

Growth Through Reading

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IT IS NOT the same world in which any of us grew up. A new world has rapidly, suddenly, unexpectedly come into being.

Every year the actual earth on which we live has become smaller to us due to improvement in transportation and communication. Every year the universe has grown vaster to us with our increased understanding of astronomical distances. Every year everything about us seems increasingly complicated since the electronic theory and the developments in biology and bacteriology have changed all previous conceptions concerning the nature of matter and the origin and nature of life.

In other words, we are all confronted, intellectually, with conditions similar to the geographical conditions which faced Europe after the discovery of America. A vast, wonderful, alluring new world of which men had never dreamed was opened up. Into it poured the restless and ambitious millions from whom we are all descended. In this vast new continent they found unimagined adventure, growth, and wellbeing.

The new knowledge gained so rapidly in the past few decades affords us all a like opportunity for intellectual, emotional, and spiritual adventure, growth, and wellbeing.

Not to avail ourselves of these opportunities is to pass through today blind to its radiance and splendor.

Beyond any question, we are living in the most wonderful period mankind has known. Every aspect of this new modern world, which has so suddenly come into being, is recorded in books. Through such books, and *only* through such books, can our minds be taken out into the vastness of space and time, into the heart of the atom, into the love affairs of the microbe. Only such books can serve for us the purposes which the ships of the Spanish, Portuguese, and English colonists served in transporting them across the Atlantic which is a perfect analogy

to the gulf which ignorance, prejudice, intolerance, or lazy apathy put between us and the new world into which we can venture whenever we will.



THIS STAIRWAY in the entrance hall of the Library of Congress has been styled "a vision in polished stone." The noble building of which it is a part is a tribute to the heritage of the ages recorded in books.

The chief characteristic of the recent advance in knowledge is enlargement. We look back with perplexity and amazement to a century ago when historians saw scarcely at all beyond ancient Rome, Greece, and Egypt. Today, with our new understanding that man is an evolutionary product hundreds of thousands of years old, that life has been evolving and developing for probably a hundred million years, our intellectual horizons, in time, have widened incredibly. Our minds are enabled to leap back into time in a way never before dimly dreamed of by humanity. Ancient Rome and Egypt seem comparatively modern!

Similar enlargement has come in our understanding of space. We realize to-

day that our own planet is a relatively insignificant part of the stellar universe. We realize that our solar system is of minor size and importance. We know of stars so far distant that they might have been blotted out many thousands of years ago yet light from them, traveling six hundred million miles an hour, would still be reaching us.

All this new understanding means enlargement, growth, new sense of pride and dignity not merely in being a conscious part of such a vast and radiant universe but also in being heir to all the complexities of the past and the present, heir to the knowledge and understanding which the disciplined intelligence, the will and courage of endless brave scientists and scholars down the ages, have built up for us.

Our intellectual horizons have widened in other directions as well as in space and time.

A generation ago "matter" appeared important. Today we know that "matter" is only another name for energy. We look at the most apparently solid and static substance and realize that it is a universe of energy and motion; that nothing known to us is static and that everything man can desire or see or feel, represents a whirling universe of electronic motion. Absolutism in thought has gone. Einstein shows us the "relativity" of everything.

This new knowledge liberates. It touches the deepest centers of being in all those who once acquire it. It gives a new sense of mental freedom, expansion, and purpose, a new sense of security, of pride, and of beauty. It gives the urge to growth and selfdevelopment since it reduces to nothingness all the minor fears, the creeds and dogmas, the customs and conventions which—until this time—have held and hemmed in the minds, the will, the hopes, the dreams of human beings everywhere.

The modern world represents almost unimaginable release. It is like the

bursting into being of a butterfly from its cocoon. In our lifetime the intelligence and imagination of mankind have burst all the barriers formerly hemming them in and have become as radio-active as anything known in the universe.

How can one secure this new vision and mental freedom? Where are the books which can serve like frigates to bear us away from many of the stodgy stupidities of the past and of our daily routine, bear us quickly across the ocean of ignorance, illusion, and apathy to land us in radiant new worlds of intellectual growth and expansion?

We can heartily recommend a few volumes which will, at least, begin the process; a few volumes which will aid mental growth by affording wider horizons, great mental stimulation, inspiring and inspiring visions of the new areas of knowledge.

First of all, we suggest *The New Universe* by Baker Brownell. Here is a very successful attempt to integrate the most important new knowledge so that rounded understanding of it can be gained. The great value of this book is that it never loses sight of the individual's relationship to the vast and complicated environment of which all knowledge, existing at any given time, is merely a more or less successful attempt at understanding.

In dealing with the vastness of interstellar space, the long deserts of time through which evolution has taken place, with all the details of modern scientific knowledge, Dr. Brownell does not lose sight of the primary fact that man has a dynamic inner life expressed in emotion and feeling, in poetry, music, and literature. It is the relationship of man as a whole to his environment considered as a complete whole that this book deals.

It cannot but enlarge the horizon of any reader not already deeply grounded in all modern advances in science.

Science as Revelation by J. M. Watson wins remarkable praise from many who read it. As a concise and vastly informative and stimulating synthesis of our new knowledge, this book would be hard to excel. Most of us were educated under a system which divided knowledge into many watertight compartments. We looked upon astronomy or chemistry as fields of knowledge relatively complete in themselves. Today every scientist of first rank realizes that every detail of human knowledge is inexorably related to every other detail, that nothing can be understood save in relationship to everything else. Mr. Watson has adopted a very striking way of developing this fact. His chapters are entitled: "The astronomer speaks," "The physicist speaks," "The chemist speaks," etc. He shows, by this method, that astronomy today can only be understood by one who understands physics as well as mathematics. He shows that truly modern biology would be incomprehensible to anyone not well grounded in modern physics and chemistry—and so through all the fields of knowledge. Starting with the concept of energy he shows—in a most impressive way which leaves an enduring effect upon the memory—the organic unity of knowledge as a whole.

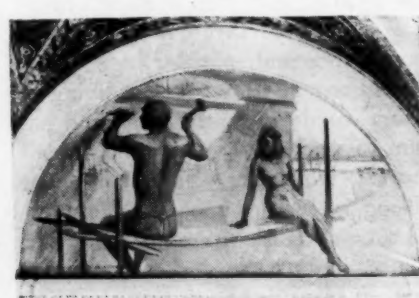
That is the underlying value of the new ultramodern viewpoint. We have begun to emerge from the age of analysis and specialization into the age of synthesis and integration. A full and complete "organism as a whole"—man—living a full and complete life by understanding himself, his environment and knowledge as "wholes"—that is the new

liberating viewpoint. The two books already mentioned deal with the whole environment of man.

The next book shows man as a whole and describes in startlingly new detail how he is enabled to gain and transmit knowledge. It is *Why We Behave Like Human Beings* by George A. Dorsey. This book gives such new understanding of man and his reactions as no scholar—even fifteen years ago—could have imagined. It is an outgrowth of, and is rendered possible by—the prodigious advances in anthropological, biological, and psychological research in the past decade. For complete understanding and lasting influence it should be read several times. To those who grasp the fullest implications of the facts which it gives, however, a new understanding of life will be afforded. They will better understand themselves, their relations to their fellows, to the past, and to the future. This book cannot be praised too highly as an intellectual stimulant and as a means of enormous and most satisfying mental growth.

The three books noted are basic. Not to possess a large part of the information which they give is to fail to be truly alive in the year 1928 since it is to fail to utilize and profit by the most distinctive new knowledge of our age. These books are not for scholars. They are for earnest and intelligent men and women of all kinds who wish a broad summary of the amazing advances of the past few years.

Against the enormous new intellectual background which the first three books noted will give the panorama of human history will be seen in new and impressive light. No longer will it appear the stodgy "history" with which many of our memories of college classrooms are



ONE OF THE NOTABLE mural decorations in the Library of Congress is John W. Alexander's "The Evolution of the Book," shown on this and page 71. The first picture, "The Cairn," shows a mere heap of boulders, erected by prehistoric man to commemorate some notable event. The second picture, "Oral Tradition," is an oriental storyteller relating his tale to a group of absorbed listeners. "Hieroglyphics," the third picture of the series, shows an Egyptian stonecutter chiseling a record upon the face of a monumental tomb.

connected. Rather, it will be the vastly interesting record of what the mysterious, intricately evolved organism, man, has done on his tiny planet during the relatively brief time, one million years, he has existed. Most of those reading this article will doubtless be familiar with *The Outline of History* by H. G. Wells.

But these are books essential to mental growth. They can be read not once but many times. And—if they have not been read at all—what infinite room for growth one possesses!

In such a brief list of books as can be given in this article, it has appeared wise to deal first with the most vitally important.

All enduring mental growth must, however, be stimulated by delight and there are some to whom the pleasurable use of intelligence in entirely distinterested concerns must first be developed before science and history can be approached in a way to give enduring growth. There is a great deal of fun to be gained from the use of our minds.

Mental growth requires, first of all, the desire for growth; second, an increasing imaginative awareness of the splendor of the adventure of living; third, contact with brilliant minds and stimulating new ideas which can give to mental growth the exciting, adventurous, zestful quality which pioneers and explorers have known.

Some of the most brilliant and penetrating criticisms of life made by some of the keenest minds of today have been gathered in *A Modern Book of Criticism* by Ludwig Lewisohn. This is recommended for the same reason as *Heretics* by G. K. Chesterton.

Both books are mental appetizers. They stimulate the mind, show the

pleasure to be derived from alleged "serious" reading, and may tempt many to read the other books recommended from which—once the proper approach is made—untold intellectual pleasure can be derived.

There is a book which has, during twenty years, never failed to please anyone to whom the present writer has recommended it. It is an amazing vol-

Books Suggested by this Article

THE NEW UNIVERSE by Baker Brownell

SCIENCE AS REVELATION by J. M. Watson

WHY WE BEHAVE LIKE HUMAN BEINGS by George A. Dorsey

A MODERN BOOK OF CRITICISM by Ludwig Lewisohn

HERETICS by G. K. Chesterton

A MODERN SYMPOSIUM by G. Lowes Dickinson

THE STORY OF PHILOSOPHY by Will Durant

A MAP OF THE WORLD OF KNOWLEDGE by Sidney Morse

ume which will bear repeated readings. It is entitled *A Modern Symposium* by G. Lowes Dickinson.

This is a book to treasure, to read aloud, and to read over and over again. It can very greatly conduce to mental growth by affording new understanding of the many ways of regarding life. It is put toward the end of this article for the same reason that a very able book which is now attracting wide attention is placed there: *The Story of Philosophy* by Will Durant.

What men thought of the great mystery of life in earlier ages has, today, only historical interest inasmuch as our new range of scientific knowledge under-

mines most of the assumptions on which their ideas were based. Nevertheless, it is well to know what the keenest and most brilliant minds of the past have thought of the great adventure of living. This knowledge can be gained from Dr. Durant's most excellent book.

One of the great hindrances to continuing mental growth under modern conditions is the temptation toward specialization, toward too great preoccupation with one especial phase of human interest or knowledge. We all tend to lose perspective on the field of knowledge as a whole because we are lured into byways through our special interests.

Some means of keeping perspective has long been desired. In this JOURNAL of June, 1922, there appeared a remarkable "Map of the World of Knowledge," prepared by Sidney Morse. It showed—in graphic form—the various divisions of the great field of knowledge and their interrelations to each other. This map has since been described in detail and accompanied by specially prepared lists of outstanding books in each of the major sciences. The book is entitled *A Map of the World of Knowledge* by Sidney Morse. It is a book which can serve not only as a lifetime guide to reading but as a means for retaining intellectual perspective.

From the beginning man has sought answers to what are, after all, really quite simple questions. They are the same questions which we ask today—unceasing search for the answers to which represents true intellectual growth.

We want to know what we are, from what we developed, the true nature of the society and civilization in which we find ourselves, the nature, origin, and development of the planet on which we



IN THIS SERIES of six panels, a great artist has told a story of man's endeavor to preserve his ideas and achievements. In the fourth panel, "The Pictograph," a primitive American Indian is painting on a buffalo robe his rude story of the war trail and chase. A great advance in the evolution of a book is shown in the fifth and sixth panels. In "The Manuscript," monastic scribes of the Middle Ages engross and illuminate the books of that period. The last picture of the series shows Gutenberg, the inventor of printing, reading a proof which has just come from the press.

live, the nature of life itself, its origin and development, the nature of the "time" and "space" through which we, our planet, and all the life on it are moving. Those are the questions which the earliest men pondered. They are the questions which still underlie all the most abstruse and intricate researches of modern science. We come ever closer and closer to satisfactory answers to them. It is a great intellectual adventure either to add to this knowledge or to share it after it has been advanced by

others. It is an adventure which represents growth.

The books here recommended can certainly afford growth to those who approach them properly. But growth is also enhanced by keeping well informed concerning the rapid developments in every field of human activity today. There are two excellent magazines which are highly recommended for this purpose: *Time*—a weekly summary of the world's happenings, and the *Living Age*—a biweekly which prints nothing

written in America but gives a most satisfactory digest of the best articles appearing in the journals in the rest of the world.

We are fortunate in living at a time when new hope and certainty pervade humanity, when there is such reason as never before existed to believe that we are close to the answers of many of the so-called ultimate questions.

We are blind or foolish if we do not avail ourselves of the great privilege which living today bestows upon us.

"I Wish I Had More Time to Read"

ROBERT S. LYND

I WISH I HAD MORE TIME TO READ—And yet most of us are spendthrift readers. Owing to faulty reading habits, we waste from ten to thirty minutes of each hour of reading. Most adults read far more slowly than they are capable of reading. A study of a random group of twenty adults, when reading silently to themselves at their ordinary rates, showed that their reading speeds varied all the way from 2.5 to 9.8 words per second. Theodore Roosevelt managed to be astonishingly wellread even during his busiest period in the White House because he knew how to read. A slow reader can teach himself to read more rapidly without loss of effectiveness of understanding of the content read or in the flavor of the author's style. Experimental evidence does not bear out the traditional belief under which most of us were brought up that slow readers make up for their slowness by more thorough comprehension.

Here are some simple rules which are recommended by educators to busy people in order to increase their speed of reading:

1. Force yourself to read more rapidly than feels comfortable. This is the most important rule of all. You will be bothered at first by not grasping the matter you are reading as well as is your wont. Disregard this and it will right itself with practise. An educator who has devoted considerable time to research into the problem of effective reading says, "I have considerably increased my own speed in reading by waking up to the fact that my rate was unnecessarily slow and then persistently reading as fast as possible with well-concentrated attention, taking care to

stop short of fatigue until the new pace was somewhat established."

2. Make as few stops or eye "fixations" in each line as possible. In reading, the eye moves not continuously, but by jerks and pauses. "The eyes take rapid glimpses or snapshots of successive portions of a line of print and then piece them together in obtaining the meaning. You do not read while your eye moves but when it stops. Do not read by syllables or even by words, but by groups of words, phrases, and sentences. Thus a poor reader who averaged 15.5 eye-pauses or "fixations" per line of a given length decreased the number to 6.1 by a twenty-minute practise period each day for twenty days. Can you read a newspaper line with only three fixations? Do not fixate on the first word in a line but somewhere inside the beginning of the line; likewise make your last eye-pause in the line somewhere short of the end of the last word. Experiment with the most effective way to "hit" the lines of each type of subjectmatter you read.

3. Do not allow the eye to break its forward sweep by wandering back in regressive movements to pick up something you have missed. You will have to guard especially against this at the outset when you are forcing yourself to read more rapidly. The most common cause of regression is a faulty hitting of the line when the eye sweeps back from the end of the preceding line.

4. Establish a regular rhythm of eye-movements adapted to the length of line and subjectmatter of each book you read. Feel yourself swing into each line with this rhythm. As Professor Buswell of the University of Chicago has pointed out, "In the eye-movement record of a mature reader it will be seen that the

eye progresses across the lines with a rhythmic swing, making approximately the same number of fixations per line, with few or no backward movements. In contrast with this, the immature reader moves forward a few fixations, then backward to refixate upon some word which was not clearly recognized, then forward, and soon back again in the reverse direction.

5. Do not pronounce the words as you read or even allow your lips to move silently, as this slows up reading.

6. Test yourself by reading for fifteen minutes in some standard book like Bryce's "American Commonwealth" and then count the number of lines read. Repeat this test once a fortnight for two months and note your substantial progress.

7. Discriminate among types of reading. Cultivate the knack of shifting gears according to the grade of the reading in your hand at the moment. Unless you are an unusual person you can afford to speed up your reading of all types of subjectmatter. But learn to read your newspaper or a popular magazine or a detective novel even more rapidly than you are able to read a history or a volume of scientific subject. In reading solid nonfiction it is usually worthwhile to skim the book quickly first to get the general drift of its content, and then go back and read it somewhat more carefully.

8. And, finally, have some flexibility and sense of humor about all this business. Don't go dancing off with the idea that nothing is worth rolling under one's literary tongue, or that we counsel dashing through the "Ode on a Grecian Urn."—From the *Publishers' Weekly*, January 15, 1927.

Careers in the Superintendency

A. J. STODDARD

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IN THIS ERA of rapid change in every phase of life, no position in our schools shows more pronounced evolution than that of the superintendent. There was a time not far distant when he was but a graduate of a classical college or of a normal school, with the same type of training and no greater amount of it than that possessed by his teachers. The duties of his position usually prevented him from keeping abreast of classroom procedure and eventually made him one of the most poorly equipped in his system. He frequently became engrossed in the petty details of his position, not having been trained in the principles underlying their solution or in the technic of solving them. He depended upon natural ability, a pleasing personality, or the mere authority of his position to put over his work. He lost contact with subjectmatter and method. Due to lack of training, he often made blunders in the financing and business management of his school. The public had a hazy idea of the function and processes of the school because the superintendent possessed no technic for giving proper publicity to these matters.

If the superintendent of a few decades ago was not so conscientious and the details of his work were distasteful to him, he frequently became an academic ascetic, specializing in ancient literature or history or riding some other of the scholastic hobbies common in those days. Often he lived apart from the community and was regarded as a sort of demigod whose word was to be accepted because of the mere authority and aloofness of his position. Or he was held in disrespect because the people found him incapable of seeing beyond the pettiness of his daily life.

In the first half-century after superintendents of schools came into existence, many towering personalities were developed. We shall never forget the great work of such leaders as William T. Harris or Colonel Francis Parker. But the great executives of the profession are not confined to the past. We have not yet arrived at the point where we can say that anywhere nearly all of our superintendents possess the type of personality, training, and experience that

are ideal, but the proportion is rapidly increasing.

The superintendent of today is a different individual, often both personally

BUT THE PRINCIPAL emphasis in professional courses for the training of superintendents of schools must be upon the analysis of the work to be done and the development of the technics essential to the adequate solution of the problems the administrator must solve. The more certainly the student deals with genuine problems during his period of training, the more likely he will be to meet with success in the field. Knowledge of the facts of educational administration cannot be substituted for practise in applying these facts to the solution of administrative problems. It is just as certainly possible to provide definite professional training for the superintendent of schools as it is for the doctor, lawyer, or engineer. With the development of these professional courses we may confidently expect an increase in the efficiency of workers in this most important branch of the public service.—GEORGE D. STRAYER in *Problems in Educational Administration*.

and professionally, from what he was a generation or so ago. Today, tremendous and ever increasing responsibilities are placed upon him by society. Probably no other servant has as great responsibility. The total of the annual budgets handled by city school superintendents in America approaches two billions of dollars and in many individual cases runs into the millions. The enormous expenditures for buildings being authorized by a generous public demand a training and place a responsibility greater than ever before. The superintendent of today is supposed to be not only a wizard of finance and a construction engineer but also a politician of surpassing ability and a statesman of vision. Even then the listing of his duties has just begun. He must be alive to the theories underlying the continuation school, adult education, the incipient junior college movement, and the proper provision for children who are mentally subnormal or physically handicapped.

But, in addition, the superintendent is expected to be trained in and have an appreciation of that more intangible contribution which the schools can give to the children in the field of habits, skills, and, most important of all, attitudes and ideals. With the American public school system organized as it now is, it is not an exaggeration to demand that it assume the responsibility of shaping the progress of society. If there is a breakdown in the progress of mankind in the near future, society has a right to place a large degree of the blame upon the public school system and such a responsibility cannot be evaded.

If it were possible to make a composite of the superintendents in America, what would be the characteristics of the typical person occupying such a position? The *First Yearbook* of the Department of Superintendence, published in 1923, gives an interesting picture of the superintendent who is the average of those found in American cities.

In evaluating the preparation of this typical superintendent and contrasting it with what might constitute the ideal training, we can eliminate the personal qualities, not because they are unimportant but because they vary so much with different individuals that it is difficult to standardize them. Of course, other things being equal, the man who has a forceful personality, is a natural leader among men, is a good public speaker, is possessed of good health, is clean in thought, person, and action, who will fight when necessary, is of a kindly disposition, has ideals, and those other qualities that go to make up a real gentleman, has a decided advantage over his less fortunate mates. Any young man preparing to become a superintendent should strive his utmost to cultivate and emulate in his thought and conduct both personally and professionally those high qualities that are found in our most worthy leaders. It would seem that the person who has lived a typically American life, who has had to struggle to overcome hardships, and who is a product of the public school system, has much advantage in training.

While much of the preparation for

the superintendency as a career must be individual and while many men succeed who are deficient in some personal quality or experience, there are elements of training that are fundamental and distinct.

The superintendent should be a graduate of a good college, either a teacher-training institution or the usual college. If the former is chosen, the study of academic subjects should not be neglected as much as it is in many of our teacher-training institutions. After having some teaching experience, he should do some graduate study in one of our best teachers' colleges. This graduate study should involve the type of training that will fit him specifically for his problems. It should deal largely with actual conditions out in the field, not only with problems that have been solved, but with those that are not yet solved but must be. He should be brought into contact with these problems in every way possible. The greatest progress that has been made in the graduate study for superintendents has been that of lessening the amount of the merely academic or textbook work and increasing the number of actual contacts with real situations.

Dr. Carter Alexander in discussing the carry-over of the training that prospective superintendents receive in teachers' colleges, said:

To begin with, the superintendent in training at the university may be given only clearly formulated problems on which he has nothing to do but to work out the solutions from the data given. He may miss entirely the experience of determining for himself which of several problems is the most important. On the job, however, the superintendent has numerous problems pressing for solution. He must determine their order of importance for himself.

Second, the set-ups on the problems considered in the university training may be given him. On the job, however, he must make his own set-ups or do without.

Again, the data on problems in the university may be pointed out too specifically. We university professors tend for our own ease in using the assignment over, to give too many citations of book, chapter, verse, line, and word.

In the fourth place, the future superintendent may in the university be set to work, or himself be content to work, on easily procurable data, for instance, statistics in well-organized official reports.

Again, in the university the student may learn to depend very largely upon specialists who have the literature and source materials at their finger tips.

Then, too, the prospective student at the university may be allowed inordinate lengths of time for a leisurely prosecution of one or two highly specialized problems.

In order that there might be as great carry-over as possible, Dr. Alexander suggests the following types of training in preparation for the superintendency:

- (1) That the students be required to study the actual problems of local or neighboring school systems and be held responsible by the professor for proposing the best procedure for solving them.
- (2) That the student serve an internship of one or two years with some superintendent out in the field who will take an interest in his development.
- (3) That participation in school surveys offers the finest opportunities, "in the scientific study of administrative problems under approximately on-the-job conditions."

This recognition by our teachers' colleges that prospective superintendents must study situations that are genuine and be trained in the practise of applying facts and technics to the solution of problems that are actually confronting some school administrator is the most significant development in the preparation of superintendents. Dr. George D. Strayer points out the relation of such training to the more academic type given in the past when he says:

It is of the utmost importance that the highly technical work of the specialized courses be paralleled with training in the theory and practise of education. No one would seriously propose that a man was fit to be a superintendent of schools unless he was well grounded in the philosophy of education. Much light would be thrown upon many of the problems with which the superintendent has to deal by courses in comparative education.

It is not just psychology that the superintendent of schools needs, but rather the application of the principles of psychology and of the investigations that have been made to the organization of the schools, the classification of pupils, and the validity of methods of instruction. In the history of education the administrator needs most of all a discussion of the practises which have prevailed in the past and particularly those which have been developed in his own field, rather than a consideration of historical theories.



THAT SCHOOL PEOPLE practise worthy home membership as well as teach it is suggested by the beauty which they build into their own homes. Here is a teachers' home in Pasadena, California. A happy, healthful home life lies at the foundation of success in vocation and leisure.

The introduction of the "case method" in the courses of training for superintendents is a long step forward from the lecturing and formal textbooks of the past. The recent book, *Problems in Educational Administration*, by Strayer and Engelhardt, makes available a type of study that has proved so effective in law, giving students actual problems for discussion.

The superintendent today must be trained in a wide field. He must have a sound philosophy of education. He must know not only the best classroom procedures but also how to build up and direct a system of supervision that will develop teachers that can and do use them. He must know the modern psychology of learning and be able to put it into effect in his classrooms. He must know the science of budgeting, the technic of publicity, and the persuasion to secure needed revenues. He must know how to show the taxpayers that their money is expended wisely. He must know how to carry on or direct research work. He must know the technic of tests and measurements; their uses and misuses as well. He must understand the tremendously significant movement now on in curriculum making and be able to direct it in his own system. Finally, he must know the development of and the principles underlying the various attempts to adjust the curriculum and method to varying abilities and aptitudes amongst children and be able to apply this knowledge.

For the student who is willing to prepare fully for the superintendency there are many avenues open for service. If he lacks inherently some of those personal qualities that might make him successful as a superintendent of schools, the type of training discussed above will fit him well for many other positions. Assistant superintendents, directors of research, business managers of school systems, large unit supervision, directors of departments of health and physical education, important positions in state departments of education, deans of teachers' colleges, and professors of educational administration are a few of the many opportunities. Any of these positions, as well as that of superintendent, should appeal to our best young men. While the financial returns may not be so high as in some other professions, yet, coupled with the unequalled opportunities for real service which such positions offer they are worth the sacrifice that adequate preparation for them requires.

Oh! how many of us wish this were true. A grad. stud.

Protecting Teachers' Investments

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THE PRINCIPLES OF INSURANCE, used so very extensively to give protection against certain risks such as destruction and theft of property, loss of life, and loss of time through accident or disability, have very seldom been applied to another field of risk that is of vital concern to the average teacher. When the application has been made, it has taken such form as scarcely to be recognized as such. It is a fact of common occurrence that lifetime savings are lost, totally or partially, through unsound investments. And yet the protection of those savings, on which depend the happiness and welfare of the teacher during the declining years of his life, is a matter of the utmost importance not only to himself and his family, but to the institutions with which he has been connected and to the teaching profession as a whole. One of the most pressing problems before the profession today is that of giving the teacher the comforts of life beyond the retirement age. To the extent that one can make himself independent during his later years the need for assistance in the form of pensions diminishes.

Normally the only means at one's disposal with which to make himself independent lie in the purchase during his productive years of endowment insurance maturing at the usual retirement age, and in the wise disposition of his savings. If this article is devoted to the latter topic, it is not with the intent of underrating the importance of endowment insurance. The writer believes in the economic soundness of insurance and his thesis lies in the application of its principles to secure group protection against loss of savings investments.

The person with small income is at a distinct disadvantage in making investments. Not having the means at his disposal of making a thorough examination into the relative soundness of possible uses to which he can put his money, he must either act on "hunches," the advice of friends, or the advice of bankers and attorneys. A hunch is a mere gamble, and the teacher is one person who cannot afford to speculate with his savings. The advice of friends sometimes is the result of hard-earned experience, but more frequently merely represents a

guess. Occasionally the local banker is a keen observer and can give quite sound advice, and the service rendered by many of the old, reliable investment banking houses and trust companies is excellent. But granting that the advice received is adequate, though the statistics of losses are quite conclusive to the contrary, the teacher is still forced to depend largely on the strength or weakness of a single security. It is very difficult to find any range of bonds with denomination of less than \$500. Though stocks usually are valued at \$100 or less, it is not common practise to sell in single share lots. So the small investor secures little or no protection through a diversity of holdings. He must "put his eggs all in one basket."

He is handicapped in an additional manner by inability to maintain the fund on a sound basis. General business conditions, conditions within particular industries, and the management and assets of the company in which one has invested vary from time to time. Yet the average investor is smugly ignorant of all these events which play such an important rôle in the drama of his later life. Not until his interest or dividend checks cease to come does he awake to the fact that his savings are jeopardized. By this time the market price has fallen so far that he finds it impossible to avoid substantial losses.

The large investor, on the other hand, is able to secure comparative safety for his investments as a whole. He does this through the purchase of a sufficient range of types of securities and through the diversification of his holdings among many companies. Most careful use of this method is made by trustees of colleges and universities, charitable and benevolent institutions, for the protection of their endowment funds.

To secure a spread of risk in the field of stocks and bonds the fund invested should cover the various classes of these securities. A balance between stocks and bonds has certain advantages. Bonds always have preference over stocks in the payment of both interest and principal. They are therefore deemed to be the safer investment. Running from year to year they no doubt are relatively safe as a class. But the teacher who is accumulating savings to be effective

many years in the future must take into account a factor for which stocks have a distinct advantage. A bond calls for the payment of a definite sum of money at a future date. A stock represents an equity in the company which varies in proportion to the prosperity of the business. At times of advancing price levels the bondholder loses proportionately on his investment. If, for instance, one bought a bond in January, 1910, for \$1000 and it matured in January, 1920, the \$1000 received through its retirement would purchase somewhat less than half of the necessities of life that the same sum of money would have purchased in 1910. German bondholders following the war had entire fortunes wiped out because of the severe depreciation in the value of their currency. A share of common stock in a corporation, on the other hand, does not diminish in purchasing power because the assets of the company rise in value along with the general price level.

To trust a single industry with the protection of one's savings is often a dangerous practise. Industries have a habit of fading away and new ones taking their places. Where, for instance, are the buggies, carriages, and horses, and their industries from manufacturer to livery stable keeper? They have almost completely vanished in less than a quarter of a century, though the possibility was undreamed of as recently as fifteen years ago. Where are the breweries, so prevalent less than ten years ago? The steel industry today is commonly regarded as the basis of twentieth century civilization, yet it is not a remote possibility that steel will give way before aluminum and its alloys. The petroleum industry is one of our largest and most important, but geologists warn us that the earth does not contain an unlimited supply of the basic material.

Frequently whole industries are seriously affected by the ebb and flow of the business cycle. If the reader purchased during the war period some securities of rubber, leather, copper, or textile companies, he is in a position to understand the effect of industrial depressions. The price trend of the shares of stock of several representative oil companies has been distinctly downward for

several months as contrasted with the rapid increase in prices of stocks in general on the exchanges. This is caused, of course, by the serious overproduction in the industry. Situations such as these are the delight of the speculator, but are the dread of the teacher-investor. The remedy would seem to lie in scattering funds among several industries so as not to be wholly subject to the pranks of any single one; also to pick those industries after careful study of their secular and cyclical trends.

What has been said of industries is equally true of single companies, banks, municipalities, and governments. Here are encountered, too, the problems of relative financial strength and reliability. To entrust a single company or government with one's savings is to become subject to the ability of that company to earn a sufficient amount to pay interest or dividends and to have asset valuation sufficient to maintain the value of the principal, and to the ability of that government to enforce sufficient tax rates to pay interest and create sinking funds. With single companies one has to rely upon the incompetencies and whims of managers and directors; with governments, upon the changes in political complexion of the party in power. In the latter case, witness the defaulted securi-

ties of the Russian Government in the safety deposit boxes of many of our citizens. An Englishman would, perhaps, refer you to the bonds left him by his great-great-grandfather, representing the solemn obligations of several of our American states, which are now more than a half century overdue!

It is evident that the two things most needed by teachers to give them greater protection on their investments—careful selection of securities and diversification of risks—would be found in the type of organization used by British investors for a similar purpose. There have been a few of these investment trusts (not to be confused with the usual trust company) organized in the United States within the last few years, but they are comparatively unknown as yet and there is no adequate state regulation of their activities. The writer would therefore advocate that the teaching profession create its own trust and impose upon it such regulations as would insure wise, honest, and sound administration.

The board of trustees for the fund should be composed of men and women of recognized standing in the fields of education and finance. The executive committee of this board (or an appointed committee of economists) should at regular intervals examine the complete

list of securities in which the funds are invested. A small staff would have to be retained for the administration of the daily business transactions of the trust and for research purposes. These men would be continuously engaged in the study of companies, industries, municipalities, and governments, for the purpose of selecting the most attractive securities in which to keep the funds invested. An individual wishing to avail himself of this group protection would simply purchase certificates or bonds issued directly by the trust. The funds thus obtained by the trust from the sale of its own securities would in turn be invested as above. The income received would be used in paying the small expense of operation and the interest on the trust certificates in the hands of the individuals.

The cordial reception given by college and university instructors to the Teachers Insurance and Annuity Association of America indicates that a parallel organization for the protection of the teachers' life-time savings might be equally successful and of similar benefit to the teaching profession. It is quite possible that many schools, colleges, and universities would find in the association a means of further protecting their endowment funds.



Photo by Harold Stein

MANY THOUGHTFUL PEOPLE believe that America is now entering a period of advance in the fine arts. Among the evidences of such advance in the field of music are greater emphasis on music appreciation and instrumental music in the schools, the development of special schools for advanced study in music, the growth of the National Federation of Music Clubs and the National Council of Music Supervisors, and the interest in music stimulated by the development of radio. The success of the National Radio Audition during 1927 in discovering promising vocal talent is worthy of special note. This photo shows Mr. A. Atwater Kent presenting the \$5000 prize to Agnes Davis following the audition finals in New York City.

Mental Hygiene in the High School

ELMA OLSON

Former Director, Bureau of Educational Counsel, La Salle, Illinois

AN ADVENTUROUS STEP in the development of student personnel programs was taken in September, 1923, when the La Salle-Peru Township High School at La Salle, Illinois, established the Bureau of Educational Counsel. Although unique in its approach and emphasis, it was a genuine experiment. After four years of successful operation, the project has received unusual recognition from leading educators. John Weigel in the *Welfare Magazine* (Illinois), in his article "A State-Wide Service" makes the following note concerning the Bureau: ". . . a bureau that is to-day undoubtedly the outstanding example of its kind in this country. . . . It is the first complete and systematic personnel department organized in any public school for normal and supernormal pupils and antedates those of the colleges by some time."

The Bureau of Educational Counsel has as its main objective the careful study of the individual student. General emphasis falls on the study of behavior, the development of personality, and the adjustment—or better, the foreseeing and preventing—of emotional conflicts common to adolescent life. To be well-adjusted, a student must be able to enter into personal relationships with sufficient ease and comfort to make them a source of growth and happiness. His energy must be free enough to find effective expression in real work and objective interests. He is an individual who finds no difficulty in being personally happy and socially useful.

Because of the ever-changing organization of forces, adjustment is a process and never stays put. This is particularly true of the adolescent whose changing ideas, feelings, and attitudes have not permitted a unifying theory—whose stability and resistance have not been developed to meet the advances of a complicated adult social order. His perspective may make for harmonious relationships today, and tomorrow may plunge him into incongruous behavior that will bring condemnation upon him.

For those whose adjustment is fairly normal, the Bureau concerns itself with maintaining a happy balance of relation-

ships. More challenging, perhaps, is bringing into line those tangent to their social environments. They may require

contacts. He is zestful in his quest and in the spirit of youth does not hesitate to demand further interviews or more personality blanks sent to his teachers for a later index as to his rating.

The more common phases of personality reconstruction attempted are listed:

- (1) Developing the selfconscious inadequate personality whose feelings of inferiority may or may not have a real basis.
- (2) Reducing egocentric tendencies in the student whose self-estimate is too high.
- (3) Stimulating to greater action the day-dreamer, who is rich in vision but poor in genuine achievement.
- (4) Broadening the childish immature personality from unreasonable, excuse-forming tendencies.
- (5) Widening the interest-scope of the narrow individual unresponsive to stimuli and inflexible in reaction.
- (6) Substituting adequate compensations for unsatisfactory defense mechanisms.
- (7) In general, attacking the unhealthy personality traits and undesirable emotional habits that they may be replaced by more favorable ones.

Guidance—educational, vocational, health, social, and ethical—each has its proper place in this careful study of the individual. For guidance is no longer limited to vocational aspects, but has come to have a broader, more comprehensive significance in that it should prepare one, not merely for a vocation and career, but for behavior in life. The chief problem of behavior, the development of the adequate personality, involves guidance which allows the student to explore the forces determining human behavior. He must discover himself and the part he plays in his various relationships so that there can be an integration and motivation of interests and ability that will make for successful living. Such discovery must not be left to chance scrutiny on the part of the student, or to the incidental guidance he may receive, but should be systematically brought to his attention with proper stimulation and counsel.

Bureau of Educational Counsel

Face Sheet

Name: Mary Smith Referred by: Miss Jones
 Date: 2-15-1926 Address: 1126 Blank St. LaSalle, Illinois
 Telephone: 342-B
 Class: I Course: Commercial No. of Credits: 0
 Sex: G, Nationality: English Religion: Methodist
 Date of Birth: 7-19-1911 Age: 14 Years, 7 months
 Date of entering this school: 1-29-1926
 Schools attended Grades in each Average mark
 Kewanee, Illinois 1-4 80
 Jefferson, La Salle, Illinois 4-8 85
 Grades repeated: None Grades Skipped: None
 School Activities: Glee Club—Girls' League
 Part-time Work: None Type of Work:
 FAMILY (Check members living at home at present time)
 Father Name Occupation
 Hiram Electrician
 Mother Name Occupation
 Mary Housewife
 Brothers and Sisters Names Age Occupation
 John 18 Office—Westelox
 Josephine 8 Grade 3
 Language Spoken at Home: English
 Psychological Ratings:—
 Test C. A. M. A. I. Q.
 Otis 14-7 15-0 103
 Score Rating Date
 76 Adequate 2-26-1926
 Remarks:

merely counsel and guidance, but for more marked cases the Bureau is equipped to do intensive social case work, sometimes involving adjustment of other members of the family—even to the rehabilitation of the family group.

Probably the most fascinating work of the Bureau is its attention to the development of personality. Unhealthy personality traits and undesirable emotional habits are often unconscious with the student and a first aim should be to make him aware of himself in a personal way. It is not difficult to establish this end for there is no part of the guidance discussion to which the student shows a more interested response. He is eager to know about himself, to learn just who and what he is in his daily

In such a system of individual study, there is great opportunity for constructive work. Every student *does* receive this individual attention. The program definitely provides that each student receive at least an intelligence test and a personal interview of forty-five minutes, the latter covering the fields of scholarship, health, hygiene, vocational plans, and behavior. Throughout the contact interview the counselor is on the alert to discover problems relating to any of these fields and it is on the basis of the findings of the intelligence test and the interview that selection is made for further contact with the student. The service rendered for students from this point becomes gradient according to the need—ranging in emphasis of counsel and guidance and reaching its peak in intensive psychiatric social case work. Contacts with teachers, home visits, and visits to physician, lawyer, and employer, are effected according to the requirements of the individual case.

Although the Bureau reaches all students, it places major emphasis on superior students. With a limited service personnel, its larger attention seems most properly devoted to those potential leaders from whom society will expect and demand most. Too often the potentialities of a gifted child fail of development because of the deterring influence of emotional handicaps and social adjustment. Little has been done in the past to encourage the achievements of superior endowment, for educational systems have been organized to meet the needs of the average student and special assistance has been given usually to the inadequate child. In view of this, it would seem that unadjustment is common to the superior student because of his talents, rather than in spite of them. Such an organization, therefore, does not exclude the problem case any more than superior endowment precludes difficulties in adjustment. Since the number selected for special attention is necessarily limited, those who seem able to gain most are chosen. With a student possessing keen intellect, good foresight, and ability to cooperate, the results of time and energy devoted are more immediate and bring greater returns.

The working program as a whole is based on mental hygiene principles. The mental health service provides for psychiatric clinics of high-grade personnel. Psychiatric social work is the technic employed toward the adjustment of certain types of students; with the majority otherwise reached by less

formal guidance, there is much of the same mental hygiene approach. Lectures for all students, emphasizing mental health, supplement in a group way the individual attention. Psychiatrists address faculty groups on subjects relating to discipline and behavior. Throughout these various methods of attack, mental hygiene becomes an integral factor in the school system.

Despite the facts that psychiatrists play an important part in this program and that the director of the Bureau is a psychiatric social worker, the program is distinctly normal in its approach. Established in a school and bearing the educational stamp, it sought to avoid all connotation of abnormality or pathology commonly associated with social case work and psychiatry. Accordingly, the Bureau was named the Bureau of *Educational Counsel* and the psychiatric social worker became known in school circles as a counselor. Announcements were made stressing the guidance and counsel service available to every student, and interviews were so quietly arranged that the students received their appointments as they would accept any other official school notice. After the first stir of inquisitive attention, the new department was regarded as an established part of the school system.

In order that there should be in the mind of the student no idea of possible stigma attached to a contact with the Bureau, as might be the case were the inadequate and the difficult ones first to receive attention, the majority of students first referred were those of average, superior, and special abilities. To emphasize further this point, several prominent seniors were referred the first year for special study. Each of these represented superior endowment, high general scholarship, and a special ability; and in each case a thorough study including intelligence tests, special ability tests, personality studies, and social history, was made preparatory to the psychiatric interview. With the Bureau's interest centered in this type of student, it was not long before contact was voluntarily sought by other students and a few of those who had not been seen early in the program expressed regret that their interviews had been delayed.

The popular appeal to the students of such a personnel service is evidenced in

their continued request for it. When the Bureau had functioned for one year, a junior college was established in connection with the high school. The seniors, who had been the "victims" of the experiment the first year, returned to the Bureau voluntarily as freshmen in college for further interviews and psychiatric attention in such numbers that the activities of the Bureau were extended to the junior college. The plan of procedure there is parallel, but the technique is modified so as to be more adapted to the more mature student.

Difficulties in the general introduction of mental hygiene programs are necessarily many. Large among them is the question of expense which has been met in this case by the generosity of a private donor. Other happy factors and favorable circumstances instrumental in the success of the Bureau are noted:

1. A Propitious Approach.—The working approach, although mental hygiene in nature, was made not purely from a technical point of view, but grew out of a tactful exposition of the needs of student guidance.

2. Excellent Clinic Facilities.—The Bureau was fortunate to obtain the high-grade personnel service from the Illinois Institute for Juvenile Research, Chicago.

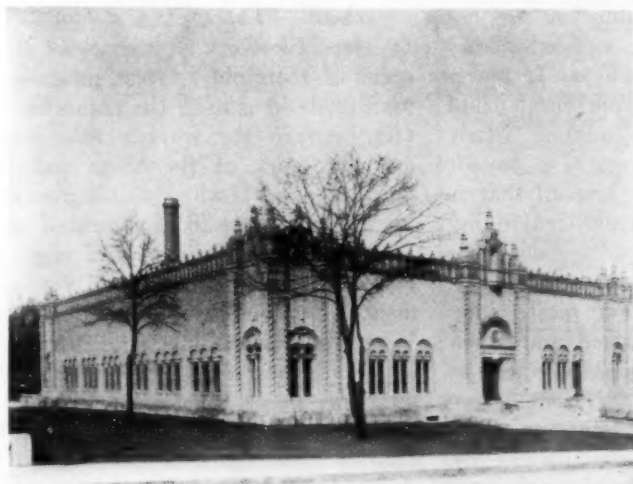
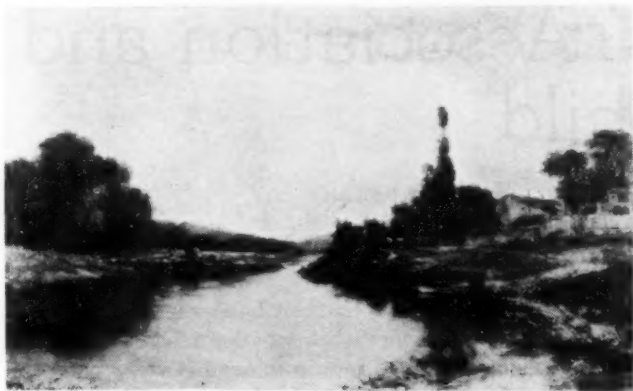
3. Good Cooperation of Community Resources.—The community is more extensively organized as to welfare resources than the average and these organizations gave their cooperation.

4. Careful Technic of Workers.—The workers were mindful of the hazards attending the introduction of new mental hygiene projects and attempted to modify their technic to fit variant situations.

5. Advisory Power of the Superintendent.—The Bureau enjoyed not only the full support of the superintendent of the school, but also his guiding influence in its development. Possessed of rare insight into the possibilities and limitations of mental hygiene and psychiatry, and knowing thoroughly the community that has confidence in him, he has been able to exercise an advisory power that has been instrumental in avoiding many difficulties.

The Bureau is under the superintendence of T. J. McCormack and the direction of Elma Olson. A fifty-two page report detailing procedure, statistics, and results of the experiment, was issued in February, 1927, and may be had from the La Salle-Peru Township High School, La Salle, Illinois, for the cover-charge of five cents.





THESE PHOTOS of the Walker Art Galleries of Minneapolis and a few of their treasures suggest the wealth of opportunity awaiting visitors to the July convention in that beautiful and cultured city. At the top left is *Twilight* by Daubigny; top right, *Crossing the Fjord* by Dahl; center left, the gallery itself; center right, *April Showers* by Bougereau; at the bottom, *The Last Ray* by Breton.

The Manufacturers' Association and the Child¹

J. W. CRABTREE

THE NATIONAL ASSOCIATION OF MANUFACTURERS recently published a program on the education and employment of children, the purpose being "for the further protection of employed children, fourteen and fifteen years of age." It is a hopeful sign for the Manufacturers' Association to give time and attention to this problem whether or not it has been able to formulate anything of permanent value. It has at least made the effort. The following is in brief the program:

(a) An employment certificate issued under state authority for each job applied for under a different employer.

(b) A physical examination by physicians designated by the state and a certificate that the individual is physically fit to enter the employment applied for.

(c) The completion of the sixth grade, after allowing two years for adjustment after the passage of the statute in states not already having an educational qualification, with proper provision for vacation permits.

(d) The requirement of a minimum of four hours a week of continued education, either in continuation schools or under shop plans approved by properly constituted state authority which should have the power to release individuals incapable of further education or to excuse any child until proper continuation schools have been established.

(e) The limiting of the hours of labor of all children under sixteen years, employed in manufacturing, mining, transportation or commercial occupations, not to exceed forty-eight hours per week, with a prohibition of night work before 7 a. m. or after 9 p. m.

(f) The strengthening of laws forbidding the employment of children in hazardous occupations by more carefully defining the specific hazards.

As I examine this program I am not certain that it is an educational program at all. It looks more like an employment program. In section (c) it is easily seen that the compulsory requirements would end with the sixth grade and in section (d) provision is made to release boys and girls who are not making good in their school work. Section (e) limits the hours of labor for tender youth to 48 hours a week. What is the central thought around which this program has been built? Has it been built around the child and his welfare or has

it been built around other needs? Why this release to permit boys to go into the mines on their fourteenth birthday? Why think of releasing children at all at this age? Why not adapt the schools to the needs of the children?

The plan of taking boys and girls out of school simply because they are not interested and not doing satisfactory work is a dangerous policy. It makes it entirely too easy to find cheap child help for factories and mines. Many times the lack of interest in a boy or girl is only temporary. I recall that as a boy, I was often discouraged in my school work and was more than once almost ready to say goodbye to the district school. Do you not recall times when you were discouraged and when an offer of a position would have been at least tempting to you?

The manufacturers knew that their recommendations must be backed by figures and by educational authority. They secured their own "eminent alienists" and worked out the program which the General Federation of Women's Clubs is expected to indorse, a program which they thought would appeal to the board of education in your community and one which they felt sure would be accepted for the guidance of the legislature in your state, in shaping its laws on compulsory education and in making its appropriations for the support of the public schools.

Let the General Federation of Women's Clubs urge upon the well meaning members of the Manufacturers' Association the wisdom of using their millions for cooperation with your association, the National Congress of Parents and Teachers, the National Education Association, the Bar Association, the Editorial Association, all civic associations and other agencies for more adequately financing the public schools, for the improvement of teachers and for extending and broadening the opportunities for both children and adults to receive the best possible training not only for earning a living but for citizenship and for the larger enjoyment of life. Let us impress upon them the great value of culture for those who labor in the mines and on the farm, as well as for those

in the professions and those who control industry.

It is the business of teachers to make the work of the school appeal to the children in the end if not at first. That is easier said than done. It is done much better today than when you and I were in school. There is a definite effort to adapt the work of the school to the needs of the child. Great progress has been made in getting the points of contact between the work of the schools and the work of the home and community. This is why children now show a greater interest in their school work.

One of the points of strength in American education has been its management in the interest of the whole people. Whatever shortcomings it may have had in other directions it has not sought to serve the needs of any special class or group at the expense of some other class or in disregard of the needs of the children. There is danger to the welfare of the Republic in thinking of the child as a mere unit in a highly mechanized industrial machine. An employment-centered philosophy of education would tend to take us back to the days of Dickens and Lamb when industry saw no harm in a sixteen or eighteen hour day for small children. A child-centered philosophy of education insists that society shall do its best to make every child a valuable member of the community as well as a good laborer. Such a philosophy believes that civilization has now reached a stage where it can meet its needs without sacrificing the education of the young. Does not the tendency toward unemployment confirm this view? Schools in such states as Utah and California have demonstrated their ability to safeguard the interests of all children up to the age of 18. They have put the welfare of the child above the ambitions of manufacturers, but they have not ignored the needs of industry and business. Their graduates have gone into industry better prepared in every way because of the period of lengthened schooling and the officials who make the connection between the schools and business and industry report enthusiastic appreciation on the part of industry itself.

¹ This statement is abridged from Secretary Crabtree's address before the Board of Directors of the General Federation of Women's Clubs in Washington, January 13, 1928.

As the Children See It

SARAH H. CHRISTIE

Teacher, Robert Gould Shaw Junior High School, Boston, Massachusetts

THE EDUCATION of our children! There is no subject that lies nearer the heart of our commonwealth. Many a mother toils and many a "Dad" sacrifices in order that the child may have the advantage of that much-desired education, so essential to success in life. But, O fathers and mothers, how much more you could do! Have you ever taken time to study and observe the effect of modern teaching on your own child? Or are you even sure that, in the particular room where your child is, the teaching is modern? You have a right to know; and it is your duty to demand that your child has the education best fitted for him. But you must demand wisely. What the American public intelligently and insistently demands, it will get.

For centuries men have sought the best methods of educating the young. Devious is the road that winds past the pupils sitting at the feet of Socrates and past the "little red schoolhouse" of our immediate ancestors. Of late we have been exploring educational psychology, and though we have not arrived at the point where we know how to proceed, at least we have learned a little of how not to proceed. Our discovery of greatest worth is that the nature of the child should be our guide post. We are learning to depise artificiality, military discipline, forced obedience, and the acquiring of useless fact knowledge. We are learning to seek naturalness in all its manifestations, voluntary discipline, growth through interest and desire, and

a higher development of the art of thinking. What promising indications have we that our modern school system

A HIGH-SCHOOL PUPIL writes as follows:

"School this year has been revolutionized by our superintendent. We go from nine to four and have six one-hour recitation periods. We are not allowed to speak in the halls. One of our 'brilliant students' said, 'Put up the bars at the windows and we will be in Sing Sing prison.'"

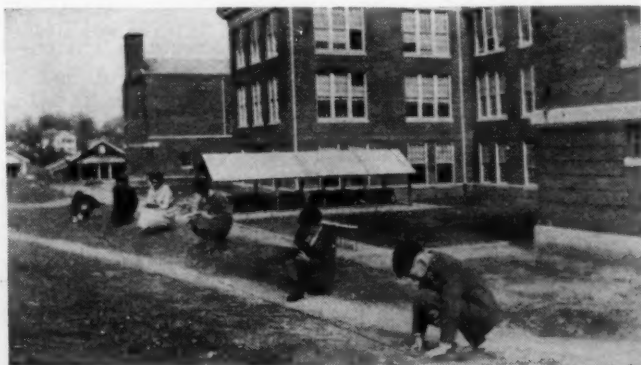
Question: Which is more important, to teach children the binomial theorem or to give them their opportunity through experience to learn how to be responsible for their freedom as they mingle with one another in public places?

will take more rapid strides along the great highway of education? Educators are enthusiastic. A hopeful sign! The layman is showing interest. A more hopeful sign! And even the children show themselves capable of thinking effectively along these lines. What could be more encouraging than this? Most of all, it promises us results; for, when these boys and girls have arrived at maturity, their broadminded intelligence will have far-reaching influence.

In the next fifty years there must be great and inevitable changes in education. We have reached the conclusion that the solution of this problem which has puzzled the ages is to be found in a study of the child himself. How can we

make school a place where children love to come and, at the same time, make it most effective for education? With this question in mind, I longed for light on the thoughts of children, for surely they could answer the first part of that question and, perhaps, the second. At any rate, I had faith to believe they would hit as near to the truth as many an educator. But I could not hope to get unbiased opinions from the children whom I had taught and to whom I had so often confided beliefs of my own. They surely must have imbibed a few of my ideas and practises.

My opportunity arrived when I was transferred to another district and came in contact with strange children. One day I astonished an eighth grade class by saying: "Today I'm going to give you a great responsibility. You are to be educators and each of you is to think and then to write your idea of what a school should be. You don't particularly like to come to school. Now here's your chance to tell us what kind of school you would like. Here's your problem: How can you make school a place where children love to come and, at the same time, make it a place where the best kind of education can be secured?" This was a new idea to these boys and girls. Puzzled, they looked at me. Sensing an attack, I warded off the avalanche of questions with, "Yes, I mean it. No, it's not a joke; it is deadly serious. It's a problem that many grown people are thinking about. Now, not one word—but think!"



THE NEW METHOD of teaching arithmetic is illustrated here by pictures of the seventh-grade class of Miss Elizabeth Rogers of Wilson, North Carolina. These pictures show how the pupils learn their mathematics by practical application of it to their own school grounds.

Despairing glances were sent my way; a long silence followed. I tried to appear unconcerned and looked out of the window, at the blackboards, at the books—anywhere, in order that the children might not feel that they were being observed. I welcomed the first sound of the pens. These boys and girls had accepted the responsibility.

The results showed that the child of today is waiting and wearying for the school of tomorrow. Where will you find more modern ideas than these gleaned from the papers of those children?

"I would have a grove around the school and a lake behind it. If possible, a hill so the children can slide."

"My classrooms would only seat 20."

"Every school should have a large garden with vegetables and flowers. Also, it should have an orchard with all kinds of fruit trees."

"I would have a room called the out-door room and you could work on any subject that has to do with the out-of-doors. You could make models to help in the different studies."

"The children would come to school joyfully if there were a gymnasium and a swimming pool."

"I would have every room look as homelike as I could possibly think."

"I would not have seats and desks. I should have a few long tables and movable chairs."

"I would like to have rugs on the floors, easy chairs, and nice bookcases. I would like it to be like a home as much as possible."

"My room would be filled with flowers and pictures and many other beautiful things. My halls would be of white marble with small, pretty electric lights."

"I would like a school where you were not forced to do anything, but where you had all the responsibility on your own shoulders."

"In my school, children should be able to help their neighbors and their neighbors would be able to help them."

"I would abolish the rattan because it makes us work through fear and we don't get anything out of it."

"The lunch time should be at least forty minutes. We need time to digest our food as well as eat it."

"I should like to have everything that has to be done for school done in school time. I do think you should not take time away from a child after school even if the child is willing."

"I am for longer summer vacations. I think they would give us a chance to learn of the outside things."

"When you are young, you can play around and are active but, as you grow older, you are less active and some people think that just because they cannot play that you should not play."

"I would let the children choose their own subjects for the day."

"We would have any subject that we wished and as long as we wished."

"We would like the study of animals in school."

"I should have teachers that knew what they were doing, and teachers that enjoyed the children and took an interest in them."

"I would have more educated teachers. Some of the teachers know nothing about the subjects they are trying to teach."

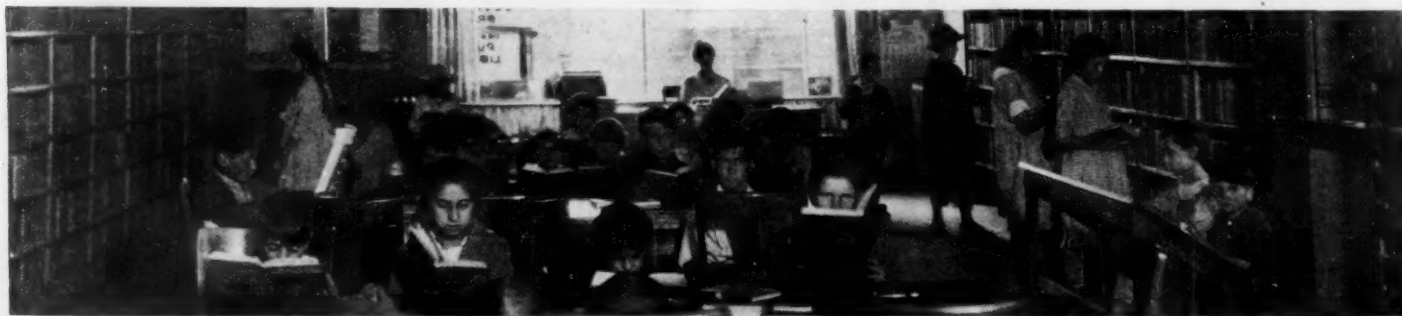
"Some of the teachers that teach day school also teach night school. This I would not allow. The teacher, after being out at night, cannot concentrate."

One girl's dream of a school: "I would have it way out in the forest where birds and squirrels play. I would like to have a large log cabin with big, open fireplaces with roaring fires crackling in the winter's gloomy yet beautiful days. Each class could have its study in clear silence except for the snow sliding from the roof. An English period could be very useful here for on rainy days the children, both boys and girls, could gather their chairs around the fire. There would be a large assembly hall with deer's heads and bear skins and large stone fireplaces. A big,

soft rug would cover almost the entire floor and there would be cedar chairs and stairways. A big cedar table in the center of the room would have books of knowledge and story books on it. Instead of windows here and there, I would have one side of the wall all open and glassed in with big swinging doors which could be opened in warm weather. On the other side between the windows, book shelves would be put. Three periods a week the whole school could bring their books here and sit or recline and study. Other rooms would be furnished in almost the same way but would be smaller, reminding one more of a private living room. A large open place for hockey, tennis, and basketball! A playground of sandboxes for children who could make projects!

A boy who confessed to me afterward that he had never given any thought to this subject before, wrote the following: "If the money could be secured to build my idea of a school, I can tell you the children would look forward to the end of vacation. I would do away with all sorts of physical punishment first of all. In mathematics I would put a teacher at the head who would make the problems about out-of-door things. Instead of saying: 'Two men work in an office two hours,' in the problem I would say, 'Two boys skate on a pond for two hours.' I would have sports of all kinds for one-half hour and cut out the home lessons, as I think that the child does not get as much benefit out of home lessons as he would if the time were applied in the school hours. I would never have two periods of the same subject following each other. I would, taking everything in view, try to make all the necessary work that the child must go through more like the things outside the school."

These expressions of the thoughts and desires of children prove what we already knew but sometimes ignore—that children love the beautiful and crave joyful activity in life. *Shall we deny them?*



South Side Branch of the Des Moines Public Library

Recent Verse for Children

WHOEVER WRITES or publishes a poem that brings joy to childhood is a benefactor of the race. Children should be led to look for beauty in new poetry as they look for the first flowers in the spring. This page of recent verse has been gleaned from many sources by Miriam Blanton Huber, author of *Children's Interests in Poetry* and editor of *The Poetry Book*. The books from which these poems are taken are covered by copyright and special acknowledgment and thanks are due the authors and publishers, as shown by note in connection with each poem.

The Woodpecker

Elizabeth Madox Roberts

The woodpecker pecked out a little round hole
And made him a house in the telephone pole.

One day when I watched he poked out his head,
And he had on a hood and a collar of red.

When the streams of rain pour out of the sky,
And the sparkles of lightning go flashing by,

And the big, big wheels of thunder roll,
He can snuggle back in the telephone pole.

[From *Under the Tree*, by Elizabeth Madox Roberts. Copyright, 1922, B. W. Huebsch, Inc.]

The Moon's the North Wind's Cooky

Vachel Lindsay

(What the Little Girl Said)

The Moon's the North Wind's cooky.
He bites it, day by day,
Until there's but a rim of scraps
That crumble all away.

The South Wind is a baker.
He kneads clouds in his den,
And bakes a crisp new moon that greedy
North . . . Wind . . . eats . . . again!

[From *Collected Poems*, by Vachel Lindsay. Copyright, 1923, The Macmillan Company.]

The Huntsmen

Walter de la Mare

Three jolly gentlemen,
In coats of red,
Rode their horses
Up to bed.

Three jolly gentlemen
Snored till morn,
Their horses champing
The golden corn.

Three jolly gentlemen,
At break of day,
Came clitter-clatter down the stairs
And galloped away.

[From *Collected Poems*, by Walter de la Mare. Copyright, 1920, Henry Holt and Company.]

Cushy Cow

Laura Benét

Cushy Cow has curly horns,
Delicate, tipped with brown.
Swifter her hoofs fly backward
Than any bull's in town.

We milk her into great white pails
And crocks of cottage blue,
And her leavings run all over the yard—
Yet our milking is never through!

I found her at smoky twilight
By the well of the pale primrose,
Where grey elves hung on her haunches
And nuzzled her grazing nose.

[From *Fairy Bread* by Laura Benét. Copyright, 1921, Thomas Seltzer, Inc.]

The Birches

Walter Pritchard Eaton

The little birches, white and slim,
Gleaming in the forest dim,
Must think the day is almost gone,
For each one has her nightie on!

[From *Echoes and Realities*, by Walter Pritchard Eaton. Copyright, 1918, Geo. H. Doran Co.]

Fairies

Rose Fyleman

There are fairies at the bottom of our garden!
It's not so very, very far away;
You pass the gardener's shed and you just keep
straight ahead—

I do so hope they've really come to stay.
There's a little wood, with moss in it and
beetles,
And a little stream that quietly runs through;
You wouldn't think they'd dare to come merry-
making there—
Well, they do.

There are fairies at the bottom of our garden!
They often have a dance on summer nights;
The butterflies and bees make a lovely little
breeze,
And the rabbits stand about and hold the
lights.
Did you know that they could sit upon the
moonbeams
And pick a little star to make a fan,
And dance away up there in the middle of
the air?
Well, they can.

There are fairies at the bottom of our garden!
You cannot think how beautiful they are;
They all stand up and sing when the Fairy
Queen and King
Come gently floating down upon their car.
The King is very proud and very handsome;
The Queen—now can you guess who that
could be
(She's a little girl all day, but at night she
steals away)?
Well—it's *Me!*

[From *Fairies and Chimneys*, by Rose Fyleman. Copyright, 1920, George H. Doran Co.]

The Three Foxes

A. A. Milne

Once upon a time there were three little foxes
Who didn't wear stockings, and they didn't
wear socks,
But they all had handkerchiefs to blow their
noses,
And they kept their handkerchiefs in card-
board boxes.

They lived in the forest in three little houses,
And they didn't wear coats, and they didn't
wear trousers.

They ran through the woods on their little
bare tootsies,
And they played "Touch last" with a family
of mouses.

They didn't go shopping in the High Street
shopses,
But caught what they wanted in the woods
and copses.

They all went fishing, and they caught three
wormses,
They went out hunting, and they caught three
wopses.

They went to a Fair, and they all won prizes—
Three plum-puddingses and three mince-pieses.
They rode on elephants and swang on swingses,
And hit three coco-nuts at coco-nut shieses.

That's all I know of the three little foxes
Who kept their handkerchiefs in cardboard boxes.
They lived in the forest in three little houses,
But they didn't wear coats and they didn't wear
trousies,
And they didn't wear stockings and they didn't
wear socks.

[From *When We Were Very Young*, by A. A. Milne. Copyright, 1925, E. P. Dutton and Co.]

Song for a Little House

Christopher Morley

I'm glad our house is a little house,
Not too tall nor too wide:
I'm glad the hovering butterflies
Feel free to come inside.

Our little house is a friendly house.
It is not shy or vain;
It gossips with the talking trees,
And makes friends with the rain.

And quick leaves cast a shimmer of green
Against our whited walls,
And in the phlox, the courteous bees
Are paying duty calls.

[From *Chimney Smoke*, by Christopher Morley. Copyright, 1921, George H. Doran Co.]

The Runaway

Robert Frost

Once when the snow of the year was beginning
to fall,
We stopped by a mountain pasture to say,
"Whose colt?"

A little Morgan had one forefoot on the wall,
The other curled at his breast. He dipped his
head

And snorted at us. And then he had to bolt.
We heard the miniature thunder when he fled,
And we saw him, or thought we saw him, dim
and grey,

Like a shadow against the curtain of falling
flakes.

"I think the little fellow's afraid of the snow.
He isn't winter-broken. It isn't play
With the little fellow at all. He's running away.
I doubt if even his mother could tell him,
'Sakes,

It's only weather.' He'd think she didn't know!
Where is his mother? He can't be out alone."
And now he comes again with a clatter of stone,
And mounts the wall again with whited eyes
And all his tail that isn't hair up straight.
He shudders his coat as if to throw off flies.
"Whoever it is that leaves him out so late,
When other creatures have gone to stall and bin,
Ought to be told to come and take him in."

[From *New Hampshire*, by Robert Frost. Copyright, 1923, Henry Holt and Company.]

The Journal of the National Education Association

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The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL.

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

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Shall College Doors Be Closed?

FRESHMAN MORTALITY is getting high. Failure is not what it once was. Does this fit our boasted ideal of a fair start in life for all? Great teachers have always been awakeners, stirrers-up of human souls, finders of talents. But here are youths—thousands of them—turned back with talents neither found nor trained in an age that relentlessly calls for training. How many thousands or tens of thousands are there? Perhaps we should know were there a Department of Education to study these vital problems of national life.

College exclusion and mortality is an insistent problem. It will grow more acute. Four million young people are in American high schools today. Most of them probably (again we need facts) are pursuing courses that prepare primarily for college. Double facilities during the next ten years and colleges would still be crowded were they to follow the curve of increasing high-school enrolment.

That college workers are earnestly aware of the problem is wellknown. Five hundred colleges have appointed committees to cooperate with the National Education Association in the study of professional problems. They are taking up this question of freshman mor-

tality and college exclusion. Other agencies are also at work. Many points of view and many interests are involved.

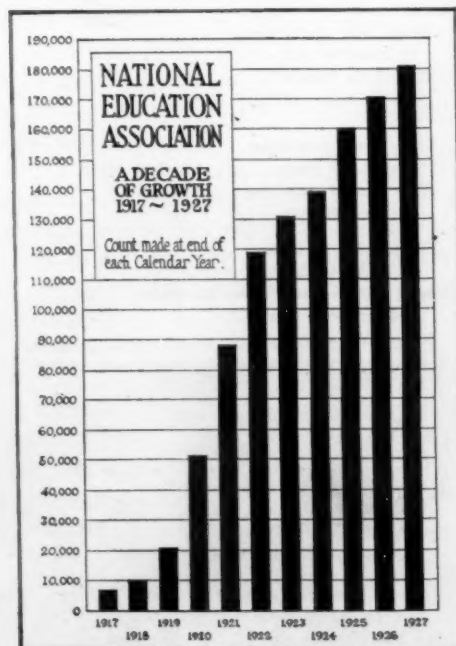
The taxpayer's view—An occasional taxpayer, especially among the large ones, may be striking blindly for lower rates. But the masses of taxpayers know—when they think about the matter at all—that this nation with its prodigious wealth on one hand and its unemployment on the other can afford a longer period of schooling for its youth. Without the conservation of youth, no other conservation is worthwhile. All wealth is ultimately measured by the human values and great fortunes are meaningless except as they minister to human needs. Is there a citizen anywhere who would save a few dollars in taxes if it meant narrowed opportunity for his child?

The administrator's view—Many college executives are faced by a demand for buildings, equipment, and instruction so pressing that it is not easy for them to be intimate with individual student needs. The wonder is that so many have held as closely as they have to the needs of youth amid the clamor of taxpayers, the whims of trustees and legislators, and the pressure of overloaded instructors. College salaries are so low that search for competent instructors is baffling. We began first to train teachers for the elementary schools. We were tardy about training high-school teachers and are tardier still to train college teachers. We have been too often satisfied with teachers of subjects rather than teachers of youth, not knowing that subjects cannot be taught except as youth is awakened. Chancellor E. Benjamin Andrews once said at the end of a dreary faculty meeting where there had been much complaint of the shortcomings of freshmen, "We should think more of what our students are to be when they go out from this university and less of their failings when they come in." Hats off to presidents who hold that view!

The parents' view—Parents of college students who are sent home during the freshman year for low grades in certain subjects claim that more than half of them are dropped on the judgment of immature instructors, many of whom are less-trained for their task than high-school teachers. Is it not criminal to close the doors of opportunity to young people on the strength of such inexperienced judgment? Would there not be fewer failures and more effort to adapt the college to the needs of youth were

parents kept in closer touch with the situation? Any of us looking back over his beginning years as a teacher can see mistakes—errors that no school should have made. We know now that we should not have made those mistakes had we kept close to the parents of the young life involved. Whatever we do with these pressing high-school and college problems, let us keep close to the parents. That will help us to hold the doors of opportunity open for those who most need opportunity—the less gifted. Gifted young people will get their education in spite of weaknesses in curriculum or instruction.

The democratic view—America is mainly democratic and Christian in its ideals. Its very settlement was a protest against efforts to crush human aspiration. It is familiar with the point of view of those who would deny the tools of learning to the masses. It has heard citizens cry out against the extension of the common school to the children of all the people. It has heard a later generation of false prophets cry out against widened high-school opportunity. But gradually opportunities have been widened and our young people have risen to meet the new challenge. How many of us would be where we are today were it not for these widened opportunities? A democratic view insists that even the stupid and wayward grow, that their growth can be guided to the advantage of themselves and society, and that it is reasonable to expect schools to change their curriculums and to perfect their teaching as new problems arise.



Teachers' Salaries—Present Position

THE AVERAGE YEARLY salary of the 845,000 teachers, principals, and supervisors employed in the public schools of the nation is \$1275. This general average is not representative for various groups of teachers. Let us consider the level of compensation of some of the larger groups which compose the teaching profession.

Approximately 465,000 persons are in the nation's rural schools, those in the open country and the smaller villages. Teachers in one-room schools receiving \$755 a year are the lowest paid, and principals of country high schools receiving \$2205 are the highest paid, among rural teachers. The typical salary for all rural school workers is about \$991. Approximately 380,000 people are employed in school systems in the cities over 2500 in population. Classroom teachers in elementary schools of cities 2500 to 5000 in population receiving \$1176 yearly are the lowest paid while high-school principals in cities over 100,000 receiving \$4813 are the highest paid among urban teachers. The typical salary for all urban school workers is about \$1770.

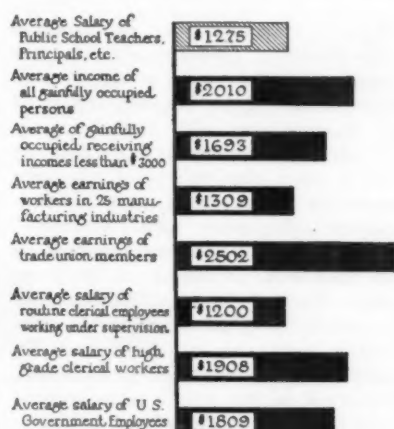
The average salaries paid in the various states vary widely. In the upper fourth of the states in 1925 the averages were all over \$1400. In New York, New Jersey, and California the figure was over \$1800. In the lower fourth of the states the averages were all less than \$850; Arkansas and Mississippi being at the bottom with averages of \$632 and \$448.¹ With these figures before us as to the teachers' wage, let us consider the incomes of certain nonteaching groups.

The amount of reliable information as to the incomes of professional workers other than teachers is meager. The average salary of ministers is approximately \$1750. The three professional groups of government workers described in the May, 1927, issue of the *Research Bulletin*, receive average salaries of \$2334, \$3910, and \$5675. As compared with ministers and technically trained government employees, both of which groups are underpaid as compared with other professional workers of equal training and exercising similar responsibility, teachers with an average salary of \$1275 are at a distinct disadvantage.

¹ The table on page 28 of the January issue of THE JOURNAL gives the average salary in the several states in 1925.

Teachers are also outclassed as to income by many nonprofessional groups. Factory workers receive a yearly income of \$1309, members of trade unions \$2502, high grade clerical workers

COMPARISON OF TEACHERS' SALARIES WITH INCOMES OF VARIOUS GROUPS IN 1926



Read chart thus: The average income of the 44,600,000 gainfully occupied persons in the United States in 1926 was \$2010. Similarly read figures for other groups of workers.

Sources of data: These figures based upon a number of income and wage investigations cited in the May, 1927, *Research Bulletin* of the National Education Association.

\$1908, and all government workers in the District of Columbia an average of \$1809. The only group for which figures are available receiving an average salary lower than teachers are employees doing routine clerical work under supervision. The average income of all gainfully employed persons in the United States is \$2010, more than \$700 above the teachers' average salary of \$1275. The figure \$2010 is probably too large to be typical of all incomes due to the influence of a small number of very large incomes. If we eliminate this influence by taking the average income of the lower 90 percent of gainfully occupied persons of the country who make less than \$3000 a year, this figure is reduced to approximately \$1700 which is still some \$400 above the average salary of teachers.

These figures reveal that teaching now, as before the war, is in a disadvantageous economic position whether compared with that occupied by professional workers or by the rank and file of the nation's gainfully occupied who perform work generally requiring considerably less general schooling and occupational training. The extent to which teachers' salaries are outranked by

the incomes of the nation's gainfully occupied is presented in concise form in a table on page 155 of the May, 1927, *Research Bulletin*. This table shows the incomes and salaries which occur in an equal percent of cases among teachers and nonteachers. A person who sells his services in the open market and whose earning power is slightly below the average may expect to earn \$1500 a year. One who enters teaching and earns a salary slightly below the average in this field may expect \$1040 a year. One who earns the typical income of \$1700 in the open market will, if equally successful among teachers, earn \$1250. Above average success in work other than teaching means an income of \$3000. Above average success in teaching means a salary of \$2490. A person who is sufficiently successful in the open market to earn \$10,000 may expect to earn \$3875 if he is equally successful among teachers.

Teaching need not offer the large financial returns enjoyed by those who achieve marked success in business or professional service. But, should it not at least offer an even chance to earn the modest incomes received by the moderately successful among the nation's gainfully employed? This it does not do today. Teaching not only offers practically no opportunity to receive the large financial returns associated with first rate success in other fields, but also fails to offer an equal chance to earn the typical wage of the rank and file of the nation's workers.

Summarizing, teaching today occupies a disadvantageous economic position. This is true in spite of the fact, as a previous article of this series pointed out, that changes in salaries since the war have improved the teachers' economic position over 1913 both actually and relatively. The improvement was not sufficient, however, to lift teaching to a satisfactory place. It merely decreased the disparity between teachers' incomes and those generally enjoyed by adult workers. The average salary of teachers in 1913 was 59 percent of the average income of gainfully occupied persons, in 1926 the comparable percent was 63. The movement is in the right direction. It still has some distance to go before teaching service will have the economic foundation which its importance justifies.—John K. Norton.

Securing a Teaching Position

E. K. HILLBRAND

Professor of Education, Dakota Wesleyan University, Mitchell, South Dakota

TEACHERS in securing their first positions, or in securing promotions, are often uncertain as to the proper procedure to follow in dealing with school boards and superintendents.

One of the first problems is, of course, to find a suitable vacancy. Quite often there are rumors of vacancies where no vacancies exist. Under these circumstances, it is expected that a teacher will verify the rumor before filing an application. Many times embarrassments are thus avoided. In case some one files an application for a position which is not to become vacant, it may give the school board the impression that the teacher or school administrator in question is seeking another position without giving them due notice. A safe rule to follow is to take no steps toward obtaining a specific position until it is positively known to be vacant or about to become vacant.

In applying for a position, a teacher should urge only what are considered to be legitimate claims for consideration such as character, personality, scholarship, teaching skill, teaching experience, and the like. To expect consideration simply because one is related to some member of the school board, or because one lives in the home town, is beside the question. He should have special preparation for the type of position sought and feel that he has the personal qualifications requisite for success in it.

Often the inexperienced teacher makes the mistake of broadcasting letters to a large number of school authorities. This practise is to be condemned for the reason that it has a tendency to create the impression among superintendents and school board members that a surplus of teachers exists. Superintendents and school boards have been known to receive as many as eighty or ninety applications for the same position. Since many of the candidates do not notify the schools to which they have written when they have secured a position, the superintendents or school boards do not realize that perhaps ninety-ninths of the persons applying have already obtained positions. When school boards and superintendents get the impression that a surplus of teachers is available, it frequently

happens that they begin to lower salaries.

A teacher seeking a first position or a promotion may make his qualifications known to the proper school authorities,

EACH YEAR more than two hundred thousand teachers take up new positions. The number is greater than it should be because standards of training are still low in many places, secure tenure is the exception rather than the rule, and adequate provision has not been made for promotion within many school systems—a situation which forces teachers to go elsewhere in search of advancement. Each of these conditions should be and is being remedied as the profession works on its problems. To those seeking a position, Professor Hillbrand in this article gives suggestions that will prove helpful.

Persons responsible for placing graduates of teacher-training institutions will wish to post this article on bulletin boards where all seniors may read it. The joy, the adventure, the success of teaching depend largely on getting the right persons in the right places.

either directly or through a teachers' agency. One of the best types of teachers' agency is what is known as the appointment bureau or teacher placement bureau run in connection with educational institutions. Many teachers, however, prefer to use commercial agencies. Not all commercial agencies are reliable. A teacher should not seek a new position through a teachers' agency that encourages teachers to break their contracts or works for the appointment or promotion of unqualified persons.

Superintendents and school boards, as a rule, do not care for general recommendations such as letters addressed "To whom it may concern." All candidates for positions should furnish a list of those who know their qualifications, so that appointing officers may secure their information through confidential statements direct from the references.

In seeking a new position, it is sometimes true that the position may be secured if the candidate is willing to take less salary. In this connection, it is considered unprofessional for a teacher knowingly to underbid a rival.

Before deciding to accept a teaching position in any community, the candidate should stop to consider whether or not it is a community in which he would care to live. Where liberty of conscience is not concerned, a teacher should stand ready to make personal sacrifice because of the prejudices of a community. The candidate may have been accustomed to certain forms of amusement which are not tolerated in the community to which he is going. Such matters ought to be taken into account ahead of time if possible.

A clear understanding of the law of contracts is incumbent upon a teacher. Since a teacher should scrupulously keep whatever agreement is made, he should refuse to sign a contract unjust and humiliating in form. The contract should provide for a living wage, sufficient to cover living expenses for a twelve-month period.

A teacher should never violate a contract unless the consent of the employing body is obtained releasing the obligation. On the other hand, when a teacher is offered a better position elsewhere it is against the best interests of the school to stand in the way of the teacher's advancement by arbitrary insistence upon the terms of a needlessly rigid contract, if the place can be satisfactorily filled. Proper provision should be made for the termination of the contract both by the board of education and the teacher.

The progressive superintendent and school board do not expect to retain their best teachers indefinitely, but they do expect that in case the teachers wish to move that proper notice will be given.

Upon accepting an appointment in a given school, a teacher should notify all other schools to which letters of application have been sent. He should also take occasion to thank those whose names were used for reference.

So that there will be no doubt as to the candidate's qualifications, he should present to the proper school officials his teaching certificate, which in some states must be registered.

Once a teacher is employed by a school system, he should recognize the legal authority of the superintendent of schools and the board of directors, and be loyal to established policies.

Remedial Instruction in Arithmetic

HENRY J. OTTO

Superintendent of Schools, Buffalo Lake, Minnesota

DURING THE SECOND WEEK of school in September, 1926, Test A, Form 1, of the Courtis Supervisory Tests in Arithmetic was given to all fourth-grade pupils in Buffalo Lake, Minnesota. Eighteen of the nineteen pupils enrolled scored in Group V on this test. This test was followed by the Brueckner Diagnostic Test in Whole Numbers to discover the nature of the difficulties. It was found that nine of the pupils encountered great difficulty with the fundamental combinations. The rest of the group had other difficulties, but it is with the group of nine that this report concerns itself.

The nine pupils were sent to the "remedial room," where a special teacher devotes her time to the teaching of laggards in various subjects. Upon arriving in the "remedial room," the pupils were given the Courtis Standard Practise Exercises, Lessons 45, 46, 47, and 48, to find out more specifically what processes were causing trouble for each individual. The standard for these practise lessons in Grade IV B is to complete the card with 100 percent accuracy in $6\frac{1}{4}$ minutes. The results of the tests (Table I) show that most of

which he was deficient. The daily forty-minute period was divided so that each pupil drilled from five to fifteen

HOW THE NEW EDUCATION ferrets out and seeks to remedy specific difficulties of the individual child is suggested in this account from Buffalo Lake, Minnesota. It first appeared in the *Elementary School Journal* issued by the University of Chicago School of Education and is used here through the courteous permission of that journal and of Superintendent Otto. Articles like this are prophetic of a day when schools will be child-centered and knowledge will be regarded because of the contribution it makes through the lives of individual children.

minutes on each of the processes in which he was weak. The type of drill was varied frequently, as will be shown later. A number of the pupils who are type cases will be discussed in detail.

Pupil 1—Pupil 1, a girl, was ten years and five months old. Her IQ was 89 as measured by the Haggerty Intelligence Examination, Delta 2. She was of normal height and weight for her age and apparently in good health. Her school attendance was regular. Some days she was very absent-minded, while other days she was much brighter. Her father was more than twice as old as her mother. Her mother seemed bright and intelligent. Little was known about her father.

This girl's scores on the Courtis practise exercises indicated that she needed drill in subtraction and division. She was placed in a group with a number of other pupils who also needed drill in subtraction. This group was given drill in subtraction fifteen minutes a day for twelve days. The following types of drill were used.

1. Individual flash-card drill was given every other day. This tended to speed up her responses and enabled the teacher to pick out the combinations that the child did not know. The combinations that the child did not know were written on little "don't know" cards with the combination and the answer on one side and the combination without the answer on the other side. The child

took these cards home for practise.

2. The child raced in flash-card drill with some other pupil in the group.

3. Mimeographed sheets containing various groups of combinations in subtraction were prepared, and this girl raced with other pupils in the group to see who could finish first. One hundred percent accuracy was always the goal. The exercises were timed from day to day so that each pupil worked to beat his own record.

4. Frequently another kind of timed drill was given, using the Courtis Standard Practise Exercises, Lesson 2.

In a similar way this girl was given drills on division combinations for twelve days.

At the end of twelve days the Courtis practise exercises were given a second time. The results are shown in Table II.

Pupil 1 made notable gains in subtraction and in division, increasing her score in subtraction from 76 to 84 and her score in division from 62 to 73. She gained one point in addition and lost six points in multiplication, neither addition nor multiplication having been taught during the twelve days.

TABLE I

NUMBER OF EXAMPLES TRIED AND NUMBER RIGHT IN COURTIS STANDARD PRACTISE EXERCISES, LESSONS 45, 46, 47, AND 48 (OCTOBER 19, 1926)

PUPIL	ADDITION		SUBTRACTION		MULTIPLICATION		DIVISION	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right
1	100	99	76	76	100	96	66	62
2	100	97	42	33	47	45	38	34
3	100	97	66	57	83	75	53	49
4	100	95	45	39	95	87	41	33
5	100	97	75	74	83	65	60	68
6	100	99	70	69	100	94	58	53
7	90	90	42	42	60	60	59	58
8	90	86	83	82	79	74	80	77
9	100	95	86	85	100	96	90	86

the group were very nearly at standard in addition; that Pupils 1, 6, and 9 were nearly at standard in multiplication; that the group as a whole was weak in subtraction and division; and that individuals, such as Pupils 2 and 4, showed wide variations in scores on the different processes.

The nine pupils were placed in different groups according to their needs; for example, Pupils 2, 3, 4, 5, 7, and 8 were placed in one group for drill in multiplication. After but a few days of this drill Pupil 4 arrived at the standard in rate and accuracy. He then spent his time on the other processes in

TABLE II

NUMBER OF EXAMPLES TRIED AND NUMBER RIGHT IN COURTIS STANDARD PRACTISE EXERCISES, LESSONS 45, 46, 47, AND 48 (NOVEMBER 8, 1926)

PUPIL	ADDITION		SUBTRACTION		MULTIPLICATION		DIVISION	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right
1	100	100	88	84	95	90	78	73
2	100	100	43	39	56	54	55	55
3	100	93	100	96	95	91	66	59
4	100	100	70	67	95	95	90	87
5	100	88	84	84	100	82	77	71
6	100	100	83	82	100	85	65	59
7	95	95	63	61	66	55	75	75
8	85	82	100	96	100	80	90	88
9	100	97	100	98	100	100	90	86

In order that the pupils in the remedial room might not fall behind the pupils in the regular room who were going on with advanced work, half of the forty-minute period during the next ten days was spent on two-figure multiplication, and only twenty minutes a day was spent on the combinations. In this new work Pupil 1 confused the numbers in the multipliers, not knowing which number to use first and sometimes using the same number twice. This difficulty was overcome by having her cover one multiplier with her finger while she worked with the other. She also had difficulty in carrying. By remembering the num-

ber to be carried instead of writing it down, she overcame this difficulty also. At the end of the ten days the Courtis practise exercises were given a third time (Table III).

A comparison of the scores of Pupil 1 in Tables I, II, and III shows that she remained practically at standard in addition and multiplication during the entire time although no drill was given in these processes and that she made notable gains in subtraction and division during the first twelve days but dropped back during the next ten days. This dropping back may be due to the fact that the work was divided as explained.

Pupil 2—Pupil 2, a boy, was ten years and one month old. His IQ was 87. He was a little short for his age but of normal weight for his height. His health was good and his school attendance regular. He was chronologically over-age, and mentally of normal age, for his grade. He had repeated the third grade. He was an average pupil in reading, making a T-score of 35 on the Thorn-

TABLE III

NUMBER OF EXAMPLES TRIED AND NUMBER RIGHT IN COURTIS STANDARD PRACTISE EXERCISES, LESSONS 45, 46, 47, AND 48 (NOVEMBER 22, 1926)

Pupil	Addition		Subtraction		Multiplication		Division	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right
1.....	100	97	71	68	100	96	79	59
2.....	100	94	43	39	81	78	49	45
3.....	100	95	100	90	95	70	72	70
4.....	100	100	66	56	100	98	90	87
5.....	100	98	100	82	100	89	90	82
6.....	100	92	88	85	95	87	64	58
7.....	100	100	71	70	89	80	67	67
8.....	100	100	100	99	100	91	90	87
9.....	100	100	100	100	95	90	90	88

dike-McCall Reading Scale. Arithmetic seemed to be his most difficult subject. He had a short memory span, forgetting almost entirely what he had learned the preceding day. Some days, after having had extra drill outside the regular class period, he seemed wide awake, and then again he appeared to be dreaming. He was from a poor family with six children, the father being away from home most of the time.

This boy was at standard in addition but needed drill in the other three processes. He was given the same lessons as Pupil 1 and short drills in multiplication. Extra help was given him outside the regular class period; flash cards containing the addition combinations and the corresponding subtraction combinations were used. The same kind of drill was given in multiplication and division. With all this effort, little improvement was noticeable (Table IV).

After the first twelve days two-figure multiplication was gradually introduced, but he could do little with it as he did not know the combinations. He seemed

to understand the process and was able to work those examples in which he happened to know the combinations. His only noticeable progress was in learning the multiplication combinations.

TABLE IV
SUCCESSIVE SCORES OF PUPIL 2 ON COURTIS STANDARD PRACTISE EXERCISES, LESSONS 45, 46, 47, AND 48

Date	Addition		Subtraction		Multiplication		Division	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right
October 19.....	100	97	42	33	47	45	38	34
November 8.....	100	100	43	39	50	52	55	55
November 22.....	100	92	43	39	81	78	49	45

Pupil 4—Pupil 4, a girl, was eight years and five months old and had an IQ of 100. She was very quick and active but also very flighty. It was difficult for her to grasp new things, but, once she learned them, she worked rapidly. She was an adopted child in a poor family. The mother went out to work, and the girl was left to take care of herself.

She was nearly at standard in addition and multiplication but was low in subtraction and division. She seemed to have forgotten entirely how to subtract. She had to be given much individual help. Objects about the room, such as erasers and pieces of chalk, were used in getting her to understand what subtraction means. She was similar to Pupil 2 in this respect. After she saw that division is the reverse of multiplication, she learned rapidly. Like Pupil 1, she was given drills in groups, although, after the first six days, she understood each process and was able to go ahead by herself, working on speed and accuracy with the Courtis Standard Practise Exercises, Lessons 2, 3, 4, 6, 7, 8, 10, 11, and 12.

In two-figure multiplication she had the same trouble as Pupil 1, confusing the multipliers and having difficulty with the remainders. She was given the same remedial instruction as Pupil 1 and overcame her difficulty.

Pupil 4 made considerable improvement in addition and multiplication (Table V) although these processes were taught only insofar as they came in as the reverse of subtraction and division

TABLE V
SUCCESSIVE SCORES OF PUPIL 4 ON COURTIS STANDARD PRACTISE EXERCISES, LESSONS 45, 46, 47, AND 48

Date	Addition		Subtraction		Multiplication		Division	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right
October 19.....	100	95	45	39	95	87	41	33
November 8.....	100	100	70	67	95	95	90	87
November 22.....	100	100	66	56	100	98	90	87

and in the two-figure multiplication of the second drill period. At the end of the twenty-two-day period under discussion this girl was at standard in addition and multiplication. She had in-

creased her score in subtraction 72 percent during the first twelve days but dropped back a little during the next ten days, when she was doing two-figure multiplication. She increased her score in division 164 percent during the first twelve days and was at the same level at the end of the next ten days.

With little variation, depending on the needs of the individual, the other members of the group received similar remedial instruction. Some of them made commendable improvement. It is interesting to trace the progress of Pupils 5, 6, 7, 8, and 9. This may be done by comparing their scores in Tables I, II, and III. Such a comparison shows that most of the pupils made notable gains during the period of remedial instruction and that even the poorest of them made some gains.

Permanency of skills—In order to determine whether the skills developed by these pupils would be retained merely until the end of the period of training and then be completely lost or whether

TABLE VI
SUCCESSIVE SCORES ON COURTIS STANDARD PRACTISE EXERCISES, LESSON 45 (ADDITION)

Pupil	October 19		November 8		November 22		December 13		January 19		February 11		May 19	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right
1.....	100	99	100	100	100	97	100	100	100	99	100	99	100	100
2.....	100	97	100	100	100	92	100	91	100	89	100	78	100	91
3.....	100	97	100	93	100	95	100	97	100	98	100	98	100	97
4.....	100	95	100	100	100	100	100	100	100	98	100	95	100	100
5.....	100	97	100	88	100	98	100	97	100	97	100	97	100	98
6.....	100	99	100	100	100	91	100	91	100	88	100	88	100	98
7.....	99	95	95	95	100	100	100	100	100	100	100	95	100	98
8.....	99	86	85	84	100	100	100	100	100	100	100	97	100	97
9.....	100	95	100	97	100	100	100	98	100	99	100	99	100	97

* Absent

the degree to which these pupils had developed certain skills would be retained when they returned to the regular room, the four tests were repeated at intervals of from two to four weeks and then again at the end of three months.

The figures in Table VI show that all the pupils were at or very near the standard in addition throughout, that five pupils scored higher November 22 than they did October 19 (this was the period of remedial teaching although addition was not emphasized), that three pupils scored higher February 11 than they did October 19, that two pupils scored higher February 11 than they did November 22, that the pupils who scored lower February 11 than November 22 did not score much lower, that five pupils scored higher May 19 than they did February 11, and that the ability of the pupils to write the answers to the fundamental combinations in addition did not lapse materially during the period under consideration.

Table VII shows that eight pupils scored higher in subtraction November 22 than they did October 19 and that

six pupils scored higher February 11 than they did November 22. On November 22 four pupils completed the 100 examples on the card; by May 19 this number had increased to eight. Pupil 2, who had difficulty in learning subtraction, nearly arrived at the standard in the tests of January 12 and did a little less well February 11 but fell far back May 19. All nine pupils started in October with scores of 85 or less, but by May 19 eight of them were within 12 percent of the standard.

Table VIII shows that five pupils scored higher in multiplication November 22 than they did October 19 and that seven scored higher February 11 than they did November 22. Only three pupils tried all the examples on the card October 19, while May 19 all nine pupils tried all the examples, their accuracy ranging from 88 percent to 100 percent.

Table IX shows that eight pupils did better in division November 22 than they did October 19. Seven pupils scored higher February 11 than they did November 22 (the end of the remedial instruction). Three pupils scored lower May 19 than they did November 22; the other six scored the same or higher. In a general way, all pupils made large gains during the period from October 19 to May 19, although they showed regressions at certain times. Pupil 2 increased his score 85 percent. Pupil 4 increased his score 161 percent.

Learning the fundamental combina-

TABLE VII
SUCCESSIVE SCORES ON COURTS STANDARD PRACTICE EXERCISES,
LESSON 46 (SUBTRACTION)

Pupil	OCTOBER 19		NOVEMBER 8		NOVEMBER 22		DECEMBER 12		JANUARY 12		FEBRUARY 11		MAY 19	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right
1.....	75	75	88	84	71	68	77	77	73	71	100	98	100	94
2.....	42	33	43	39	43	39	55	40	100	90	81	70	37	33
3.....	66	57	100	96	100	100	100	95	100	85	100	93	100	88
4.....	45	39	70	67	60	56	100	97	100	81	100	90	100	90
5.....	75	74	88	84	100	81	100	97	100	97	100	90	100	94
6.....	70	60	83	81	88	85	100	90	100	97	100	90	100	95
7.....	42	42	63	63	71	70	90	90	70	60	91	88	100	98
8.....	83	81	100	96	100	99	100	100	100	100	100	100	100	93
9.....	86	85	100	98	100	100	100	98	100	97	100	93	100	96

* Absent.

TABLE VIII
SUCCESSIVE SCORES ON COURTS STANDARD PRACTICE EXERCISES,
LESSON 47 (MULTIPLICATION)

Pupil	OCTOBER 19		NOVEMBER 8		NOVEMBER 22		DECEMBER 12		JANUARY 12		FEBRUARY 11		MAY 19	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right
1.....	100	96	95	90	100	96	100	100	100	100	100	100	100	96
2.....	47	45	50	53	81	78	90	84	76	47	100	81	100	88
3.....	51	75	91	95	76	86	84	78	73	88	74	75	100	90
4.....	93	97	95	100	98	95	93	100	82	100	81	100	100	100
5.....	83	65	100	81	100	80	100	88	*	*	*	100	98	100
6.....	100	98	100	85	93	87	100	93	95	95	100	97	100	94
7.....	60	60	60	55	80	80	95	91	94	91	93	91	100	100
8.....	70	74	100	80	100	91	100	93	100	98	100	95	100	98
9.....	100	96	100	100	95	90	100	100	93	100	97	100	100	95

* Absent.

TABLE IX
SUCCESSIVE SCORES ON COURTS STANDARD PRACTICE EXERCISES,
LESSON 48 (DIVISION)

Pupil	OCTOBER 19		NOVEMBER 8		NOVEMBER 22		DECEMBER 12		JANUARY 12		FEBRUARY 11		MAY 19	
	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right	Tried	Right
1.....	66	62	78	73	79	59	90	95	84	100	82	90	88	88
2.....	38	34	55	55	49	45	82	80	85	65	68	81	65	63
3.....	53	40	60	59	72	70	88	84	78	73	88	74	75	75
4.....	41	30	57	50	87	87	90	90	92	84	100	94	100	90
5.....	60	68	77	71	00	82	90	80	92	*	*	87	85	85
6.....	58	53	65	59	04	58	86	83	81	74	77	74	00	80
7.....	50	58	75	75	07	07	00	00	73	65	100	92	00	80
8.....	80	77	90	88	00	87	00	80	95	91	100	97	00	87
9.....	00	80	90	90	00	88	00	90	95	93	100	97	00	87

* Absent.

TABLE X
GROUP PLACEMENT OF PUPILS ON TEST A OF THE COURTS
SUPERVISORY TESTS IN ARITHMETIC

Pupil	September 15 (Form 1)	January 25 (Form 2)	May 20 (Form 1)
1.....	V	II	II
2.....	V	IV	IV
3.....	V	III	IV
4.....	V	IV	II
5.....	V	*	II
6.....	V	II	II
7.....	V	IV	III
8.....	V	I	I
9.....	V	II	I

* Absent.

tions helped these pupils greatly in their other arithmetic work, that is, the advanced work of Grade IV. Without first learning the combinations, the pupils could never have scored in Groups I to IV on Test A of the Courts Supervisory Tests in Arithmetic (Table X). At the end of the year all nine pupils were in Group IV or higher. Two of them were in Group I; three, in Group II; two, in Group III; and two, in Group IV.

Summary—(1) The scores of the individual pupil on the same test fluctuated on retests. (2) The nine pupils showed a general increase in rate and accuracy on the fundamental combinations during the period of remedial instruction. (3) The pupils retained the skills and abilities developed during the period of remedial instruction. (4) The pupils showed a general increase in these skills after the remedial instruction was discontinued and the pupils returned to the regular room. (5) The pupils' increased skill and accuracy helped them to progress along with the rest of the class without any special handicap; in fact, several of them were at the head of the class at the end of the year. (6) The teacher's judgment of the quality of work that these pupils were able to do on their return to the regular room was very favorable to the continuance of similar remedial instruction. (7) The project has gone a long way to show the teachers in the school the possibilities of diagnosis and remedial instruction.

DEMONSTRATION LESSONS BY RADIO—The State Teachers College at San Jose, California, has established and equipped a broadcasting room connected by remote control with Radio KQW. The room is located in the Demonstration School, and the plan is to send out demonstrations of modern educational practices every school day.

The scheme also affords an ideal method of acquainting the general public with modern educational procedures by giving examples of what children can do.

The two weekly programs given below illustrate the nature of the activities that are being broadcasted. The first covers the week of December 5 to 9, the second, December 12 to 16.

MONDAY—What Books to Buy for Children for Christmas—Talk by the Director of Education and Teacher Training. "The Value of Books in the Home" explaining the need of daily access to good books in home libraries in addition to those in school and public libraries.

Talk by Emelyn Beattie, children's

librarian, on "Books for Little Tots."

TUESDAY—"Books for Boys and Girls of the 4th, 5th, and 6th grade age"—Emelyn Beattie, children's librarian.

WEDNESDAY—"Books for Boys and Girls of the Junior High School Age."

THURSDAY—"The Book I like Best." Reviews of such books as Roosevelt's "African Game Trails," and Slosson's "Progress of Science" by children of the Demonstration Junior High School.

FRIDAY—Story Telling by members of the "Story Tellers Club."

MONDAY—First act of a Christmas play by children in the Intermediate Grades under direction of Roxana Adams, Principal of Intermediate Grades of Demonstration School and Elwyn Bell, Student Teacher. Play planned and written by children and teachers.

TUESDAY—Second act of Christmas play by children of intermediate grades.

WEDNESDAY—Christmas Program by Kindergarten-Primary Children.

THURSDAY—Junior High School Christmas program including carols and one act play composed by members of Junior

High School Dramatic Club of San Jose.

FRIDAY—Christmas stories by members of Story Tellers Club.

Already a fine response is coming in. We have here a novel way of acquainting the people with their schools. Those who would further the cause of education must employ every means available.

The plan has far-reaching possibilities. It may be possible to broadcast complete demonstration lessons to groups of student teachers and to teachers in remote regions. The microphone does not seem to bother little children, while a group of fifty adults in the same room with the children is sure to make a more or less artificial situation.

The San Jose institution intends to keep working with this plan until a technic for broadcasting is developed. Such a technic will include both selection of materials and methods of procedure. After a time the types of work that can be broadcasted effectively may be discovered as well as workable methods of handling groups of children and subject-matter.

Membership in Departments of the National Education Association, 1927

Prepared by the Research Division of the National Education Association

States and other units	Department of Superintendence				Department of Secondary School Principals				Department of Elementary School Principals			
	Number eligible for membership	Number of members in 1927	Percent column 3 is of column 2	Rank of column 4	Number eligible for membership	Number of members in 1927	Percent column 7 is of column 6	Rank of column 8	Number eligible for membership	Number of members in 1927	Percent column 11 is of column 10	Rank of column 12
1	2	3	4	5	6	7	8	9	10	11	12	13
United States.....	7,284	3,114	42.75	.....	21,780	2,656	12.24	.....	87,619	4,747	5.42	.....
Alabama.....	117	58	49.57	15	327	7	2.14	38.5	2,844	48	1.69	40
Arizona.....	38	26	68.42	5	58	10	17.24	14	2,65	20	7.55	16
Arkansas.....	120	49	40.83	27	407	10	2.46	37	2,249	25	1.11	45
California.....	213	92	43.19	22	428	29	6.78	24	3,214	389	12.10	7
Colorado.....	103	46	44.66	18	221	71	32.13	6	910	107	11.76	8
Connecticut.....	123	55	44.72	16	99	20	20.20	13	856	85	9.93	11
Delaware.....	17	14	82.35	2	28	3	10.71	19	188	14	7.45	17
District of Columbia.....	34	21	61.76	7	15	8	53.33	4	144	74	51.39	1
Florida.....	99	34	34.34	32	241	6	2.49	36	1,316	61	4.64	27
Georgia.....	231	48	20.78	42	532	6	1.13	45	2,730	22	.81	47
Idaho.....	70	10	14.29	48	164	1	.61	48	682	17	2.49	36
Illinois.....	315	194	61.59	8	1,018	567	55.70	3	3,405	310	9.10	12
Indiana.....	207	88	42.51	24	860	24	2.79	35	2,183	104	4.76	26
Iowa.....	192	71	36.98	31	953	129	13.54	16	1,541	122	7.92	14
Kansas.....	176	77	43.75	21	759	207	27.27	7	1,327	39	2.94	33
Kentucky.....	182	34	18.68	44	623	86	13.80	15	1,024	38	3.71	30.5
Louisiana.....	111	49	44.14	20	353	6	1.70	42	1,687	31	1.84	39
Maine.....	191	23	12.04	49	224	171	76.34	1	714	12	1.68	41
Maryland.....	52	33	63.46	6	186	8	4.30	29	989	58	5.86	24
Massachusetts.....	281	121	43.06	23	378	214	56.61	2	2,092	233	11.14	9
Michigan.....	201	152	75.62	4	682	149	21.85	11	628	296	47.13	2
Minnesota.....	160	65	40.63	28	560	118	21.07	12	1,797	130	7.23	19.5
Mississippi.....	120	53	44.17	19	513	.....	.....	.....	3,764	10	.27	50
Missouri.....	201	84	41.79	25	877	60	6.84	23	1,830	226	12.35	6
Montana.....	77	13	16.88	46	217	2	.92	46	1,014	19	1.87	38
Nebraska.....	136	44	32.35	34	620	9	1.45	44	1,333	91	6.83	22
Nevada.....	9	1	11.11	51	34	1	2.94	34	112	.....	.....	.....
New Hampshire.....	88	19	21.59	41	108	8	7.41	22	355	19	5.35	25
New Jersey.....	175	133	76.00	3	189	91	48.15	5	1,582	299	18.90	3
New Mexico.....	48	13	27.08	36	124	1	.81	47	600	5	.83	46
New York.....	458	178	38.86	29	902	35	3.88	31	3,220	276	8.57	13
North Carolina.....	164	48	29.27	35	733	11	1.50	43	4,116	54	1.31	43
North Dakota.....	72	13	18.06	45	487	2	.41	49	754	24	3.18	32
Ohio.....	264	159	60.23	9	1,400	140	10.00	20	2,343	321	13.70	4
Oklahoma.....	153	86	56.21	13	707	46	6.51	26	2,636	69	2.62	35
Oregon.....	65	10	15.38	47	299	11	3.68	32	961	96	9.99	10
Pennsylvania.....	432	193	44.68	17	1,136	122	10.74	18	4,148	300	7.23	19.5
Rhode Island.....	49	29	59.18	11	26	3	11.54	17	377	14	3.71	30.5
South Carolina.....	82	20	24.39	38	322	1	.31	50	2,181	14	.64	49
South Dakota.....	88	22	25.00	37	337	82	24.33	9	290	19	6.55	23
Tennessee.....	149	29	19.46	43	430	17	3.95	30	2,330	29	1.24	44
Texas.....	392	334	85.20	1	1,200	21	1.75	40.5	7,706	205	2.66	34
Utah.....	56	19	33.93	33	94	5	5.32	27	565	39	6.90	21
Vermont.....	116	11	9.48	52	98	3	3.06	33	273	6	2.20	37
Virginia.....	155	36	23.23	40	515	9	1.75	40.5	2,898	40	1.38	42
Washington.....	86	20	23.26	39	374	8	2.14	38.5	1,390	172	12.37	5
West Virginia.....	104	43	41.35	26	289	73	25.26	8	1,928	15	.78	48
Wisconsin.....	182	104	57.14	12	473	37	7.82	21	1,469	107	7.28	18
Wyoming.....	35	21	60.00	10	80	4	5.00	28	267	11	4.12	28
Alaska.....	2	1	50.00	14	12	.....	.....	.....	26	1	3.85	29
American Samoa.....	2	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....
Canal Zone.....	1	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....
Foreign.....	.....	7	.....	.....	.....	.....	.....	.....	.....	4	.....	.....
Guam.....	2	.....	.....	.....	.....	.....	.....	.....	20	.....	.....	.....
Hawaii.....	8	3	37.50	30	13	3	23.08	10	283	22	7.77	15
Philippine Islands.....	52	6	11.54	50	35	.....	.....	.....	2,227	4	.18	51
Porto Rico.....	27	2	7.41	53	15	1	6.67	25	1,815	1	.06	52
Virgin Islands.....	1	.....	.....	.....	3	.....	.....	.....	15	.....	.....	.....

THIS TABLE compares membership of the various states in three departments of the National Education Association. You may obtain figures for your state by reading the table as follows: In Alabama there are 117 school executives eligible for active membership in the Department of Superintendence. This state has 58 members in this Department. In Alabama 49.57 percent of those eligible for membership in this department are members. This gives Alabama a rank of 15th among the states and territories as to the percent of those eligible who hold membership in the Department of Superintendence.

In Alabama there are 327 principals of secondary schools. This state has 7 members in the Department of Secondary

School Principals. In Alabama 2.14 percent of those eligible for membership in this department are members. This gives Alabama a rank of 38.5 among the states and territories as to the percent of those eligible who hold membership in the Department of Secondary School Principals.

In Alabama there are 2844 principals of elementary schools. This state has 48 members in the Department of Elementary School Principals. In Alabama 1.69 percent of those eligible for membership in this Department are members. This gives Alabama a rank of 40 among the states and territories as to the percent of those eligible who hold membership in the Department of Elementary School Principals.

Do superintendents, secondary school principals, or elementary school principals have the highest percent of membership in their professional departments in your state?

Column 2 includes chief executive officers of public school systems, state, county and local, even though the title is not superintendent in all cases, and heads of normal schools and teacher training institutions. Column 6 includes principals of public junior, senior, four year high schools, and of combined high schools and elementary schools. Column 7 is the membership of the National Association of Secondary School Principals. Column 10 includes principals or head teachers of elementary schools having two or more teachers.

The Social Graduation

MIRIAM A. RAYMOND

Plymouth High School, Plymouth, Massachusetts

THE TRADITIONAL graduation centers about the individual graduates. Sometimes these are the few who have achieved the highest scholastic standing or the ones whom the class chooses as its representatives. At any rate each prepares an essay savoring of reference books and midnight oil and, worse than that, the pupil too frequently chooses a subject which is in no way related either to his experience or to his instruction.

The new graduation is social in character. The pupils plan their own project, develop it, and produce it. Its aim is to include a large proportion of the class in some capacity or other. Under the new form it becomes the duty of a group of seniors to plan the graduation project, finding an idea and suggesting how that idea shall be developed. On no occasion thus far have we used material outside the pupils' experience or instruction. This is the way the new type of graduation has shaped itself the past five years in the Plymouth, Massachusetts, High School.

In 1923 the class was of a somewhat argumentative turn of mind. It was particularly interested in school and town government. It particularly enjoyed the days on which we did work in class on parliamentary procedure through the socialized recitation. The result might have been forecast. At commencement there were no essays. The class president gave the address of welcome. The class itself presented a New England town meeting, for which with all due care the Town Warrant had been prepared. The townspeople were interested in the program and the pupils themselves enjoyed it.

Came the class of 1924. It knew the formal type of graduation. It had seen what had been done by the class of 1923. The graduates were allowed to choose the kind of exercises they wished. The socialized graduation was victorious. After much debate it was decided to present to the parents and friends at graduation a glimpse of what actually goes on in school. That was before Plymouth adopted the evening session which has much the same purpose. They called their offering "A School Day" and showed glimpses of chapel exercises

and a class in each of the following: science, French, history, mathematics, English, and commercial law. Commencement exercises were of necessity held in the high-school auditorium and the actual production of this idea required some ingenuity.

Then June came again. This time it brought a class that felt it would like to combine both the old and the new types of graduation. This class offered what it called the Pilgrim Community Club. The club was in session to review the activities of its various committees. First of all, the committee on current events reported that in the year to come it would interest itself in international problems. In accordance with that policy it presented a debate "Resolved that the Facisti government, controlled by Benito Mussolini, has benefited Italy." Then the civics committee, interested in all things American, presented an essayist who spoke on "America's Contribution to the Drama." The music committee concluded its report by introducing a trio of seniors at the piano, violin, and cello. The committee on science and progress sponsored a talk on "New Ideas in Criminology." The scholarship committee awarded the prizes for the best poem and the best short story of the year. The dramatic committee presented a fantasy. Certainly the program did not lack variety, though I am not yet sure that it was wise to attempt to combine the features of the old graduation with the new.

The class of 1926 was somewhat critical of the graduation of the year before on the grounds that the program had lacked unity. This class wanted its program to be an artistic whole and it wanted the exercises dramatic in nature. This was possible because the new Memorial Hall had been completed and its facilities were at our disposal.

One requirement of the new graduation is that the idea be not only student conceived, but student written and produced. They set to work. The girl who wrote a prize poem in 1925, after weeks of writing and rewriting produced a play in blank verse called "The Old Order Changeth." It was colorful and full of atmosphere. Moreover it taught a lesson, for it showed the triumph of

peace over war. This senior girl used a high-school chorus at one point in the play where a dirge sung from afar off suggested the sorrow of a people forced to go to war. In another place she introduced joy through a gay dance.

There was a second number on the program. Christopher Morley's "Good Theatre" suggested something. Three seniors in collaboration wrote a play, depicting a modern literary club on the site of the old Mitre Tavern. Three Englishmen and three English ladies are in the club rooms one rainy evening when Samuel Johnson, James Boswell, Oliver Goldsmith, Joshua Reynolds, and Edmund Burke enter. For that matter, so do Michael Arlen and Sinclair Lewis. You can readily see the possibilities. The scenery and costumes were designed and executed by members of the graduating class.

The class of 1927 also offered two features upon its program. The first took the form of a pageant. Then State Commissioner Payson Smith gave an address. Obviously it is unnecessary to tell you about our speaker. But I should like to tell you about the pageant.

The class decided that it would like to present a picture of high-school activities. Moreover, it decided that it would like to do so through the medium of the pageant. Many weeks of study followed. Then a senior boy produced a "Pageant of School Activities" in seven episodes. It was an attempt to compare our high school with a model high school. Our strengths and our weaknesses were portrayed when a character called Plymouth High School was interviewed by characters representing first, Fundamental Processes, then Citizenship, Worthy Home Membership, Vocational Training, Moral Education, Health, and last of all Worthy Use of Leisure. The demands of the pageant form were met with a prelude, interlude, and recession. And, since the pageant demands gay coloring, this was supplied through scenery and costumes which again were student made. It was an interesting project. Both the graduates and their friends learned something. And this is as far as the experiment has gone. But we think that this type of graduation is pedagogically sound.

A National Necessity

DANIEL A. REED

Chairman of the Committee on Education, United States House of Representatives

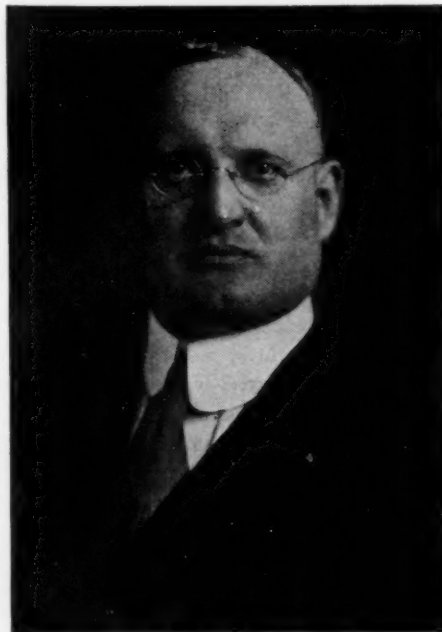
ALMOST CONTINUOUSLY since as early as 1857 there has been before our country the proposal and need for a United States department of education. We are now beginning to realize more than ever before the wastes in funds and the losses in civic betterment and in material advancement that result from failure to establish a national clearinghouse for education.

Changing national conditions have made education of more and more importance, so that it is now one of our greatest national interests. During the past six years, in which I have been a member of the Education Committee of the House, the need for proper national recognition of education has become increasingly apparent. It has been the subject of considerable newspaper and magazine comment, it has been debated from coast to coast, and it has gained the support not only of educators but of a large number of influential national organizations. At the hearings on the various education bills that have been before Congress during my term of office, the arguments for and against the proposal have been presented from every angle, but I have been gratified to find that the preponderance of testimony has been in favor of the new department.

The Congress of the United States never has created a Cabinet office overnight. In every case, a new department has been established only after changing events have demonstrated a national need. Searching inquiry has already been made into the question of establishing a department of education, and the need for it has been strikingly evident for a long time. There is a growing conviction that we have been omitting from the President's Cabinet a division as fundamental to national prosperity as the Departments of Commerce and Agriculture.

Despite the fact that the past 25 years have seen a great improvement in school practises, education is not keeping pace with scientific developments of our age. The result is enormous waste and loss. For elimination of such loss and the preservation of our free American educational institutions creation of a department of education has become a matter of great national concern.

Facts are as necessary for education as for industry. Our need of educational



MR. REED has represented the forty-third New York district in five Congresses and has been reelected each time by a larger majority. He is the joint sponsor, with Senator Curtis of Kansas, of the New Education Bill, sometimes called the Curtis-Reed Bill, to create a Department of Education with a Secretary in the President's Cabinet.

facts and our public responsibility toward the schools is constantly increasing. Today the problems of training our 27,000,000 school children and eliminating adult illiteracy are much greater than were the educational questions faced by the Continental Congress when it passed the ordinance of 1787, declaring that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

The new department of education would make possible the correlation of federal educational activities through the departmental conference on education, provided by the bill, and the cooperation of the national and state departments of education through the creation of a national advisory council, to include the state superintendent of education or other chief educational official of every state and territory in the United

States. This council would constitute a clearinghouse of educational information. Each year its members would present to the secretary of education the outstanding educational needs of the various states.

Great surveys in the field of education now are being conducted everywhere. All these investigations, while of varying importance, contain something of value to teachers in every section of the country, but at present means are lacking for their coordination and dissemination. A channel for the distribution of such information would be provided by the council of superintendents, while the department of education would constitute the best possible agency for compiling this data.

In establishing a department of education Congress would simply be following a long-established precedent. Our Government is already engaged in education. In addition to funds for the Bureau of Education, more than thirty separate appropriations for educational activities are now made annually by the Federal Government, but many of these activities could be taken over by the new department.

Our national responsibility toward education was given consideration in the annual message of the President at the opening of the Seventieth Congress, on December 6, 1927, when he recognized in striking terms the need for a department of education and relief.

Distribution of information has been accepted as a national function and is now carried on successfully in agriculture, commerce, and labor, but it is greatly neglected so far as our schools are concerned—neglected in spite of the fact that a fourth of our population, either as pupils or teachers, is constantly engaged in the enterprise of education. To give that fourth of our people deserved recognition and to insure the future welfare of our nation, to make more effective the greatest instrument for establishing and perpetuating our democratic form of government, to hasten the removal of illiteracy, and to bring together the most sound educational facts bearing upon our industrial, commercial, and intellectual welfare, a department of education is essential.

Music Education at Seattle

THE DEPARTMENT OF MUSIC EDUCATION held a luncheon conference and an afternoon conference on Wednesday, July 6. Mrs. Francis Dickey Newenham, Public School Music Department, University of Washington, presided at the luncheon conference, and Miss Letha L. McClure, director of music, Seattle public schools, conducted the afternoon session.

Frank E. Willard, assistant superintendent of schools, Seattle, presented a toast: "The Chamber of Commerce and Education." He said:

The Chamber chorus, through its generous activity, is making a positive educational contribution to the building of a more attractive city. I can speak heartily in great appreciation of the splendid spirit of the chorus. I think we do not fully realize "the good that is wrought in the lives of men through the songs they sing around the luncheon table and in their evening gatherings." In an age where men need most of all to learn tolerance and cooperation, music is the great harmonizer. It is a stabilizing and healing influence, not only for those who sustain the blows and thrusts of competition, but for all who must learn to go together about life's more commonplace duties. It represents especially an important leisure time resource without which education is incomplete.

Education for the right use of leisure time deserves more than passing notice. There are many who believe that America is not so much threatened by starvation or want as by a vast amount of leisure that may destroy us because we have not the character or culture to turn it into value. The use of improved machinery is steadily reducing the length of the day during which men must engage in productive labor. Conservative industrial leaders are quoted as saying that in the not distant future our industrial processes will be so highly developed that a four-hour work day will be sufficient to satisfy the material needs of society. Even if that statement may seem extreme, we do know that the margin of leisure time is constantly increasing. Whether this will be a benefit or a curse to society depends upon how it is used. In literature, in music, in art, in the world of nature there are unlimited strength-giving resources where each person may find what is suited to his own needs. By means of these, life may be enriched and enlarged; it may gain poise and power.

Dr. P. P. Claxton, superintendent of schools, Tulsa, Okla., gave a talk on "Public School Music, Why and How." Dr. Claxton feels that "music is the most used and most practical thing of all. Civilization has marched to music. It is a universal language. People are

stirred by music to do great things. It is consolation, inspiration, joy." He further said he felt that "material things are valuable only as we can subordinate them to the cultural," also that too many



GEORGE OSCAR BOWEN, president, Music Supervisors' National Conference and director of public school music, Tulsa, Oklahoma. The Music Supervisors National Conference was born in Keokuk, Iowa, in 1907 and grew up in the Middle West. Sixty-nine members attended this first meeting in Keokuk. The contributing membership in 1926 numbered approximately 2500.

people are swallowed up in trade. Dr. Claxton said that music need not cost more than any other subject if organized properly, with reasonably large classes as in the platoon system. In telling of the music in the schools of Tulsa, Okla., he said that out of the six hundred teachers in the corps there are forty-two trained music teachers.

The president of the Department, George L. Lindsay, director of music, public schools, Philadelphia, Pa., addressed the supervisors and teachers on the subject: "Recognition of Music Education in the Public Schools—A Necessity." He emphasized the great need for the ameliorating influence of good music in the schools, homes, business, and social world than ever before. He said:

Modern education is not complete without a mass and individual development of an articulate common language with which to

express and satisfy the pent-up emotions of the people in their inherent love of nature and man. The surging emotions of an active people must be released into natural channels of expression. We must not fail to counteract the flood-tide of modern jazz and all that the term implies. We must turn again to the fountain head of culture, as did the Greeks of old, and look to music and the fine arts to fill the lives of children and adults with wholesome "hobbies" and recreation which will make for deeper, fuller living.

The fact is well established that the study of music in the public schools is of an importance at least equal to that of any subject on the program. Many great teachers, from Plato down to Dr. Eliot, have declared that the use of good music is the greatest moving force in the life of a people; that the study of vocal and instrumental music develops mental alertness and calls for a complex response of coordinated powers which no other subject affords.

When we look about us and observe the rapt attention that is given to the performances of our great symphony orchestras, choral societies, and grand opera companies; when we realize the part that music plays in forming the life philosophy of the people, through the influence of their own participation, or by listening to music recreated by the radio and reproducing instruments, we should pause and evaluate the phenomena of rhythm, melody, harmony, and tone color in its relation to life, if it be jazz with its burlesque of the good and beautiful, or real music with its inspiring uplift. It is the duty of the music supervisor and teacher to prove that the study and right use of music in school life will make an impermeable impression on the life of the school and community. This duty includes not only the obligation on the music educator to prepare himself to be an expert in the subject, but also to exploit the results of the school music activities developed under his direction in order to convince his school superintendent and board of education of the value of music.

This is an age of placing first things first, and in order that we may gain new courage and conviction in forwarding the project to which we have dedicated ourselves, let us remember the high place that music has held in the lives of all the ages. Plutarch tells us of the high regard in which music education was held by the Greeks, being the most fruitful form of education; a process for the development of creative power—power of expression, of initiative, and of appreciation.

The officers of the Department of Music Education for the year 1927-28 are: President, Thaddeus Giddings, director of music, Minneapolis, Minn.; vicepresident, Estelle Carpenter, director of music, San Francisco, Calif.; secretary, Esther Sather, director of music, Everett, Wash.

Science Instruction at Seattle

THE DEPARTMENT OF SCIENCE INSTRUCTION held two sessions, the first a joint meeting with the American Nature Study Society on Tuesday, July 5, at 2 P. M., and the second on Wednesday, July 6, at 2 P. M. Both meetings were held in the Elks' Lodge Room.

At the first session, Floyd W. Schmoer, of the National Park Service, Mount Rainier National Park, spoke on "An Outdoor Museum as a Means of Nature Education." He said:

Sixty miles from Seattle is a great outdoor museum whose millions of natural history exhibits cover more than three hundred square miles of "floor space." All these interesting exhibits center around one big display which can be seen for a hundred and fifty miles! This is Mount Rainier, America's greatest mountain, and the natural history museum which includes it is Mount Rainier National Park.

Mount Rainier is not only our greatest mountain, but, strange as it may sound, it combines at the same time one of the finest examples of vulcanism to be found in the country and an equally fine example of glaciation, for it is the largest of the entire series of old volcanoes which form a "chain of fire" from Mexico to Canada along our west coast, and also carries the largest system of active glaciers to be found in the United States.

Unlike some museums, the government in its national parks has not stopped with merely exhibiting the things of interest found within its borders. A small museum of the conventional order with labored specimens, reference library, and information service, serves as a "card index" to the big outdoor museum which is the park itself.

William L. Finley, director of Wild Life Conservation, American Nature Association, addressed the meeting on Nature Education through Motion Pictures. He said:

Since education is knowing life itself, the better knowledge we have of the world about us enables us to live a life worth living. Contact with nature may come in a limited way in the classroom, but with better results especially in the cities, to bring children in close touch with the various phases of nature, the still and motion picture cameras have become important educational factors.

The aim of American Nature Association, which I represent, is to stimulate public interest in every phase of nature and the out-of-doors, and it is devoted to practical conservation of the great natural resources of America. It seeks to find an essential place for nature study in every school and in every American home.

"The Chains of Prometheus—Changes in our Concepts of Rights and Duties imposed upon us by our Increasing

Knowledge" was the subject of an address by Benjamin C. Gruenberg, managing director, American Association for Medical Progress, New York City. He emphasized the fact that Prometheus'

LET THE TEACHERS of science make use of it as a means of culture for students. Let teachers set forth the culture value of science. Let us emphasize its vastly greater importance in the making of man. We are already familiar with some of the direct culture results; thus we know that through science study quickness and accuracy of observation are developed, and both eye and hand are trained to be the ready servants of the alert mind. In the pursuit of the higher lines of science the mind is trained to accurate generalization from secure data, and to an indefinite suspension of judgment in the absence of sufficient evidence. The proper pursuit of science should develop a judicial state of mind toward all problems.—Charles E. Bessey, first president of the Department of Science Instruction.

gift of fire had, like every other advantage, its serious dangers, both spiritual and material. He concluded:

Those of us who are engaged in education, and particularly in the teaching of science, are in danger of becoming rather complacent. We are apt to rely too easily upon the widely accepted doctrine that knowledge is power, and *ipso facto* of benefit to mankind. We take for granted the adage that truth will make us free. This assumption is seldom challenged and very seldom do we ask ourselves just how it is that truth brings freedom, or what kind of liberty it is that truth insures. Man's ability to discriminate among phenomena that are superficially alike, his ability to doubt and to question, his ability to look two or three or a million times to make sure, his ability to experiment, all those things about man that differentiate him from other anthropoids and from all other living things, have made possible an accumulation of reliable facts, and an elaboration of workable theories, which compel a form of living that is anything but "natural."

Masses in the future will have to learn what only a few men have learned in the past, namely, that the attainment of truth is a continuous process and never an accomplished fact; that with every gain there comes a new set of new inhibitions. It is no paradox to say that the liberations made possible by the truths which we know as science are made possible by self-imposed prohibitions and compulsions. The most difficult conditions which advancing science imposes upon us is that of starting each day prepared

to scrap some of the cherished beliefs of the past. Advancement of science means not only deriving new power and new freedom out of new insight; it means also the acceptance of new discipline, new obligations, new restraints upon our impulses and prejudices.

We cannot have the torch without the chains.

F. A. Osborn, professor of physics, University of Washington, Seattle, Wash., gave an address on "Statistical Study of the Preparation of Science Teachers in the Accredited Schools of the State of Washington in 1922 and 1927. He said:

The cause of the condition that the science teachers of the State of Washington have little preparation in the courses they are teaching may be lack of prepared science teachers, but from other facts it is very largely due to an improper selection of the teaching staff with what amounts to a practical denial that knowledge of one's subject is of the first importance.

As a result of a questionnaire sent to the teachers of physics in 1922 and 1927, their preparation for teaching physics and the other sciences, if they were chemistry, biology, or mathematics, was obtained. In the schools with five or less teachers about 55 percent of the science teachers had not had 24 semester hours of college work in any one of the four subjects taught. In schools with six to eleven teachers, less than 20 percent of the physics teachers had 24 semester hours in physics and 40 percent were teaching without this preparation in any subject taught. In the third group of schools from twelve to seventeen teachers where one might expect to find better preparation, a third of the teachers had no major preparation in any of the subjects taught and slightly over 20 percent of the physics teachers had majored in the subject. The last group, schools with eighteen or more teachers, we find only 40 percent of the physics teachers offered 24 semester hours of preparation in physics and 20 percent were teaching science with no major in any one of the subjects taught.

Several remedies were mentioned, the one most favored being a plea to our schools of education, where principals and superintendents are trained, that they impress on their students that with all the professional training in education, a thorough preparation in the subjects to be taught is still basic.

The officers of the Department of Science Instruction for the year 1927-28 are: *President*, Hanor A. Webb, professor of the teaching of chemistry, George Peabody College for Teachers, Nashville, Tenn.; *Secretary*, Francis D. Curtis, professor of the teaching of natural science, University of Michigan, Ann Arbor.

Sixty Educational Books of 1927

NEARLY 450 publications on teaching and school administration were issued in 1927. A practically complete list of their titles was published in *School and Society*, December 31, 1927. Many educators seem surprised that sixty really important pedagogical books should appear in a single year. The problem of selecting sixty most useful and important titles grows increasingly difficult each year. The following list is a result of careful examination of all the available titles together with a study of several hundred reviews, supplemented by the scorings and comments gathered by correspondence with over 200 specialists in various educational fields scattered throughout the United States.

This list is prepared annually for the American Library Association and the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. Beginning last year, it has been done in the Teachers' Department of the Enoch Pratt Free Library at Baltimore, under the direction of Joseph L. Wheeler, Librarian. Grace A. Kramer of the Bureau of Research of Baltimore public schools and Associate Editor of the *Baltimore Bulletin of Education*, has prepared most of the notes and has contributed her own knowledge of the literature of the year.

Many excellent books and studies have had to be omitted, including pamphlets, research monographs, and books of too specialized a character or not bearing directly on education. Books starred are considered especially useful for teachers and for public, normal school, and superintendents' libraries. New editions are not included. Books suitable for teachers have been selected where it was a question between these and highly specialized research reports.

Purposes, Principles, and Philosophy of Education

BODE, B. H. Modern educational theories. 351p. Macmillan. \$1.80. A clear cut, fair minded evaluation and criticism of current educational theories, contrasting ideals and realities in such topics as curriculum, the project method, and so on. Democracy needs a distinctive type of education, but we have not yet managed to translate the idea of a democracy into clear educational theory and practise. With some humor the author cuts through much loose thinking and evaluates the pros and cons of conclusions from various specialists, offering certain constructive proposals. A book from the pen of a philosopher.

COX, P. W. L. Creative school control. 320p. Lippincott. \$2. The things boys and girls do in senior and junior high school are the things they learn. The creative school arranges educational situations which stimulate pupils to take part in many forms of activity. The book devotes its major emphasis to activities generally recognized as extracurriculum but its thesis is to carry over their enthusiasm and spirit to classroom procedures. Suggests in detail various situations and methods by which this end may be achieved. The discussion is in at the heart of things. Embodies a philosophy of social education essentially creative.

KANDEL, I. L., ed. (Third, 1926) Educational yearbook of the International Institute of Teachers College, Columbia. 596p. Macmillan. \$3.50. Fourteen specialists discuss educational problems and progress in their own countries (translated). Their contributions show the common world aim to be the imparting of fundamentals and a desire for continued education, as a basis for intelligent citizenship. Important as the only readable world survey which emphasizes new methods being tried out, and purposes and policies that are developing. 130 pages are devoted to longer analyses of the problems of secondary education in England, Germany, and the United States. Useful for reference and general reading.

REISNER, E. H. Historical foundations of modern education. 513p. Macmillan. \$2.60. This study of western culture and education, beginning with Homeric times and closing about 1600 A. D., presents education as one element in the cross-section of life as a whole. In his methods of treatment

How This List is Used

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

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

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

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

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

6. Librarians in foreign countries and instructors of foreign students in America use it to keep contact with educational writings in this country.

7. Directors of extension courses for teachers study these lists to discover new material for reading courses.

the author differs from other writers in that materials generally stressed in the history of education are eliminated in favor of individual viewpoints which he considers more significant, and generous space is devoted to sociological considerations which help towards comprehension of essential modern problems. Bibliographies and illustrations.

SNEDDEN, DAVID. What's wrong with American education? 379p. Lippincott. \$2. Discriminating, constructive appraisal of American education. Deals with adjustment of old institutions to new order of society and to the demands of an industrial civilization dominated by ideals of democracy. Holds that current statements of the purposes of various studies are couched in too general terms; they do not show proper discrimination among classes of learners differing as to native endowments, family circumstances, or future prospects. In breezy, stimulating style this book reflects optimistic constructive trends, avoiding the fulsome praise and sweeping criticism which characterize so much discussion.

Administration and Supervision

ALMACK, J. C. The school board member. 281p. Macmillan. \$1.50. A fresh up-to-date treatment of the problems, policies, and ethics of the school board, written for the members rather than about them. A constructive, forward-looking discussion not so much of what to do as how to do it; issues and problems are discussed in practical fashion with many allusions and examples, especially on business efficiency, planning the school program, managing finances and personnel. Superintendents who encourage board members to read this book will benefit their local schools.

COLLINGS, ELLSWORTH. School supervision in theory and practise. 368p. Crowell. \$2.75. Sympathetic supervision is the goal of this book which, in sections, has been tested in several

schools. Part one discusses the improvement of supervision theory. Part two, of greater value to the supervisor, presents objective technics in evaluating and measuring with insistence upon analysis of pupil activities and teacher guidance. Gives many specific illustrations in practical supervision; tells how classroom situations should be handled; and points out weaknesses of teachers with suggestions for overcoming them. Presents activity score cards and stresses the well-organized conference.

* **CUBBERLEY, E. P.** State school administration. 773p. Houghton Mifflin. \$3.75. A book of principles, tracing from backgrounds through the varieties of present practises to basic purposes. An immense amount of material has been skilfully digested and set forth in most readable style with stimulating comments on many such topics as politics in the school, state textbooks, etc. Deals with: the relation of the federal government to education, the administrative organization of school systems, the scope of the public-school system, financing the school system, the state's interest in the material environment and equipment of the school, the state's relation to the teacher, and the general oversight of the state as it relates to child life and to extrastate efforts of an educational nature. These general phrases do not, however, forecast the practical, definite character of the text itself. The excellent, fully annotated bibliographies are another feature of a book of greatest usefulness to all who direct school work.

ENGELHARDT, N. L., and ENGELHARDT, FRED. Public school business administration. 1068p. Teachers College, Columbia. \$7.50. A thousand pages, the most complete assembly of facts and details yet gathered, as to the actual business practises of many school systems. Presents such topics as: organizing for the fiscal affairs of a system, administrative controls, central office, minute book, office practise, accounting, funds, classification in accounting, sources of support, control of income, property management, indebtedness, bond issues, statement and reports, the budget, payroll, property, materials, storeroom, textbook management, cost finding, audit, research and survey, publicity and fiscal administration. Encyclopedic in its scope. Its study by board members, business managers, superintendents, would effect great savings in money and energy.

GIST, A. S., ed. Projects in supervision: Sixth yearbook. Dept. of Elementary School Principals of the N. E. A. 205p. \$2. N. E. A. Supervision is the most important function of the elementary school principal. This yearbook with its twenty-two papers on various phases of school activity gives a tangible basis for improving the principal's ability as a professional leader. Topics include: nursery schools, analysis of teachers' work and supervisory activities, classroom activities and the school library, skills involved in work, reading activities, visual aids in the classroom, the platoon auditorium, character training, etc. The sort of definite suggestions that principals and teachers like.

MOEHLMAN, A. B. Public school finance: a discussion of the general principles underlying the organization and administration of the finance activity in public education together with a practical technic. 508p. Rand, McNally. \$3. A very practical discussion of the problems of administering school funds. Begins with a discussion of the present status of school finances, the need for consistent local planning and responsibility, present cost trends, the theory of accounts, teachers' and maintenance salaries, the budget and its construction, with some attention to the legal questions involved in various states. About half the book is devoted to budget analysis and accounting methods. Bibliographies and numerous citations help make this book a definite and immediate aid in the problems of the school executive.

STRAYER, G. D., and ENGELHARDT, N. L.

School building problems. 697p. Teachers College, Columbia. \$5. With \$300,000,000 per year spent on new school buildings in this country, these authors meet a serious need for a thorough analysis of the problems of school building, from the administrative and financial point of view, not supplied by previous books on building planning. The new volume is a survey of current practise on the following topics: how a school site is intelligently located, how a building program is planned, special rooms, equipment, financing, publicity. It is based on a study of more than 4000 books and articles, surveys and reports in numerous cities, towns, and rural localities. The first volume of a new series in which problems will be set forth and carried through with the help of many references to current material.

Curriculum

DAVIS, C. O. Our evolving high-school curriculum. 301p. World Book Co. \$2. Presents current curriculum issues and many of the methods in use in dealing with them. Discriminating selections from constructive thinkers in the field with very skilful summarizing of the purposes of various subjects. Chapters on criticism and counter-criticism and on administrative problems are typical of the useful, definite style of the book. Discusses the "wherefore and why" of subjects commonly taught in the high school. A keen analysis of their values, direct and indirect, derived from formulas, tables, and charts.

* LINCOLN ELEMENTARY SCHOOL STAFF, TEACHERS COLLEGE. Curriculum making in an elementary school. 359p. Ginn. \$1.80. A valuable, practical, inspirational book in which the staff of the elementary division of the Lincoln school describes and interprets its work. The volume is the outcome of the school's first decade of experimenting and presents not only the principles under which the work has developed but the practical embodiment and outcome of these principles. It includes techniques, materials, units of work for each of the grades, together with results in skills, information, habits, and attitudes. Over 200 pages devoted to detailed descriptions of units of work for each grade; provides a wealth of suggestion. Such a book rarely comes to the teacher in the field.

* UHL, W. L. Secondary school curricula. 582p. Macmillan. \$2.25. A comprehensive critical treatise which traces curriculum evolution and provides a historical background for current problems. Analyzes and evaluates principles of reconstruction and administration; indicates tendencies to be encouraged. Emphasizes the importance of the sociological approach to curriculum-making. A scholarly source book of practical implication. Will help the reader organize his own thinking.

Conduct and Character Formation

BLANTON, SMILEY and M. G. Child guidance. 301p. Century. \$2.25. A frank discussion for parents, college students, and study clubs of the training of the normal child as a problem from birth to adolescence. Aim to cure disorders, not to prevent them. Three parts—(1) theoretical considerations, (2) practical methods of guidance, (3) case history. Excellent outline of personality traits to guide in the writing of the case history. Scales for classification of the child according to behavior provide helpful diagnostic material.

* CHARTERS, W. W. The teaching of ideals. 372p. Macmillan. \$2. An outstanding contribution in character education based on a great number of examples of the procedures in various schools, rather than on the usual "clouds of generalities." Detailed analysis of practical situations, concrete cases, and definite modes of teaching procedure. Defines vague terms, such as traits, attitudes, and personality and shows how to set to work to cultivate ideals in the ordinary classroom situation. No teacher, supervisor, or administrator can afford not to know this pioneer book.

COOLEY, E. J. Probation and delinquency. 544p. Thomas Nelson. \$3. An intrinsically human

portrayal of standards and methods which have engendered the success of the probation bureau in the Court of General Sessions in New York City. Case studies of individual delinquents, "why they do what they do," rather than of criminal classes. Incorporates the best thought of modern sociology. "Crime in youth is a challenge to adults." Will help the school keep its pupils away from the juvenile court and its reading will give teachers a better understanding and greater interest in the personal problems of pupils who can often be salvaged by the teacher's attitude.

BOOKS

THESE are the masters who instruct us without rods and ferules, without hard words and anger, without clothes or money. If you approach them, they are not asleep; if investigating you interrogate them, they conceal nothing; if you mistake them, they never grumble; if you are ignorant, they cannot laugh at you. The library, therefore, of wisdom is more precious than all riches, and nothing that can be wished for is worthy to be compared with it. Whosoever therefore acknowledges himself to be a zealous follower of truth, of happiness, of wisdom, of science, or even of the faith, must of necessity make himself a lover of books.

Robert de Sterre in 1504

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Educational Psychology

CAMERON, E. H. Educational psychology. 467p. Century. \$2. For more mature students than the author's earlier volume, "Psychology and the School." Draws widely on experimentation and previous work in its field. Broad, scientific consideration of what has been accomplished before reaching conclusions. Should develop scientific attitude in the student.

* HOLLINGWORTH, H. L. Mental growth and decline: a survey of developed mental psychology. 396p. Appleton. \$3. General survey of individual mental development. Presents the whole career of human life rather than merely the periods of infancy and school life. The treatment is general, comprehensive, and not too involved. Biological trend maintained throughout the discussion. For the college student and the general reader.

LA RUE, D. W. Mental hygiene. 443p. Macmillan. \$2.20. Presents the working truth about mental health, the thesis of Part 1 being that both mental disease and mental health can, within limits, be practised and learned. Part 2 discusses inherited traits. Part 3 presents mental hygiene of such life problems as relate to vocation, recreation, the love of life, and to social adjustments in general, and shows how to develop fine, strong, happy personality. Part 4 helps the individual in his daily dealing with others, especially children. Makes a convincing, interesting, and comparatively untechnical contribution to the intelligent, mature reader.

Psychological Tests and Measurements

KELLEY, T. L. Interpretation of educational measurements. 363p. World Book Co. \$2.20. Presents problems in educational measurement to the student. Offers reliable history of mental measurements. Analyzes the purposes served by educational tests. Contains a group of case studies. Gives elementary statistical procedures and adds a technical chapter to show the derivation of principles used in the book. Gives tables covering data on selected educational tests and formulae to in-

terpret implications and significance of test results. Invaluable to the research worker.

* RUCH, G. M. and STODDARD, G. D. Tests and measurements in high-school instruction. 381p. World Book Co. \$2.20. The first separate treatment of measurement in secondary education. Reliable discussion of the uses and limitations of tests in junior and senior high school. Evaluates intelligence tests and, in the second part, covering 175 pages, describes high school tests by subjects, what each test measures, and the utilization of results. Authoritative in the field of measurement; distinguishes between scientific evidence and speculation. "More than half its content is just as valuable for elementary school and college teachers as it is for high school teachers."

SYMONDS, P. M. Measurement in secondary education. 568p. Macmillan. \$2.50. Brings together test materials and techniques now available. Discusses the intelligence test and its use in ability grouping. Analyzes characteristics of good intelligence, aptitude and achievement tests, and furnishes criteria for choice of tests. Shows their use in prediction and guidance. Discusses the construction and use of informal tests as aids in teaching. Good bibliographies with references to current materials. Useful to teachers.

THORNDIKE, E. L. and OTHERS. The measurement of intelligence. 616p. Teachers College, Columbia. \$4. One of the more elaborate, technical but permanent contributions to the field of educational research. Probably too technical for most teachers. Seeks to answer essential questions concerning the "nature and meaning of a mental fact in the sample case of intelligence." Discusses the present status of scales for measuring intelligence, introduces significance of measurement of altitude, width, and area of intellect. Chapters on original and acquired intellectual ability, and change in intellect with age. Conclusions offer bases of sound practise in the construction and calibration of scales for use in mental measurement. Certain of our present theory and practise is justified; investigators are convinced, however, that many of our tests should be replaced by better material.

WELLS, F. L. Mental tests in clinical practise. 315p. World Book Co. \$2.16. A handbook for students preparing for advanced work in the field of the individual mental examination, which author holds to be more important than the group test. Provides range of useful materials in clinical work not to be found in the separate test manuals. Describes the technic of examinations, suggests improvements of procedure in giving language and non-language mental tests, and explains the significance of results. For the examiner rather than the classroom teacher.

Exceptional Children

* BAKER, H. J. Characteristic differences in bright and dull children. 118p. Public School Pub. Co. \$1.50. A book for teachers based on the experience of 500 Detroit teachers. An elementary presentation of the outstanding differences in bright and slow children as discovered in their classroom work, rather than in terms of test scores and I Q's. Analyzes wherein and how they differ in their learning. Offers guidance in providing learning situations for the two types and shows teachers what to expect of each in the various school subjects.

Teachers and Teaching Methods

KNOX, R. B. School activities and equipment: a guide to materials and equipment for elementary schools. 386p. Houghton Mifflin. \$2. Compilation of materials for use in class work in the elementary school. Provides for a wealth of activities, suggests a variety of resources and successful illustrative materials which are neither expensive or elaborate. Stimulates use of the educational opportunities in the child's environment. Educators are coming to realize that the school must provide creative opportunity of many types for children. The book helps with what to do and how to do it.

NATIONAL EDUCATION ASSOCIATION. The child and his teacher. Second yearbook of the Department of Classroom Teachers. 248p. N. E. A. \$1. Discussion of activities with the child as the center. Will help teachers seeking units for the activities program. Presents also a careful study of development of habits and attitudes through study of history. A book for teachers by teachers.

THOMAS, F. W. Principles and technic of teaching. 410p. Houghton Mifflin. \$2. Author feels that best way to prepare for teaching is by direct study of good teaching practise. His book is based on directed observation in the training school. Especially useful for beginning teachers who lack a background of pedagogical principles.

***WAPLES, DOUGLAS.** Problems in classroom method: a manual of case analysis for high school supervisors and teachers in service. 609p. Macmillan. \$2. Analyzes troublesome secondary classroom situations into specific difficulties and works out practical solutions. Basic material, 40 classroom problems in the secondary school in contrast to the more usual individual case study. States the facts of the case with the proposed solution of the teacher reporting it, followed by the constructive criticism of the author. Valuable for the inexperienced secondary teacher.

Preschool, Kindergarten, and Elementary Schools

PECHSTEIN, L. A. and JENKINS, FRANCES. Psychology of the kindergarten-primary child. 281p. Houghton Mifflin. \$2. The book is in two distinct sections, one presenting in direct nontechnical fashion the general psychology of the kindergarten-primary child; the other, in rather condensed form, the specific applications of this body of principles to the child at school. Children's experiences are recognized as the best basis for the development of enriched living and for the closely related development of language, reading, and number. The authors place the best educational practise side by side with the science underlying that practise.

REED, H. B. Psychology of elementary school subjects. 481p. Ginn. \$2. Compiles and organizes material from a wide range of published articles on the psychology of the common school subjects. Affords teachers interested in the scientific study of education an introduction to the studies which have given us the foundation for the newer psychology of the elementary school subjects. Summarizes and interprets these contributions. Not a book of methods.

***SLOMAN, L. G.** Some primary methods. 293p. Macmillan. \$1.80. Practical, definitely helpful book for young teachers. Outcome of the author's rich experience in the field of primary education. Will help the teacher to put to use the theories of modern education in her classroom situation. Personal, intimate talks by an older, experienced teacher. A worthwhile book to guide teachers into efficient ways of teaching little children. Includes a chapter on class activities.

Junior High School

See also Administration, Curriculum, Testing, Mathematics, Vocational, etc.

NATIONAL EDUCATION ASSOCIATION. The junior high school curriculum. Fifth yearbook of the Department of Superintendence. 562p. N. E. A. \$2. Prepared by the research division of the N. E. A. with the cooperation of three hundred school systems and twelve national survey committees. Valuable review of research studies. Discusses the place of the junior high school in the American program of education and organizes the revision work of the curriculum commission. Forward-looking, experimental attitude toward curriculum reconstruction. Gives the reports of the committees on various subjects: English, science, mathematics, social studies, languages, and so on.

SPAULDING, F. T. The small junior high school; A study of its possibilities and limitations.

226p. Harvard Univ. Pr. \$2.50. The objectives, organization, and administration of the successful junior high school, with a critical examination of administrative procedure in nearly a score of small schools. Relationships between class-size and economy in school organization which determine the extent to which commonly accepted junior high school procedures—special classifications of pupils, the offering of electives, departmental teaching, promotion by subject, the provision of a comprehensive

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BUY BOOKS GENEROUSLY. Let your personal library be a growing, stimulating force in your life. Set aside a definite sum in your personal budget for this purpose. You will be surprised at the increase in your working effectiveness as you begin to read the wealth of new literature available each year. The cost is small as compared with the gain. Teachers who spend hundreds of dollars to attend school often hesitate to spend even ten dollars a year on books. Both are important and should be kept in balance. When you are sure you are through with a book pass it on to a friend, or to the public library where it will be put to good use. Think of a book as something to be consumed just as you do a theater ticket. Your library then comes to hold only the tried and tested volumes of the years or the newest ones that are in process of evaluation. The books around you are an extension of your mind. Just as man's development of weapons and tools has helped him to reach further and literally to remove mountains so books which are the tools of the mind multiply the power of our limited thought and experience.

extra-curricular program—are practicable in the small school. Includes dangers of undertaking in too small a community.

Secondary Education

See also Teaching, Curriculum, Tests, Rural Schools, etc.

DOUGLASS, A. A. Secondary education. 649p. Houghton Mifflin. \$2.75. Analyzes purposes of the American secondary school and evaluates means of accomplishing them. Reflects the shift in the center of gravity in instruction from subjectmatter to the pupil as a member of society. Considers the curriculum in terms of educational aims and objectives rather than in terms of English, foreign language, and so on. Essentially practical treatment.

***JUDD, C. H.** Psychology of secondary education. 545p. Ginn. \$2.20. New book to replace author's older volume, now withdrawn from print. Except for 40 pages, is new material setting forth keen analyses of the mental processes in learning high-school subjects. Scope covers various phases of secondary education with critical emphasis on experimental material. Incorporates new materials and scientific work which have accumulated in the last ten years. Discusses social and intellectual maturity, the psychology of various high-school subjects, emotional adjustments, and tests and measures. Scholarly contribution to the thinking and practise of the secondary school.

***KOOS, L. V.** The American secondary school. 755p. Ginn. \$2.80. A coherent, systematic, basic

treatment of the entire field of American secondary education. Affords a fairly complete picture of the secondary school in our times, and indicates present trends in this field. Provides wealth of factual material scientifically assembled, organized, and interpreted. Serviceable for college classes, but adapted to the interested reader. The author is thoroughly scientific in his use of data and in his interpretation. A very important and valuable book.

Reading, Writing, and Languages

***GARDNER, E. E., and RAMSEY, ELOISE.** A handbook of children's literature. 354p. Scott, Foresman. \$2. A valuable guide to the teaching of literature in the elementary school. For classroom teachers, critics, supervisors, and students in teacher training institutions. Gives in brief understandable chapters the most widely accepted principles of the teaching of literature; well illustrated and documented. Selected, full bibliographies, and carefully selected and graded book lists from the kindergarten through the eighth grade, strengthen this volume's claim to a place on the shelf of indispensable books.

***GATES, A. I.** The improvement of reading. 440p. Macmillan. \$2. For teachers and supervisors. Based on the author's research work in the field of reading and in the construction of tests in reading. Program for measuring achievement and diagnosing and overcoming reading deficiencies. Wealth of "intrinsic devices" to aid the teacher in developing specific reading abilities now recognized as essential to skill. Will promote use of scientific method and application of the psychology of reading in primary and upper grades. Very practical and useful material for use in any classroom. Should be in every school library.

GIST, A. S., and KING, W. A. The teaching and supervision of reading. 337p. Scribners. \$2. Recognizes a variety of types of reading ability to be developed in the elementary school: silent reading of both the recreational and work type; specific abilities with books in the various school subjects, geography, history, and so on. Provides wide range of suggestive reading activities and offers help in devising the reading assignment. Practical and immediately helpful.

GOOD, C. V. The supplementary reading assignment. 227p. Warwick & York. \$2.20. Carries the technic of the reading investigation into the high school and college. Some teachers require a definite mastery of a limited amount of textbook material; others use the text as a basal outline and assign a wide range of supplementary reading. Compares outcomes of these two opposing programs of intensive and extensive student reading. The high school teacher has much to learn about her pupils' ability to read and about the reading process itself. This is a book to be reckoned with.

TROXELL, ELEANOR. Language and literature in the kindergarten and primary grades. 264p. Scribners. \$1.25. Shows how to develop language as an important living issue. Stenographic reports of actual lessons. Tells how to lead children to express themselves through creative work, original stories, poems, dramatization, illustrations, and history booklets. Plans activities and suggests both language and teaching materials. Valuable for the primary teacher.

WEBSTER, E. H., and SMITH, D. V. Teaching English in the junior high school. 404p. World Book Co. \$2. The main contribution of the book lies in the authors' understanding of pupil activities involved in expression and in their realization that expression is a social undertaking. The "group method" is analyzed at length as a means of invigorating the work of the individual pupil in the presence of his class. Especially significant is the plan set forth for training pupils to appraise their own work by standards of excellence not too difficult for them to enjoy using. To induce growth and improvement as an outcome of the pupil's judgment of his own work is the essence of good teaching.

Mathematics and Science

*CRAIG, G. S. Tentative course of study in elementary science for Grades I and II, 91p.; Grades III and IV, 126p.; Grades V and VI, 121p. Teachers College, Columbia. 90c. each. The first course of study that embodies recent developments in the whole field of science teaching, including the work of various national committees. Besides supplying a detailed outline for each grade these booklets furnish an elaborate and highly effective body of text on numerous projects. They show how to work the class problem through, and provide both materials and thought-provoking questions. Of great value to all teachers, especially to those without much training in science. Excellent model for the new science curriculum in elementary schools.

MORTON, R. L. Teaching arithmetic in the primary grades. 242p. Silver, Burdett. \$1.80. Simple presentation of the type teaching which looks before it leaps. Our poor teaching underlies much of children's failure. Arithmetic teaching should be as carefully planned as a laboratory experiment in physics. This book will help the teacher avoid mistakes in her work through careful analysis of the process and its difficulties before presenting the new topic to the class. The outcome of the author's careful, scientific study of children's work in arithmetic. A companion volume for the elementary grades (354p., \$2.16) is of similar value.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Second yearbook. Curriculum problems in teaching mathematics. 297p. Teachers College, Columbia. \$1.50. Studies centering around curriculum problems. Part 1 summarizes recent experimental work in arithmetic and discusses problems of interest to the supervisor. Part 2 considers the organization of mathematics in junior high school; part 3 offers recommendations for the senior high school. Covers wide range of topics and contains definitely helpful materials.

*SMITH, D. E. and REEVE, W. D. The teaching of junior-high-school mathematics. 411p. Ginn. \$2. Useful defining of reasonable objectives. Covers various phases of the field: the teaching of arithmetic, intuitive geometry, algebra, numerical trigonometry and demonstrative geometry; tests; model lessons; supervision of mathematics; student clubs. Vitalizes teaching; puts reality into mathematics. Stimulating discussions of purpose, method, and content. Bibliography for each chapter.

Social Studies

*DAWSON, EDGAR. Teaching the social studies. 405p. Macmillan. \$2. A major contribution in the teaching of the social studies; explaining the social changes "going on before our very eyes." Analyzes and interprets social science as educational material. Builds on the conviction that scientific knowledge should be useful and that the study of the social sciences should so function as to merit a share in the betterment of human conduct. Eight chapters contributed by specialists; geography by Brown; biology by Holmes; psychology by Gates; economics by Ely; political science by Munro; ethics by Tufts; history by Johnson; sociology by Giddings. The last 100 pages are devoted to methods of teaching, the social studies laboratory, and types of tests and examinations.

Vocational

Note. Many excellent books on various types of vocational education, especially agricultural and shop, have appeared in 1927, and are listed in *School and Society*, December 31st. See introduction to this list.

MYERS, G. E. The problem of vocational guidance. 311p. Macmillan. \$1.60. One of the best treatises so far on vocational guidance. The author does not differentiate vocational and educational guidance. In his thinking the one includes the other. The book strives to professionalize the work, to determine its function, and to discuss its problems. Interesting chapters on individual counseling in junior and senior high school, occupational tryout

and exploratory experiences in this school period. Discussion of placement. Valuable chapter on guidance in rural communities.

SNEDDEN, D. S. and OTHERS. Reconstruction of industrial arts courses, with especial reference to aims and objectives in junior high schools. 143p. Teachers College, Columbia. \$1.50. A stimulating analytical study which tries to straighten out the real purposes of "manual training," "manual arts," "industrial arts," and to discover why we teach in-

THE SCHOOL LIBRARY lies at the very root of the new pedagogy of individual differences. It is the heart of any program of socialized effort and individual responsibility. The new curriculum now being forged in a thousand towns and cities cries for tools of learning which shall be as good in their fields as implements of modern industry are in theirs. If the new urge toward education as a lifelong project is to become general, the child must develop, in the school library, attitudes, habits, and knowledge of intellectual resources which will lead him to use public libraries and to build up his own. As the world advances, the will to learn and the technic of learning are needed more and more by the masses. In proportion as the individual has or lacks the philosophic-scientific attitude toward knowledge and life, he wins in the struggle to make the most of himself. . . .

dustrial arts to the "golden spoon" as well as to the "wooden spoon" types of students. Maintains thesis that we must determine by analytic methods the specific values that we expect to achieve. On this basis the author presents a series of revised outline courses, along with brief cases and problems which provide a wealth of ideas. Not, however, a textbook on teaching methods.

Physical Education

WILLIAMS, J. F. The principles of physical education. 481p. Saunders Co. \$3. The author approves and sets forth the natural program of physical education. The book embodies his material, organized over a period of eight years for his college classes. Will help clear up in the minds of certain school men confusion which has arisen as the outcome of misconception of the natural program. Will convince educators of the old school of the worth of the changing ideas in psychology and pedagogy which are now bearing fruit in the field of physical education.

*WOOD, T. D. and CASSIDY, R. F. The new physical education: A program of naturalized activities for education toward citizenship. 457p. Macmillan. \$2.40. The book comes in response to a demand for a printed text on the "natural program" in physical education. Embodies the best statement of the natural movement, a rational program providing for satisfying expression in vigorous action of the wholesome, natural instincts and impulses of children and youth. Includes wealth of suggestive material for practical use together with illustrative lessons for each grade. A plea for better motivation in physical education. All workers in this field will welcome the book.

Extracurriculum

*MCKOWN, H. C. Extracurriculum activities. 617p. Macmillan. \$3. Practical, readily usable material for both elementary and high school. Definite programs for various types of extracurriculum activities: the student council, the club, the school publication, the school party, and so on. A book

describing hundreds of actual extracurriculum activities. Will be immediately useful in the school.

Rural Education

See also Junior High School

*FERRISS, E. N. Secondary education in country and village. 401p. Appleton. \$2. A well-rounded book on the whole question of the country high school, its part in the community and as the agency for developing the individual pupil. The present situation is described as the basis for defining anew the purposes and the curriculum. Part 3 discusses the organization of the junior and senior high school and junior college; part 4, the program of teaching, pupil guidance, individual differences, extraclass activities; part 5 is devoted to administrative problems, teacher development, and the ways in which the school may tie into the community. Shows a broad view and a closer knowledge of farm and small town conditions than many books on this subject.

Junior College

PROCTOR, W. M. The junior college: its organization and administration. 226p. Stanford Univ. Press. \$2.50. The American university is reorganizing, hence the junior college development cannot be turned aside. This book presents the junior college from the working side. Ten of the thirteen chapters, by active California junior college administrators, discuss the aims, function, organization, administration, and relation to both the school system and the higher institutions, as seen by educators and laymen. Includes also a comparison of various types of junior colleges and tells what the public thinks of them. Timely contribution. Excellent annotated bibliography.

Adult Education and Museums

COLEMAN, L. V. Manual for small museums. 395p. G. P. Putnam. \$3.50. An attractively written book on general principles of museum organization, administration, and curatorial work discussed in detail from the standpoint of simple beginnings. Also presents the educational work of museums: activities for children, school service, adult education and aids to research. Relations with schools, libraries, and other local organizations are well covered, including lending sets for classroom use, picture files, and so on. Many illustrations.

*FISHER, DOROTHY CANFIELD. Why stop learning? 301p. Harcourt, Brace. \$2. President Butler of Columbia says, "We must get the American people to give up the notion that education is given by the school and that it stops when school days are over. The emphasis must be put on the continued and permanent educational process, which the individual must learn to carry on for himself through life." A century's struggle for literate Americans has prepared us for this "adult education" which, as Mrs. Fisher so interestingly describes, includes The Child Study Movement, Workers' Education, The New Museum, Free Library, Woman's Study Club, and University Extension. This book is not a technical treatise, nor so much of a sociological treatment as Hart's book, but its sound observations by an intelligent woman familiar with educational practise have a wide appeal.

WHEN I WAS a boy, I met with a book entitled "Essays to do Good," which I think was written by your father (Cotton Mather). It had been so little regarded by a former possessor, that several leaves of it were torn out; but the remainder gave me such a turn of thinking, as to have an influence on my conduct through life, for I have always set a greater value on the character of a *doer of good* than on any other kind of reputation; and if I have been, as you seem to think, a useful citizen, the public owes the advantage of it to that book.—Benjamin Franklin in a letter to Samuel Mather, May 12, 1784.

Builders of Our Profession

IN THESE COLUMNS from month to month we have been calling attention to services of the builders of our profession—men and women who move ahead in the faith that “no life can be pure in its purpose and strong in its strife and all life not be purer and stronger thereby.” They are the kind of folks that Theodore Roosevelt had in mind when he described “The Man Who Counts”:

It is not the critic who counts, nor the man who points out how the strong man stumbles, or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena; whose face is marked by dust and sweat; who strives valiantly, who errs and may fail again and again, because there is no effort without error or shortcoming, but who does actually strive to do the deeds; who does know the great enthusiasm, the great devotion; who spends himself in a worthy cause; who at the best, knows in the end the triumphs of high achievement.

The people who take out life memberships and work for completed enrolments and for the service program of the Association are builders not only of the profession, but of a better civilization—for in no great area of life is advance more rapid today than in the field of education.

New Life Enlistments

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

ALABAMA—A. F. Harman.
 ARKANSAS—Elmer Cook, Joseph A. Day, R. A. Lynch, D. M. Riggan, Brad R. Walker.
 CALIFORNIA—George C. Bush, C. C. Crawford, W. L. Glascock, Christine A. Jacobsen, Marie Light Plise, Lorraine M. Sherer, Willis R. Smith, Frank C. Touton, Hiram J. Wilcox, Ethel C. Wilson.
 COLORADO—Richard Aspinall.
 GEORGIA—Mabel T. Rogers, D. D. Scarborough.
 ILLINOIS—James C. Dockerill, Oliver O. Young.
 INDIANA—R. W. Gregory, Andrew A. Smith, E. B. Wetherow, Roy F. Wischart.
 LOUISIANA—W. S. Dearmont.
 MAINE—William A. Simpson.
 MARYLAND—Zelma G. Thompson.
 MASSACHUSETTS—Paul V. Bacon, Mary Elizabeth O'Connor.
 MICHIGAN—Ernest Burnham, Ben J. Dobben.
 MINNESOTA—Miles Delmar Sutton.
 MISSOURI—Eugene Fair.
 NEBRASKA—Frank E. Bishop.
 NEW JERSEY—C. E. Parth.
 NEW YORK—Elaine Stevens.
 NORTH CAROLINA—Mrs. Hattie F. Edwards, H. D. Hinshaw.
 OHIO—Cora L. Covey, R. A. Foster, Charles S. Harkness, Dean M. Hickson, Evan L. Mahaffey, V. T. Thayer, Edward I. F. Williams, Overton F. Williams, Rachael Owens Yaw.
 PENNSYLVANIA—Lester K. Ade, Stanley Bright, C. Herman Grose, Oral Labock, R. Beatrice Miller, Mrs. Grace S. Perham.
 TEXAS—R. S. Covey, Maurice D. Dewberry, W. F. Garner, Jake J. Hendricks, Mary E. Hudspeth, Fletcher Lane, Edith Luecke, T. D. Mayo, Maud E. Noyes, Eva G. Pinkston, Clyde T. Reed, Mrs. T. V. Reeves, Jennie C. Ritchie, Nelson C. Smith, Mrs. Nettie W. Weems, W. H. Younger, Jr.
 VIRGINIA—Idella R. Berry.

Completed Enrolments

THE FOLLOWING schools have completed their 100 percent enrolment in the National Education Association since the list was published in the February JOURNAL:

Six Years or More

CALIFORNIA—Berkeley, Hawthorne; Santa Barbara, Junior High School.
 HAWAII—Kurtistown.
 ILLINOIS—East Saint Louis, Hawthorne.
 INDIANA—Hammond, Riverside.
 IOWA—Sioux City, Emerson.
 MICHIGAN—Detroit, White.

MISSOURI—Saint Joseph, Saint Joseph Public Schools, Bartlett High and Grade, Benton, Blair, Bliss, Central High, Children's Home, Douglas, Ernst, Eugene Field, Florence, Floyd, Garfield, Green Valley, Hall, Home for Little Wanderers, Hosea, Humboldt, Hyde, Jackson, Junior, Krug, Lafayette High, Lincoln, Longfellow, Maxwell, McKinley, Musser, Neely, Noyes, Owen, Robi.

Program for March Faculty Meeting

THE FOLLOWING SUGGESTIVE questions are based on articles in this issue of THE JOURNAL:

1. "I Wish I had More Time to Read." After improving your own reading through the suggestions in this article, how can you use them with pupils?
2. Teachers' Salaries—Present Position. How are professional organizations of teachers helping to improve the salary situation?
3. Protecting Teachers' Investments. What are the advantages to teachers of group life insurance? What are stocks? Bonds? Compare them as to safety.
4. The Social Graduation. What ideas underlie the new graduation? How is this in accord with progressive education?
5. Securing a Teaching Position. What three conditions account in part for the large teacher turnover every year? In what different ways can this article be used by persons who are training teachers?
6. Careers in the Superintendency. What three types of training for the superintendency are quoted by Mr. Stoddard? Is there a reason why a sound philosophy of education should be named first in the wide field of training a superintendent must have?
7. Mental Hygiene in the High School. Why should schools give more attention to the development of personality now than a generation ago? What broad significance does Miss Olson give to guidance? What conditions for success of the La Salle-Peru venture exist in your school?
8. Membership in Departments of the N. E. A. in 1927. Which of the three groups in this table has the highest percent of membership in your state?
9. Shall College Doors Be Closed? How can cooperation between colleges and secondary schools vitalize the work of both?

doux High, Sherwood, South Park, Washington, Webster, Whittier, Wyatt, Young.
 NEBRASKA—Lincoln, Bancroft, Belmont, Bryant, Capitol, Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Longfellow, Normal, Park, Randolph, Saratoga, Whittier Junior High, Willard.
 OHIO—Logan County, Huntsville Village.

Five Years

CALIFORNIA—Berkeley, Willard Junior High.
 NEBRASKA—Lincoln, Lake View, Prescott.
 OHIO—Cleveland, Mount Auburn Training.
 TEXAS—El Paso, Alamo.
 WASHINGTON—Seattle, Horace Mann, McDonald.
 WYOMING—District Number Two, District Number Two Public Schools, Blazon, Diamondville, Glencoe, Oakley, Opal.

Four Years

ARKANSAS—Wilson, High.
 CALIFORNIA—Pasadena, Longfellow.
 ILLINOIS—Rock Island, Audubon, Center Station, Edison, Eugene Field, Grant, Hawthorne, Horace Mann, Irving, Longfellow.
 INDIANA—East Chicago, Garfield; Hammond, Technical High; Terre Haute, Albert Lange.
 KENTUCKY—Louisville, Stoddard Johnston.
 MICHIGAN—Grand Rapids, Turner; Muskegon, Nelson.
 NEBRASKA—Lincoln, Lincoln Public Schools, Bancroft, Belmont, Bethany, Bryant, Capitol, Clinton, Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Huntington, Irving Junior High, Jackson High, Lake View, Lincoln High, Longfellow, Normal, Park, Prescott, Randolph, Riley, Saratoga, Sheridan, Supervisors Department, Twenty-

sixth and O Street Junior High, Van Fleet, Whittier Junior High, Willard.
 OHIO—Findlay, Findlay Public Schools, Adams, Bigelow, Detwiler, Firmin, Glenwood Junior High, Howard, Huber, J. C. Donell Junior High, Lincoln, McKee, Senior High, Strother, Washington; Logan County, Logan County Public Schools, Belle Center Village, Bokescreek Rural, DeGraff Village, Harrison Rural, Huntsville Village, Iron City, Jefferson Township, Lake Rural, Monroe Rural, Perry Rural, Quincy Village, Richland Rural, Rushcreek Rural, Stokes Rural, Washington Rural, West Liberty, Zane Township; Marion, Greenwood, Pearl Street.
 OREGON—Lakeview, Lakeview Public Schools.
 PENNSYLVANIA—East Mauch Chunk, East Mauch Chunk Public Schools, Grade, High.
 TENNESSEE—Shelby County, Shelby County Public Schools, Arlington High, Bartlett High, Bethel Grove Elementary, Bolton High, Brunswick Elementary, Capleville High, Coleman Elementary, Collierville High, Cordova High, E. E. Jeter High, Ellendale Elementary, Ernest Adams Elementary, Ford N. Taylor Elementary, Forest Hill Elementary, Frayser Elementary, George R. James High, Gragg Elementary, Hollywood High, Industrial Elementary, Kerrville Elementary, Levi Elementary, Lucy Elementary, Macedonia Elementary, M. C. Williams High, Messick Grammar, Millington High, Oakville Elementary, Rosemark High, Treadwell Elementary, Treadwell High, White Haven Elementary, White Haven High, White Station Elementary.
 TEXAS—Beaumont, Magnolia.
 WASHINGTON—Seattle, Green Lake.
 WISCONSIN—Sheboygan, Franklin; Wausau, Wausau Public Schools, Central, Franklin, Grant, High, Irving, John Marshall, Junior High, Lincoln, Longfellow, Vocational, Washington.

Three Years

ALABAMA—Birmingham, Baker, Robert E. Lee, Wylan.
 CALIFORNIA—Berkeley, Thousand Oaks; Chico, Chapman, Nord Avenue, Rosedale, Sacramento Avenue; Hermosa Beach, Hermosa Beach Public Schools, North, Ocean View, Pier Avenue, Prospect Avenue, South; Long Beach, Atlantic Avenue, Bixby, Bryant, Horace, Mann, John G. Whittier, John Muir, Lincoln, Los Cerritos, Luther Burbank, McKinley, Naples, Starr King, Temple, Theodore Roosevelt; Los Angeles, Loreta Street, Speech Correction Department, Westwood; Orcutt, Orcutt Union; Wilmington, Fries Avenue.
 COLORADO—Branson, Branson Consolidated.
 HAWAII—Kihei, Waihee, Wailuku.
 ILLINOIS—Chicago Heights, Chicago Heights Public Schools, Franklin; Rock Island, Franklin Junior High, Lincoln.
 LOUISIANA—New Orleans, Milne.
 MAINE—Portland, Summit Street.
 NEW JERSEY—Camden, Broadway.
 NORTH CAROLINA—Durham, Edgemont.
 OHIO—Marion, Lincoln, Mark Street; Martins Ferry, South.
 OREGON—Washington County, District Number Seven, District Number Twenty-three.
 PENNSYLVANIA—Chester, Harvey.
 SOUTH DAKOTA—Lennox, Lennox Public Schools.
 TEXAS—Dallas, O. M. Roberts, T. G. Terry, Vickery Place, William Lipscomb.
 UTAH—Salt Lake City, Uintah.
 VERMONT—Newbury, Newbury High.
 WASHINGTON—Seattle, Alki, Allen, Cascade, John Hay.

Two Years

ALABAMA—Birmingham, Elyton.
 CALIFORNIA—Berkeley, Garfield Junior High; Chico, Paradise; Hawthorne, Hawthorne Public Schools, Ballona Avenue, Eucalyptus Avenue, Fifth Avenue, Washington Avenue, Williams Street, York Street; Long Beach, Edison Junior High, Frances Willard, Harding Park, John Dewey Vocational, Signal Hill; Los Angeles, Bridge Street, Canyon, Cienega, Shenandoah Street, Visual Education Department; Ontario, Lincoln, San Antonio, South Euclid.
 COLORADO—Fort Morgan, Baker-Grant; Vernon, High.
 HAWAII—Honokowai, Makowao, Maui High.
 ILLINOIS—Cicero, Columbus, Grant, Jones, Woodrow Wilson; Decatur, Central Junior High, Dennis, Garfield, Mary W. French, Oglesby, Warren; East Saint Louis, Jefferson.
 KENTUCKY—Ashland, Bayless, Clyffeside, Hager, Means, Normal, Pollard, Senior High.
 MAINE—Bath, Mitchell.
 MASSACHUSETTS—Waltham, Seth Bemis.
 NEW JERSEY—Colonia, Number Two; Newport, High; Ocean City, Central Avenue Elementary, Wesley Avenue Elementary; Port Norris, High.

NEW YORK—Mount Vernon, Washington Junior High; Rochester, Public Number Forty-four.
OHIO—Akron, Glover; Arcadia, Washington Township Centralized; Cincinnati, Douglass; Cleveland, Almira; Sycamore, Sycamore Public Schools.
PENNSYLVANIA—Braddock, Copeland, Hamilton, High.
TEXAS—Beaumont, Pennsylvania Avenue; Dallas, Mirabeau B. Lamar, Richard Lagow.
VIRGINIA—Richmond, Nathaniel Bacon.
WASHINGTON—Centralia, High, Junior College; Seattle, Columbia, Crown Hill, Denny, Detention Home, Fairview, Gatewood, Georgetown, Hughes, Interbay, Lawton, Magnolia, McGilvra, Montlake, Parkland, Rainier, Sight Saving Warren Avenue, Youngstown.
WISCONSIN—South Milwaukee, Fourth Ward.

Current Year

ARKANSAS—Genoa, Central High.
CALIFORNIA—Chico, Special Teachers Department; Long Beach, Chestnut Avenue, Jane Adams, Junior College, Thomas A. Edison; Los Angeles, Agriculture Department, Commercial Education Department, Eastman Street, Graham, Library and Textbook Activities Department; Monrovia, Santa Fe; Ontario, Sultana; Pasadena, Junipero; San Francisco, Commodore Stockton, Portola Junior High; Santa Monica, John Adams.
FLORIDA—Daytona Beach, Lenox Avenue.

HAWAII—Haiku, Helehu, Hamakua, Honokaa, Honokohua, Kahakulua, Kahului, Kaupakalua, Keokea, Kula Sanitarium, Puukoli, Puunene, Sprecklesville, Waikapu.
ILLINOIS—Champaign, Lottie Switzer; Decatur, Grant, H. B. Durfee Elementary, Portable, Pugh; East Saint Louis, Charles Manners, Woodrow Wilson; Mount Morris, Mount Morris Public Schools; Oak Park, Oak Park Public Schools; Pinckneyville, Pinckneyville Public Schools; West Harvey, West Harvey Public Schools, Garfield, Lincoln, McKinley, Washington.
INDIANA—Anderson, Longfellow; Fairmont, North Ward; Goschen, Chandler; Hammond, Hammond Public Schools, Columbus, Edison, Franklin, Harding, Hessville, High, Irving, Kenwood, Lafayette, Lincoln, Maywood, Riverside, Supervisors Department, Technical-Vocational High, Washington, Wallace, West Park, Woodrow Wilson.
KENTUCKY—Ashland, John Grant Crabbe.
LOUISIANA—New Orleans, P. A. Capdan.
MAINE—Bath, North Grammar; Kingfield, Stanley High; Portland, Portable, Walker Manual Training.
MARYLAND—Cordova, Public.
MASSACHUSETTS—Fitchburg, Clarendon Street; Greenfield, Federal Street; Lexington, Munroe; Medford, Tufts; North Adams, Mark Hopkins; Reading, Lowell Street; Sterling, Center High; Stoneham, South.
MICHIGAN—Pontiac, Bagley; River Rouge, Dunn, Furgason.

MINNESOTA—Graceville, High; Iron, Number Ninety-four; Nicollet, Nicollet Consolidated Schools.
MISSOURI—Kansas City, Border Star.
NEBRASKA—Omaha, Pickard.
NEVADA—Fernley, Fernley Public; Wellington, Smith Valley Union Schools.
NEW JERSEY—Atlantic City, Senior High; Eaglewood, High.
NEW MEXICO—Albuquerque, University Heights.
NEW YORK—New Rochelle, Mayflower.
OHIO—Bluffton, Bluffton-Richland High; Cleveland, Addison Junior High; Marion, Forest Lawn, Oak Street, Olney Avenue, State Street; Smithfield, Smithfield Public Schools.
PENNSYLVANIA—Braddock, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High; Chester, Supervisors Department; Plymouth, Plymouth Public Schools, Central, Franklin Street, Main Street, Nottingham Street, Temperance Hill, Vine Street, Willow Street; Sidman, Adams Township High.
TENNESSEE—Knoxville, McMillan.
TEXAS—Dallas, West Dallas.
UTAH—Wasatch County, Wasatch County Public Schools, Center, Central, Charleston, Daniel, Junior High, Keetley, Midway, North, Soldier Summit, Wallsburg, Wasatch High.
VERMONT—Rutland, Madison.
VIRGINIA—Norfolk, Patrick Henry.
WASHINGTON—Spokane, Holmes.
WISCONSIN—Milwaukee, Thomas Jefferson.



NEBRASKA LIFE MEMBERS of the National Education Association are builders of our profession in an organized group. The people whose pictures appear above have formed a Nebraska N. E. A. life membership club. Their names beginning at the upper left and reading across the page follow: M. C. Lefler, George L. Towne, W. N. Delzell, Herbert Brownell, B. V. Keister, S. L. Clements, E. M. Hosman, Charles Taylor, Harriet Towne, Jennie Adams, Rose Shonka, J. W. French, Conrad Jacobson, Harvey L. Long, Marguerette Burke, E. C. Folsom, W. W. Curfman, E. T. Whiting, Lulu Wirt, E. Ruth Pyrtle, Olivia Pound, Hazel Kinsella, Sarah T. Muir, Percy Adams, E. L. Rouse, Caroline Gurney, R. T. Fosnot, A. E. Folsom, Charlotte Alexander, R. B. Bedell.

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Most of them are less than ten years old. A few volumes are devoted to cleanliness alone, but in other cases specific chapters are noted with headings and page numbers for the reader's convenience.

Free or inexpensive material on cleanliness is often welcomed by teachers and by others whose opportunities are greater than their resources. Such publications have been grouped in this Bibliography, with the addresses of the government bureaus, household magazines, manufacturers, health organizations, and other sources from which they may be obtained.

References to magazines and periodicals are now being gathered and will be issued later. Specialized lists to follow will cover such topics as cleanliness of the skin and hair, cleanliness and the law, cleanliness in masterpieces of painting, house cleaning and home cleanliness.

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Notes and Announcements

THE MARCH JOURNAL is going into the mails while the great convention of the Department of Superintendence is in session at Boston. The April forms will be held for a report of this notable meeting.

LEADING HOTELS announce that all guest rooms have now been equipped with radio reception, giving a choice of two selected programs without charge to all guests. Many leaders in both educational and radio circles now believe that all schoolrooms should be equipped likewise. Plans are under way for the broadcasting of materials to fit in with the needs of classroom work.

ELMA OLSON, author of the admirable article on *Mental Hygiene in the High School*, which appears on pages 77-78, was the director of the Bureau of Educational Counsel at the time she wrote the article. Since then she has become assistant in the Department of Mental Hygiene and Psychiatry at Yale University, where she continues to work directly on student personnel.

THE REPORT on Health Education issued by the Joint Committee of the National Education Association and the American Medical Association has been translated into Portuguese for use in the schools of the state of Rio de Janeiro in Brazil. This translation and the adoption of Education Week in several countries are among the evidences of the Association's widening world influence.

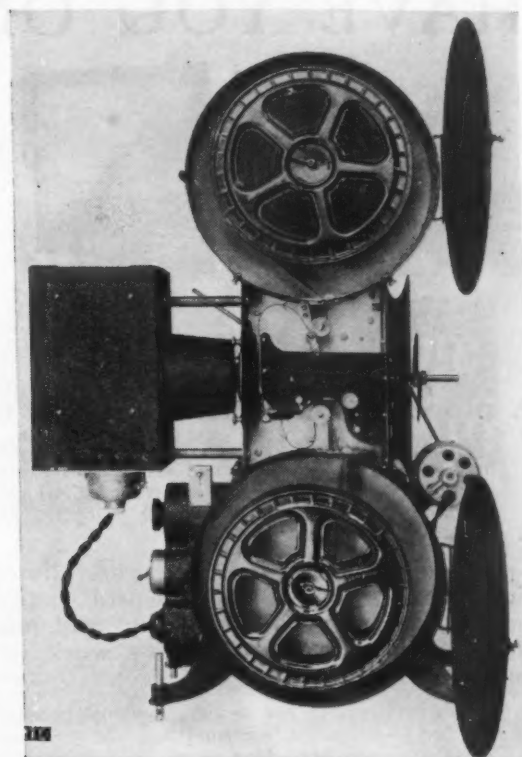
COLLEGES are taking up professional problems this year as never before. More than five hundred institutions now have committees at work in cooperation with the National Education Association. The following letter has been sent by Secretary Crabtree to the chairmen:

We are more than delighted with the response to our letter suggesting that all college faculties give time and attention to the question of limiting college attendance to potential leaders and to other kindred questions. More than two hundred have requested us to send them a bibliography to aid in the study. It has been prepared and is now in the hands of the printer. You will be pleased with it. We shall mail you two copies within a few days. These copies may answer your purpose, but in case you desire a supply for members of the faculty,

(Continued on page A-80)



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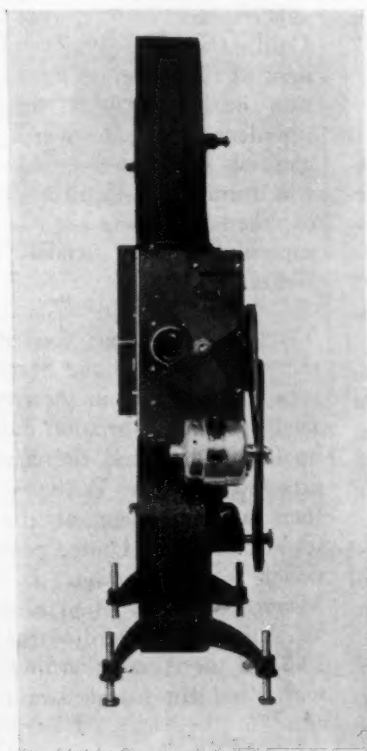


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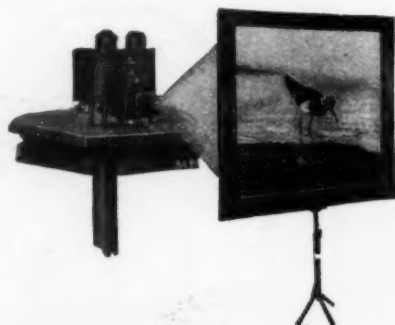
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(Continued from page A-78)

we can furnish them at \$1 a dozen. These provide excellent material for use with classes in education as well as for the faculty.

This question of selectivity is a fine subject for discussion in the colleges. We are not surprised that faculties are interested and asking for the bibliography by return mail. It might be well for your institution to order books and magazines that contain information on the subject. By doing this as soon as the bibliography is received, you can have the material when needed.

The movement for better salaries for instructors and professors is resulting in definite efforts to improve salary schedules. The simple fact that the Association is urging better pay is having a most wholesome effect on college authorities. The public feels that this type of service is much underpaid. College presidents can do much more to improve schedules under the pressure of public and professional opinion than is possible when these influences are not exerted. In the course of time these salaries will be much better than at present. We try to handle the work for this reform including publicity so as to force attention and yet not to arouse resentment. During January, Committee Chairmen secured the enlistment of twenty-eight additional life members. That is a better record than we anticipated.

COPIES of the Proceedings for the following years have become exhausted. It will be appreciated if members will forward any of these numbers to the Na-

tional Education Association Headquarters, 1201 Sixteenth Street Northwest, Washington, D. C.: 1871, 1872, 1877, 1882, 1883.

CONNECTICUT INITIATES MINNEAPOLIS DELEGATES—N. E. A. leaders in Connecticut recently held a reunion of delegates to the last three conventions—Indianapolis, Philadelphia, and Seattle—and had as their guests the newly elected delegates to the approaching Minneapolis meeting.

Director John A. Young arranged an informal dinner at the Hotel Garde in New Haven. Miss Ruth Hesselgrave, delegate to the Seattle convention, revived the memories of the trip to Seattle by showing several reels of moving pictures which she had taken en route.

Mr. Young directed a brief discussion of the amendments to the Constitution proposed by the Claxton Committee. Mr. Martin of the Headquarters' staff brought the greetings of the officers of the Association to the meeting and presented a brief report of membership growth during 1927.

FREDERICK M. HUNTER, chancellor-elect of the University of Denver, will assume his duties at the University

July 1, 1928. Dr. Hunter has been superintendent of schools at Oakland, California, since 1917. He was president of the National Education Association during 1920-21, being the first president to preside over the newly organized Representative Assembly. He was formerly a member of the faculty of the University of Nebraska and superintendent of schools at Lincoln, Nebraska.

THIS YEAR'S summer convention will be the fourth held in the State of Minnesota and the third in the city of Minneapolis. The Association met in Minneapolis in 1875 and the convention was presided over by William T. Harris, then superintendent of the St. Louis schools and later United States Commissioner of Education. In 1902 the Minneapolis convention elected Charles W. Eliot of Harvard to the presidency. In 1914 the Association met at St. Paul with President Joseph Swain of Swarthmore in the chair. Chancellor David Starr Jordan of Leland Stanford University was elected president at the St. Paul convention.

DOROTHY CANFIELD FISHER, author of

(Continued on page A-82)

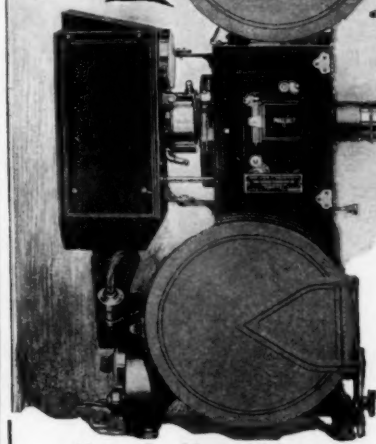
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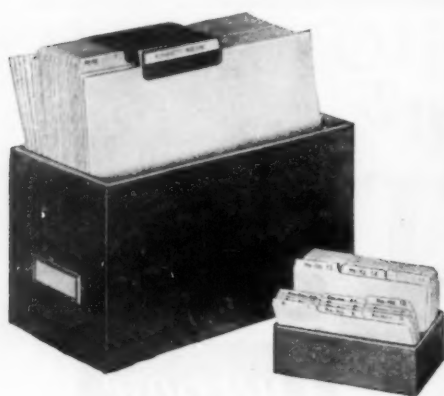
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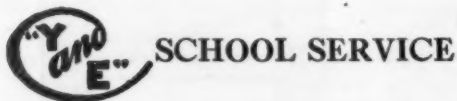


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(Continued from page A-80)

a notable book, *Why Stop Learning?* writes:

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VITALIZED COMMENCEMENTS—Letters from many sources suggest the growing interest in the effort to enrich commencement activities. Josiah W. Taylor, agent for secondary education in the state of Maine, writes:

We are much interested in your program for vitalized commencements. This movement began here in this state during the period of the war when a special certificate was awarded to schools which had their programs of graduation on lines that represented in the largest degree the activities and interests of the school itself. This type of program has been followed to a large extent by many of the schools. It is typical to find local history in the form of essay and pageant and school activities of the demonstrable kind. Quite recently the high school in Augusta gave a demonstration in civic activities. Many schools are utilizing special departments and are endeavoring in the more formal parts of the program to relate the topics to school life and the types of training that the four-year course has offered.

AMONG THE RESOLUTIONS adopted by the Utah Education Association at its regional conference in Beaver City on December 10 were these:

That a detailed study be made in each district there represented of the proposed

(Continued on page A-84)

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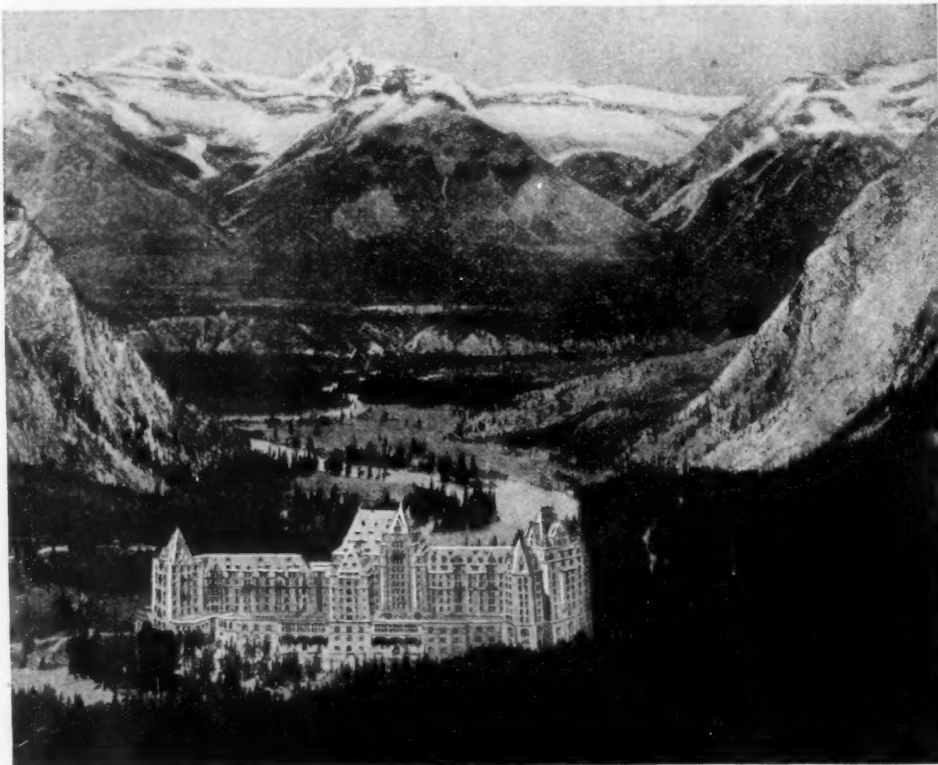
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(Continued from page A-82)

Retirement Bill with the thought in view of suggesting desirable changes and giving the measure active support for legislative enactment; that a careful study of teacher turnover be made to ascertain its causes and to send the information obtained to the central office of the Association for its use; that the Association favors the new Education Bill; that it favors the enactment of legislation which will give more adequate state aid and more nearly equalize the educational opportunities of all the boys and girls of the state.

THE NEW HEADQUARTERS building of the Missouri State Teachers Association was formally dedicated on February 4. It is a beautiful building symbolic of the increasing services of state associations.

LOOKING FORWARD TO GENEVA—Many boards of education now pay the expenses of teachers and executive officers to educational meetings knowing that large returns come to the community in the form of broadened outlook and more effective services. Principal I. Newton Earle of the Roosevelt Junior High School in New Brunswick, New Jersey, who has been an ardent champion of the life membership movement from the beginning, writes:

I have already made up my mind that I am going to the Geneva meeting of the World Federation in 1929. I have never forgotten that wonderful week in Toronto.

ANNOUNCEMENT IS MADE of this recent publication dealing with teacher retirement systems:

A Digest and an Explanation of the New Jersey Teachers' Pension and Annuity Fund Law, by Ida E. Housman, 519 Garden Street, Hoboken, New Jersey, 1927.

THE WORLD FEDERATION of Education Associations now has its proceedings of the conferences held in Toronto during August, 1927, ready for distribution. In the letter announcing their sale, the officers of the Federation state:

This conference was attended by approximately seven thousand educators, sociologists, and others interested in human welfare. These came from all parts of the world.

These Proceedings give the statements of ministers of education, of teachers actually engaged in instruction, of sociologists and investigators writing with a first-hand knowledge of their respective countries. The Proceedings have, therefore, an unusual authority in that they represent the opinions of persons native to the countries of which they write.

For the purposes of reference, this volume will be needed in every library. Schools will find the material contained therein invaluable for their classes in history, sociology, current events, debating, etc.

(Continued on page A-85)

(Continued from page A-84)

The Federation will start in the spring of 1928 to secure a ten-million-dollar endowment. The small profit in these volumes will help to pay the preliminary expense incidental to getting this campaign under way. We will appreciate your order. Will you not also bring this volume to the attention of libraries and to persons interested in education and in the welfare of the race.

Persons wishing this useful volume should send the amount (\$2.50) to Charles H. Williams, Secretary, 101 Jesse Hall, University of Missouri, Columbia, Missouri.

STATISTICS are fascinating when one understands them. Get the habit of spending five minutes each month on the page of statistics in *THE JOURNAL*. They contain unique data about your state that you can obtain nowhere else. The ability to enjoy statistics opens a wider world to you.

WALTER R. SIDERS, field representative of the World Federation of Education Associations, announces a campaign at an early day for a ten-million-dollar fund to put the work of the World Federation on an enduring basis. The Federation is to be a clearinghouse for the best educational thought of the world.

The president of the Federation, Dr. Augustus O. Thomas, Augusta, Maine, is an attractive and forceful platform champion of the cause, and Mr. Siders is a wise and skilful manager of men and affairs.

While the cause will ultimately need ten million dollars, the present needs can be adequately met with half that amount, and it is not a great achievement now to raise five million dollars for any cause that appeals to men with vision. There are many persons, women as well as men, who rejoice in an opportunity to provide ample means for great achievements.

There is one important prerequisite. We must all believe intensely that the World Federation has one of the great missions of the future. One teacher, or other educator, from the chancellor of a great university to the kindergarten, must believe that this World Federation can have a greater influence in stabilizing civilization than can be done by legislation or any other known activity.—*Journal of Education*.

THE EXTENT of the school savings movement is suggested by the following letter to Miss Wright of the Board of Education of San Francisco from Philip

(Continued on page A-86)



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(Continued from page A-85)

Lawler, manager of the school savings department of the Bank of Italy:

We now have a balance of \$2,311,460.56 on hand in our School Savings Department, of which \$1,078,370.19 was deposited by children of the elementary schools of San Francisco, while \$1,233,090.37 stands to the credit of girls and boys in the schools in the interior of the state, nearly all of the latter schools being rural.

We have 32,979 children registered in our San Francisco School Savings Department, and 121,415 pupils outside of this city are enrolled, a total clientele of 154,394 girls and boys.

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It will therefore be seen from above that California not only surpasses every state in the Union in the comprehensiveness of its economic program, but so far as we know leads the world in this regard.

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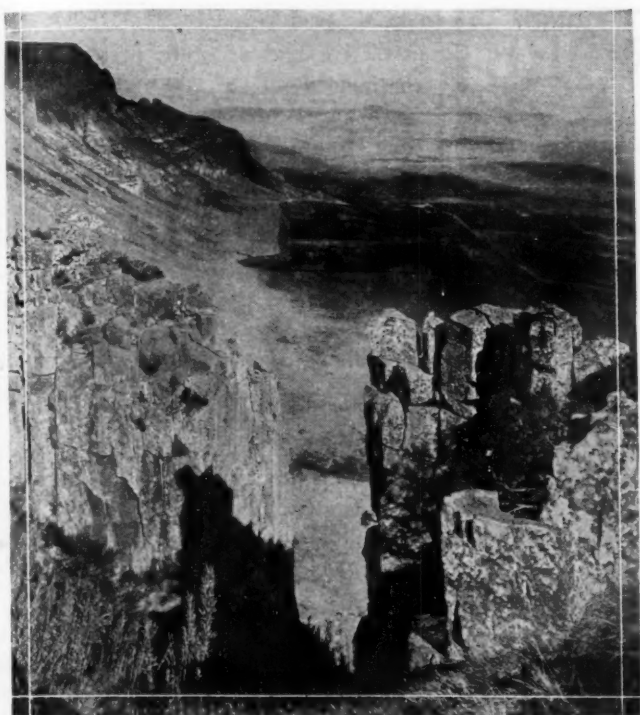
Although she resigned promptly on serving fifty years as a school teacher, Mrs. Hattie M. Palmer Wilson of Bismarck, North Dakota has consented to act as unofficial chairman of the board of state teachers to give them, on request, the answers to their human problems.

FREE MATERIAL FOR GEOGRAPHY TEACHING—Mary Josephine Booth, librarian of the Eastern Illinois State Teachers College, at Charleston, Illinois, has compiled a 101-page booklet entitled "Material on Geography." This booklet lists sources where commercial products, industrial, transportation, and educational exhibits may be obtained either free or at small cost.

Progressive geography teachers realize that valuable geographic data supplementary to textbook material may be had from steamship companies, railroads, organized travel bureaus, government departments in Washington, home offices of many of the great industrial plants of the country and various other similar sources. Miss Booth has done a valuable service in compiling, indexing, and classifying the material obtainable according to countries, products, and industries and also in giving the exact addresses to which one may write to obtain the material required.

While many of the sources named are commercial companies, these companies are realizing more and more that their most valuable form of advertising is an

(Continued on page A-88)



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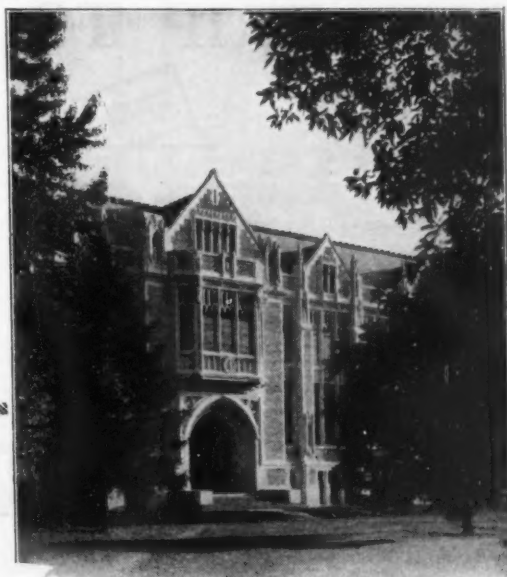
You can visit among other celebrated places and scenes, the Historic Cape, the bourne of many an ancient mariner; the Great Kimberley Golconda Diamond Mines; the vast Johannesburg Gold Fields, mile deep; the majestic and incomparable Victoria Falls; the unique, thrilling and barbaric Bantu War Dances; the quaint Kaffir Kraals; delightful Durban; the mysterious Zimbabwe Ruins, dating back, perhaps, to the days of Solomon and Sheba, etc. You will, yourself, stand on the spot where Rhodes spent many a lonely vigil, dreaming of South Africa's coming greatness, and see with him, rising out of solitude and waste, mighty cities, happy rural homes and teeming harvests—a dream already partly fulfilled to your living eyes. And, added to all these marvels, many a delightful side trip to other wonders, at little additional cost.

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Each summer in greater numbers teachers and students from far States of the Union are enrolling for work at the University of Washington. The summer quarter offers special opportunities for students working toward advanced degrees, and is an integral part of the University year. The residence requirements for a master's degree may be satisfied in three summer quarters. Eminent instructors, selected from the larger universities and colleges of the United States, are members of the faculty.



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(Continued from page A-86)

attractive and accurate presentation of the facts about the raw materials, manufacturing processes and marketing of their commodities. A valuable source of free information about foreign countries are the booklets which the steamship companies and the various travel bureaus now are issuing. In most countries the text is attractively and accurately written and the illustrations are of a high magazine quality and may be used effectively in collections of visual material about these countries. The bibliography is published by the compiler and may be had by writing her in care of the Eastern Illinois State Teachers College. The price is fifty cents.—*National Geographic Society.*

THE UNITED PARENTS Association of Greater New York Schools recently issued a pamphlet, *The Speaker of the Evening*—a handbook of topics for discussion by parents associations in public and private schools. This pamphlet is an attempt to promote parental interest in, and understanding of, the educational principles used by the schools and the modern methods developed in accordance with those principles.

MAXIMS FOR PUBLIC SPEAKERS—1. Always have something to say; and there are lots of things to say if one will but seek for them.

2. Always say what you want to say.

3. Have a care to arrange the speech well. Let it have a beginning, a middle, and an end.

4. Be clear. Make yourself understood.

5. Be careful not to over-ornament the speech.

6. Do not tell a joke if it is not to the point and will detract from the main thought.

7. In delivery speak slow enough and well enough to make all hear.

8. Do not allow yourself to become dull.

9. Write out full notes but use as few as possible.

10. Do not speak long enough to tire the audience.

11. Always have your peroration so that you will have something other than your hat to sit down on.—*James Bryce.*

For ONE-TEACHER SCHOOLS—Aids to Teachers and School Directors of the One-Teacher School is the title of circular No. 219 recently issued by Francis G. Blair, state superintendent of public instruction, Springfield, Illinois. The pamphlet contains concrete help on such topics as organizing the school, programs and lesson assignments, the teacher's job, the pupil's job, the school, instruction, standard schools, superior schools, minimum requirements, heating

(Continued on page A-89)

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(Continued from page A-88)

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NORTH CAROLINA is the first state to attempt financing and holding a statewide parental educational conference, which met at Raleigh, February 14-16, and inaugurated a continuous, coordinated statewide program of parenthood education. The expenses are being met by the state. The state departments of education, of health and of public welfare, the state Parent-Teachers Association, and the state Federation of Women's Clubs joined forces to give the program, which was devoted to the physical wellbeing of the child, the mental development, and to family and social relationships.—*American Child Health News*.

THE SCHOOL LIBRARY YEARBOOK, compiled by the education committee of the American Library Association, contains valuable help for school librarians. It can be secured from the American Li-

(Continued on page A-91)

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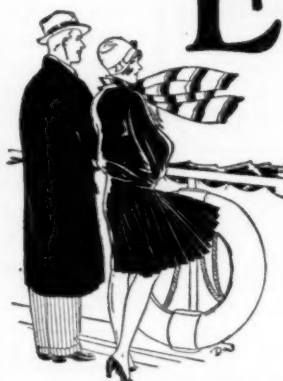
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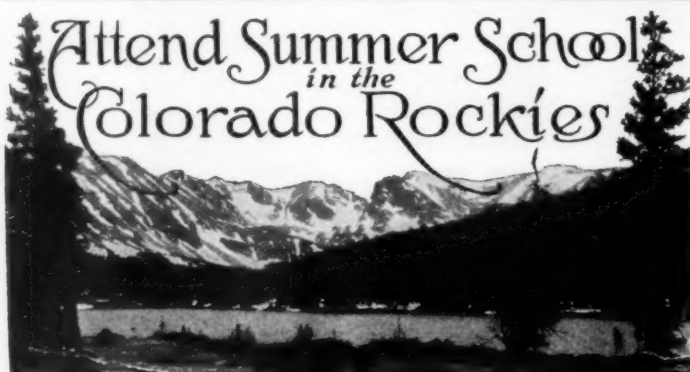
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(Continued from page A-89)

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Boys' WORK has been a major activity in Rotary almost since the inception of the organization. This field is almost unlimited in its scope, and each Rotary club has absolute autonomy in the selection of such community activities as may appeal to it, or as may be presented by local conditions. There are some 2100 boys' work committees in as many Rotary clubs in the United States and Canada. Probably there are 500 boys' work committees in Rotary clubs in other countries of the world.

THE AMERICAN SCHOOL Citizenship League announces the World Essay Contest of 1928. Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essay on one of the following subjects: (1) Open to second year students in normal schools and teachers colleges, topic, *How Teachers May Promote World Friendship*; (2) Open to seniors in secondary schools, topic, *Each Nation's Contribution to the World*. The contest closes June 15, 1928. To secure details of the contest, address Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass.

PLANS FOR A STATEWIDE survey to determine the needs of higher education in Maine for the next ten years, and the formulation of methods by which these needs can be met, are underway in connection with the 1928 program of the Maine Development Commission. The work will be financed and carried on under the institutional leadership of the University of Maine, as one of the four educational centers of the state. The other three cooperating colleges will be Bowdoin, Colby, and Bates.

WILLARD E. GIVENS, now superintendent of the San Diego, California, schools and formerly assistant superintendent of the Oakland schools, becomes superintendent at Oakland on July 1 to succeed Superintendent Hunter, who goes to the presidency of the University of Denver.

CHAIRMAN OF LEGISLATIVE COMMISSION HONORED—Dr. William M. Davidson, superintendent of the Pittsburgh schools since January 1, 1914, was recently reelected for a term of six years at a salary of \$15,000 a year. Superintendent Davidson is chairman of the Legislative Commission of the National Education Association.

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