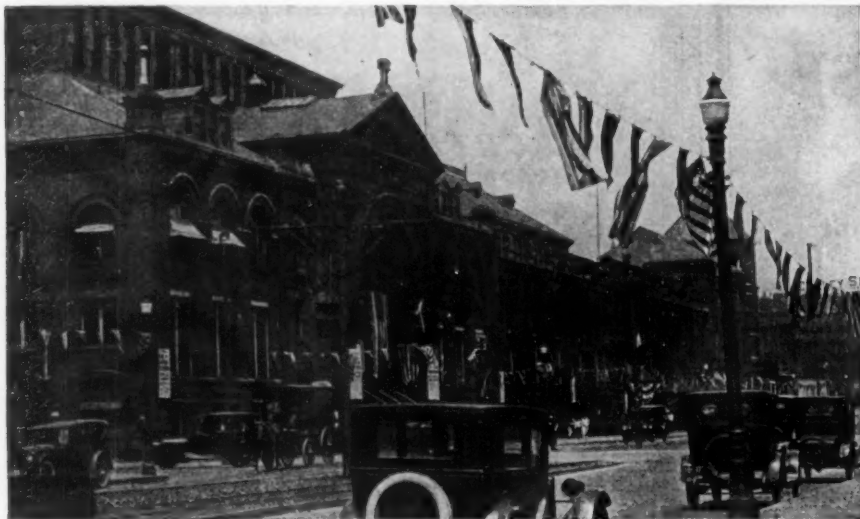
BRITISH ASSOCIATION TO BECOME MORE INCLUSIVE. The Executive of the National Union of Teachers which is the British equivalent of the National Education Association has recommended to the annual conference of its organization that secondary and technical schools and higher institutions be represented on their Executive. This looks toward making the British Association all-inclusive like our own. In its earlier development it has covered chiefly the elementary school field.

HIGHLY IMPORTANT—The constitutionality of Teacher Tenure Act of California, which has been in the various courts for several years, has been upheld by the California Supreme Court. The

teachers tenure act provides that all teachers who have been successfully employed by a school district for two consecutive years in a school employing at least eight teachers under a principal devoting at least two hours daily to the supervision of the school under his control shall automatically become permanent teachers and thereafter can be removed only for cause. An interesting feature of the handing down of the decision is the fact that the decision, which was unanimous, was handed down by Justice William H. Langdon, who was superintendent of San Francisco for several years, and was state attorney general before he was elected to the Supreme Court.—JOURNAL OF EDUCATION.

SHALL WE HAVE SEVEN YEAR ELEMENTARY SCHOOLS?—The Report of the Commission on Length of Elementary Education, whose research was done under the chairmanship of Dr. Charles H. Judd of the University of Chicago, is now available in a Monograph issued by the University of Chicago Press in its usual attractive

(Continued on page A-25)



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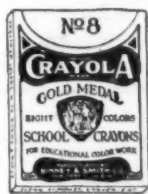
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(Continued from page A-23)

style. The following paragraph from the summary of the Report gives the gist of the conclusions:

By way of general summary of the whole study, it may safely be asserted that ample evidence is present in the experience of many school systems of the United States and Canada that elementary education of a satisfactory degree of richness of content can be provided in seven grades. It is shown that pupils can be trained through a seven-grade curriculum to the point where they can efficiently pursue high-school work. It is shown that the curriculum which, strictly speaking, may be called "elementary" is very generally completed at the end of the sixth grade in school systems of all types of organization. It is shown that the school systems of the United States are at present without any adequate general definition of elementary education and that strong internal influences are at work which tend to merge the upper grades of the conventional elementary school with the high school. The movement to reorganize elementary schools is evidently being resisted by the forces of conservatism, with the result that much uncertainty exists at the present time with regard to the best methods of dealing with pupils from twelve years of age on.

HARMONICA BANDS FOR BOYS AND GIRLS is the title of a booklet giving specific suggestions for the formation and training of such bands. This booklet may be had free by teachers from the National Bureau for the Advancement of Music, 45 West 45th Street, New York City.

ARTHUR W. DUNN, national director of the Junior Red Cross, passed away on November 14.

SHOULD THE CHILD OPPOSE THE TEACHER?—I believe in the child who opposes the teacher! We of the teaching profession are prone to forget that opposition may be a wonderful tonic for adults just as it sometimes is for children. Of course I do not mean opposition which is merely fault-finding—which manifests the contempt or hatred which some children affect (and perhaps feel) toward the teacher, but rather that opposition which by challenging the teacher's statements leads to a better understanding of the subject matter of the lesson.

Have you ever carefully explained some proposition to the class, or spoken for the truth of some hypothesis, setting forth to the best of your ability the points in its favor, only to have someone intimate (sometimes in no uncertain terms) that you are all wrong? What

(Continued on page A-26)

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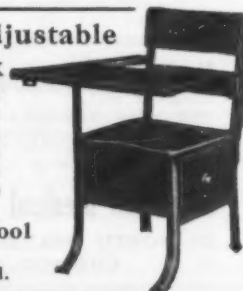
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(Continued from page A-25)

happened? Didn't you reply with such a marshalling of facts and clearness of statement as left no room for doubt as to the measure of your convictions? It is the instinct of self-preservation! That which you have stated, you must defend. If you do not, *you* are discredited. Whenever you are required to defend your statements against attack, and do it publicly, you reply with the best statement of which you are capable. The student who by opposing your position and calling forth a re-statement more clear, more vivid, more earnest, aided the class thereby, and materially assisted *you* in clarifying and formulating in your own mind the essential features of your position.

I have known high-school students who would listen to the teacher and then interpose questions which showed that they did not in the least agree with the position taken by the instructor. Thereupon the teacher would "come back" with the whole proposition reduced to two or three sentences—and the class would remember those sentences!

I believe in the student who opposes the teacher. It means better teaching on our part, and better comprehension on the part of our pupils!—Kenneth Lloyd Williams, Berkeley, California.

THE CALIFORNIA CURRICULUM COMMISSION—By an act of the legislature, there was created in California in August, 1927, a State Curriculum Commission, consisting of the State Superintendent of Public Instruction and ten other professional educators. The duties of the Commission are stated as follows: to study problems of courses of study and to recommend to the State Board of Education the adoption of minimum standards for courses of study in the elementary and secondary schools; and to study the textbooks submitted to the State Board of Education for adoption, and to make recommendations thereon.

Having before it the extensive findings of the California Curriculum Study, this body of educators should be able to bring about substantial improvement in the curriculum of California's schools.

"WE ARE THINKING of dropping Latin from our high-school course of study," writes a principal of a high school enrolling about one hundred pupils in the middle west. Can you refer us to a clear statement of the reasons for doing so?" A lucid discussion of the values

(Continued on page A-27)

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(Continued from page A-26)

involved in the study of Latin was presented by Charles W. Eliot in an essay "The Case Against Compulsory Latin" in which he says

At this moment, for most pupils in preparatory schools who under compulsion give one fifth of their school time to the study of Latin for three years, the classical road leads to a dead-end, when they have once passed their admission examination in Latin. Such dead-ends, no matter what the subject, are always deplorable in what should be a progressive course in education.

In another paragraph Dr. Eliot states:

The doctrine that a knowledge of Latin is indispensable to real acquaintance with the great literatures of the world is difficult—indeed impossible—to maintain before American boys and girls whose native language is that of Shakespeare and Milton, of Franklin and Lincoln, of Gibbon and Macaulay, of Scott, Burns, and Tennyson, and of Emerson and Lowell. English literature is incomparably richer, more various, and ampler in respect to both form and substance than the literature of either Greece or Rome.

This essay may be found in a book of essays on education issued under the title *The Path of Learning*, selected by Dean Henry W. Holmes of the Graduate School of Education, Harvard University, and published by Little, Brown and Company.

NONPROMOTED CHILDREN—A study of 100 nonpromoted children by Elizabeth M. Stalnaker of West Virginia University and R. D. Roller, Jr., School Physician, Charleston, West Virginia, concludes that "The failure of probably 91 percent and certainly of 31 percent was due to mental deficiency." Also, "Physical defects were not much more prevalent among the retarded group than among the normally progressing group, and, therefore, nonpromotion could not be attributed to that cause." Does this mean that the million failures in American schools represent a group of 300,000 or 900,000 mental deficients for whom provision is not now made in the educational system?

DID YOU MISS THE JOURNAL index in the December issue? If you are keeping a file of your JOURNALS you will want the index for last year. THE JOURNAL index for 1927 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 N. W., Washington, D. C.

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