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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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FOR TEXTBOOKS

The Teacher's Philosophy of Education

GEORGE WILLARD FRASIER

President, Colorado State Teachers College, Greeley, Colorado

THE MOST IMPORTANT thing about a teacher is his philosophy. By philosophy I mean the way he looks at the vital problems of life and education. Differences in philosophy alone make some teachers dynamic forces in the lives they touch and others mere plodding, routine followers of the courses of study. This difference of thinking also explains why some teachers are content to teach in a preparatory school that crams for examinations, while others, to be happy, must teach in those schools where citizenship and character are the main objectives.

This difference in thinking explains different attitudes toward subjectmatter. It makes some teachers regard our great accumulation of knowledge as something that must be put inside the craniums of pupils so that they may have that mythical thing called "education." Others see in this great social and factual heritage something to be used only when the past can help explain the present, or predict the future. This difference of philosophy also explains why some teachers have trouble with discipline in the classrooms and others live in harmony and happiness with pupils. It also explains why some teachers teach subjects while others teach children.

Somewhere in the preparation of a teacher very serious attention should be given to the philosophy of education. However, whether a teacher studies this subject or not, he still has a philosophy of life and a philosophy of education. The way he views the ordinary events of life, his attitude toward social problems, his attitude toward religion, politics, labor, and various other organizations make up his philosophy of life. In the same manner, the way he looks at the problem of education will constitute his philosophy of education. What is education? Why should children go to school? What should a teacher hope to accomplish? What is the function of subjectmatter? What is the value of method? Whether a teacher is conscious of these questions or not, the way he attacks his problems is determined by his basic thinking on these questions. The world has had and still has many philosophies of education. Some of them have persisted for centuries. Others have come and gone. It is my desire in this paper to explain to you a good philosophy of education—one which helps me answer the above questions, and one which makes teaching a delightful occupation. There is nothing original in this philosophy which I state. It probably has been best stated by John Dewey and his followers. Dewey is generally considered to be one of America's greatest educational philosophers. His teachings form the basis of the most advanced thought and practises in the best American schools today. Dewey's philosophy is concerned with public education in a democracy. If America is to continue as the world's greatest democracy, we must have education that is democratic in its thinking and in its practises. A short explanation of Dewey's philosophy is here given.

IF A CHILD learns to listen to good music and to love it while attending school, and then keeps on through life with this enjoyment; if he learns to appreciate beautiful pictures and artistic surroundings, and takes this love with him when he leaves school; if he learns to play games that add to the happiness and healthfulness of life, and then keeps on playing them; if he learns good health habits, and keeps on practising them; if he learns to be a good citizen of a school community, and keeps on being a good citizen in a larger community; if his interest in history in school develops into a permanent interest in world affairs; if the good English he learns to speak in school is carried into adult life; and if all the good habits, ideals, and attitudes he develops in the elementary school remain with him throughout life, that child has got the thing we call education.—G. W. F.

Education is life. Many educators have believed that the child existed for the sake of the man or the woman that was to be, and that education should be preparation for the adult life to come later. This is true to a certain extent; however, education is more than preparation for life. Education *is* life. It is a continuous process from the beginning to the end of life, both in and out of school. Deal with the child each day as an individual with real problems to solve and a real life to live, and when he reaches maturity he will be more able to deal with the adult problems that will then confront him.

Education is growth. When a child grows from what he is one day into what he is the next day, the great process of education is taking place. As long as growth continues, education is going on. It is the function of the school and the teacher to see that this growth continues day by day. If growth is a constant process during school life, then it will continue after the child leaves school. Growth that begins in school and continues throughout life is the great goal of modern education.

To make this theory concrete, let us see how it has been applied to one school subject, reading. It is no longer considered enough for a child to learn the mechanics of reading; he must be given ample opportunity to read and to enjoy good literature. He must form good library habits. He must learn to know worthwhile literature. Knowing how to read is valueless unless a child learns what to read. If the school accomplishes this, the individual as an adult will continue to read good literature. This is true education because it is growth started in school and continued throughout life.

Education is a social process. Education in America must be education for democracy. If education is life and growth, then it must be life within a social group. It was believed at one time that education was best accomplished in a quiet place where the learner was uninterrupted. It may be true that learn-

ing takes place under such conditions, but education is much more than learning. It is living. Schools must be democratic communities wherein children live natural, democratic lives with their companions and grow into adulthood with good citizenship a part of their experience. In sharp contrast to this method is the one which would have children learn the *rules* for good citizenship. These rules may be taught in a nondemocratic school by a teacher who is an autocrat. The difference between the results of the two methods is that in the first case the children, through experience, *are* good citizens, while by the second method, through knowledge, they merely *know how* to be good citizens.

Education is the continuous reconstruction of experience. The activities of each day are based on past experience. Every day of a child's life is conditioned upon previous days. However, if education is growth, some new element is also added. When the new experience is added to the old, it is all reorganized in the light of the new experiences. This forms a new basis for experiences to come later. The "reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience," is, according to Dewey, education.

This, in brief, is Dewey's idea of education. There are many other philosophies which deserve mention here. Probably the one which is most important is the one which declares that education is preparation for adult life. This theory has a large number of followers at the present time. In fact at least two of our great schools of education believe and follow this philosophy. In brief, if you wish to find what should go into a curriculum for spelling, you should search out those words used by adults and teach them to children. If you wish to discover material for geography, find out those geographical facts an adult needs, and teach them to children. The same line of reasoning goes through all of the subjects. This idea is contrary to the philosophy which says children should learn to spell those words that they need in their school work. They should learn those geographical facts which they need in their interpretation of the material they read during school life. This philosophy of education also teaches that each school and each grade is a preparation for the grade or the school above. The problem of the elementary school is to prepare for high school, and the high school to prepare for adult life.

The philosophy in which we believe condemns such an idea of education. If education is life and growth, then a child does not go to school today so that he may be prepared to go to school tomorrow; he goes to school today in order that he may live to the fullest today.

People who believe in education as preparation not only think that each school is a preparation for the school above, but that each part of the school is a preparation for adult life. Children are constantly told that they must do this and must not do that because they will need this and will not need that when they become adults. This is a very bad philosophy of education. Children live proverbially in the present. It is difficult to get a young child to do an uninteresting task because it will help him to do something when he becomes an adult.

The old idea that we should test all educational values by future needs results in procrastination. When a child is assigned a certain problem and told that he must accomplish it because it will help him when he grows up, he will naturally think that because it will be a long time before he is grown up he will have a long time to do the problem. However, if a real problem is assigned to a pupil and he sees the connection between the problem and his present life, he will do the problem now and not some time between now and adult life. When you take away from children the immediate appeal of work, it is necessary for the teacher to substitute artificial means in order to accomplish his end. Threats, bribes, and punishments are common as a means of compelling children to work when the work has no meaning to them except preparation for adult life.

It is not necessary to go to the opposite extreme and say that education should not prepare for adult life, but it is wrong to consider preparation for adult life as the end of education. If a child grows and lives to the fullest today, he will be able to live better and grow better tomorrow, and when he becomes an adult he will be prepared to live to the fullest as an adult. This is, in truth, preparation for the future. But the child does not know that he is preparing for the future, and he does each task of each day for the joy of doing the day's work well.

THESE *children are learning to use tools in ways that link up with their lives out of school.*

All through the many changes in educational belief, we have always had some who held to the doctrine of formal discipline, and we still have them. These believe that subjects are taught not particularly for subjectmatter value but for the mechanical effect they have on the mind. Its psychology is the old faculty psychology discredited by Herbart. Its chief stronghold is among those teachers who teach subjects of little intrinsic value and who must find some excuse for educational life.

Another philosophy we have always had with us is the "knowledge idea." Children go to school to get knowledge. The aim of teaching is to impart facts. He who knows the most is best educated. It is the philosophy of the college preparatory school. In such schools methods of teaching are secondary. Teachers who would lose their positions the first year in a real school flourish in these fact factories.

These are a few of the various philosophies of education. I have given them for the purpose of demonstrating to you that a philosophy of education may have a tremendous effect on the teacher's work. Step into any classroom and you can tell by the way the teacher does his work whether he thinks his classroom is a part of life, or whether he thinks it is a place where children should be disciplined, or a place where they should be given much knowledge.

The teacher's problem, then, as far as child and subjectmatter are concerned, is to see that the child and not the curriculum is served. When the child and the curriculum fail to fit, it is the curriculum and not the child that should be adjusted. The teacher must also remember that his school should be a cross section of life where such things as character and citizenship are developed as a valuable byproduct of the day's work. The teacher also should see that the children form those habits, both mental and physical, that will best serve them in living and in earning a living.

Elementary Rural Teaching as a Career

ERNEST BURNHAM

Director, Department of Rural Education, Western State Teachers College, Kalamazoo, Michigan

THE PREPARATION of rural teachers is a major problem in rural education, and rural education is a significant and an interlocking part of all public educational effort. Awareness of this major problem is spreading from philosophers and statesmen to a constantly more inclusive number of people; and the emphasis rests at present upon the evaluation, for purposes of further development, of the institutional agencies and the leadership which are being applied to its solution.

When ambitious, intellectually and spiritually endowed young people are challenged by possibilities of professional careers in education nowadays, the best of them are not thinking in terms of locality, but rather of difficulty or need of adventure, of creative pioneering on the frontiers of progress. The voice they hear says in the words of Kipling:

> Something out there, something hidden,
> Go and look behind the ranges,
> Something lost behind the ranges,
> Lost and waiting for you, Go!

The truth of a depressing economic situation, which is seen in the rapid decline from the high crest of affluence to which farming had come during the war, and which has not yet in some places come to the bottom of the wave trough; the state of flux of rural institutions resulting from the decreased rural population, good roads, and quick transportation, which make larger units for institutional service certain; and the multiplying uses of science expressed in power devices and mechanical applications in food production and rural living, whereby the whole level of rural intellectual life is being changed—all enter challenging elements of change into the situation.

IN ITS DAY *this was considered an excellent school plant, but since then standards have gone up for schools as well as for homes and methods of transportation.*

The "new dispensation" which is in process of being begotten in country life is certainly one of the most important facts demanding thought today in this free nation. Deans of state colleges of agriculture are saying that America is to have a minimum necessary number, possibly twenty percent or less of her total population, producing the food for all, under conditions of economic, social, and educational equality; or a larger percent of the population producing the food in peasant conditions of accepted inferiority. If this is a true statement of the situation, then the outcome of the whole agelong struggle for democracy is here at stake.

Does anyone doubt that educational agencies now in action and better organizations for equalizing educational opportunity both as to distribution and effectiveness are to be the mightiest force in this blood and iron struggle to succeed permanently as a democracy? The vortex effect of urban life can be offset only by the intelligent mastery of the obstacles and the appreciative interpretation of the advantages of rural life. This counteracting influence has long been gathering force by the rich gifts of science and in-

COULD YOU choose a school which of these would you attend? Education is a continuous struggle for the finer and better things. The school on the left does not exemplify this ideal. The one on the right is an example of beauty and good order which affects the child's life and carries over into beautiful homes and communities.

vention and an instinctive rejection of the too highly artificialized conditions of urban life. The real name of the symbolically beautiful figure of Justice holding the scales over county court houses in the United States is *Education*.

There is now a veritable hierarchy of institutions of learning and of social understanding which insures the future of rural, together with all public education, provided problems of economic, social, and administrative justice can be solved. The smallest local elementary school has articulate relations with some school of secondary grade through privately or, as in most cases, publicly paid tuition; the graduates of high schools find numerous higher institutions inviting them; and an adequate number of professional and vocational schools are rapidly becoming available.

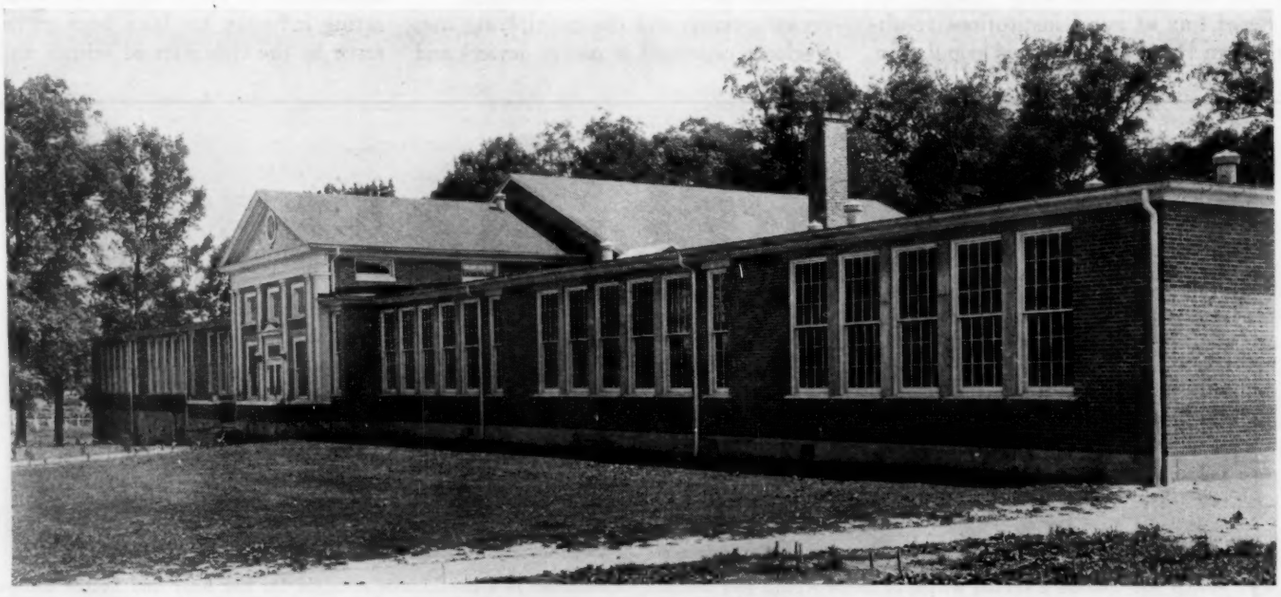
There are seven frontiers in rural education which may well challenge the imaginations and the ambitions of aggressively able young men and women. Every one of these opportunities offers growth and service of the most vital and valuable kind. Four types of teaching positions are open: In rural elementary schools, in rural high schools, in rural vocational subjects of both secondary school and college rank in residence and in extension, and in rural teacher preparation in local, state, and national normal schools and teachers colleges. Three constructive tasks are being done in rural education which call for executive capacity in organization, in supervision, and in local, county, state, and national research and administration. These opportunities are seen in the consolidation and helping or supervising teacher movements, in the professional direction which is supplementing the too political administration of rural education, and in multiplying provisions for the adequate academic and professional preparation of teachers.

The limits of this discussion admit a particular statement of the challenge in only one of the seven growth and service opportunities in rural education—that of the teacher in the elementary school. Life service in elementary education has proved to be the consummate satisfaction of many first-rate women and of some men who are so typical of the best capacity and character in the whole range of educational history, that there is no sense in any assumption of superiority on the part of teachers of older pupils and administrators. The elementary school's service is to the multitude which includes all of the pupils with whom teachers in secondary and higher schools are subquently privileged to work. This is preeminently the twig-bending period, which is so intimately effective in the whole life achievement.

In the rural elementary school situation as seen in one-teacher, hamlet, small village, and consolidated schools, the teacher's peculiar advantages are many, two of which are: A proportionately much greater part in the total life experience of the child, and the fact that the instruction is double barrelled insofar as localized illustrations must make vivid both rural and urban conditions because of the certainty that fully half of the children taught in rural schools will later live in the cities.

The teacher of the rural elementary school has the best creative place. This is true because of her vicarious partnership in the intellectual, social, and spiritual motherhood of citizens equal to the demands of rank and file service and leadership in both rural and urban life, as well as in the great agelong agrarian problem, with which this whole nation is now at grips for the very permanence of free institutions.

Rural teachers may find the vision, the fact-enriched subjectmatter, the technic begotten by the most practical application of uptodate principles of education, and the pioneer spirit of adventurous, selfforgetful, creative service and leadership taught and inspiringly demonstrated in many educational institutions. Beginning one-year courses for high-school graduates are available in local and in some state normal schools; two, three, and four-year courses are attractively offered in state normal and other teachers' colleges; and in university graduate schools of education there are general as well as special subjects intended to qualify creative leaders for work in rural education.



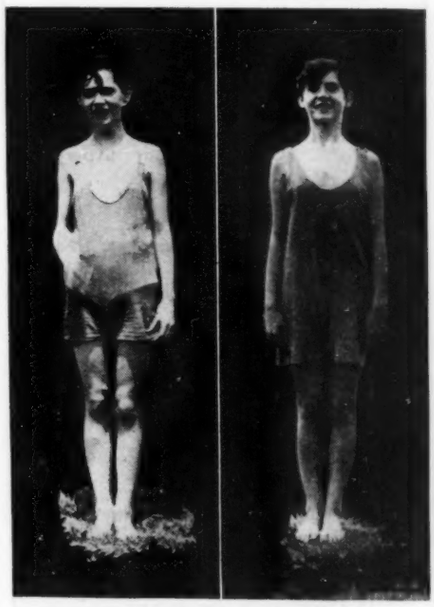
MARYLAND is especially noted for its attention to rural schools. This consolidated school at Laurel has abundant light and air, attractive shade trees, and wellkept playfields.

Sunshine Camp in Cambridge

What Outdoor Play and Rest, Diet and Sunshine Did for a Class of School Children, Undernourished and Underweight. By Hilbert F. Day, M. D., President of the Cambridge Antituberculosis Association, Member of the Faculty of the Harvard Medical School, and of the Surgical Staffs of the Cambridge Hospital, Boston Dispensary, and Peter Bent Brigham Hospital.

MARY N. came to Sunshine Camp, twelve years old, five feet three inches tall, weighing eighty-nine and one half pounds. Children of this age and height normally weigh 110 pounds, so that she was nineteen and one half pounds, that is, nineteen percent, underweight. Eight weeks later, when camp closed, this tall, slender, listless girl had gained eleven and three quarters pounds, which was sixty-two percent of her weight deficiency, with improvement in vigor and physical and mental attitude, evident in the accompanying pictures.

This girl was one of thirty, ranging in age from seven to twelve years and averaging fifteen and five-tenths percent underweight, who made up the Cambridge summer camp. The camp was one of the seventeen in Massachusetts which for eight weeks or more, in the summer of 1927, took care of 2500 underweight, socalled "pretuberculous" school children of the state. Although one of the smaller camps, its results were typical of all. The success of the movement is assured. Not only in this state, but in others, plans for the coming summer are for more camps to include more children and for more support of the during-the-session work of teacher and school nurse. Cambridge has been a

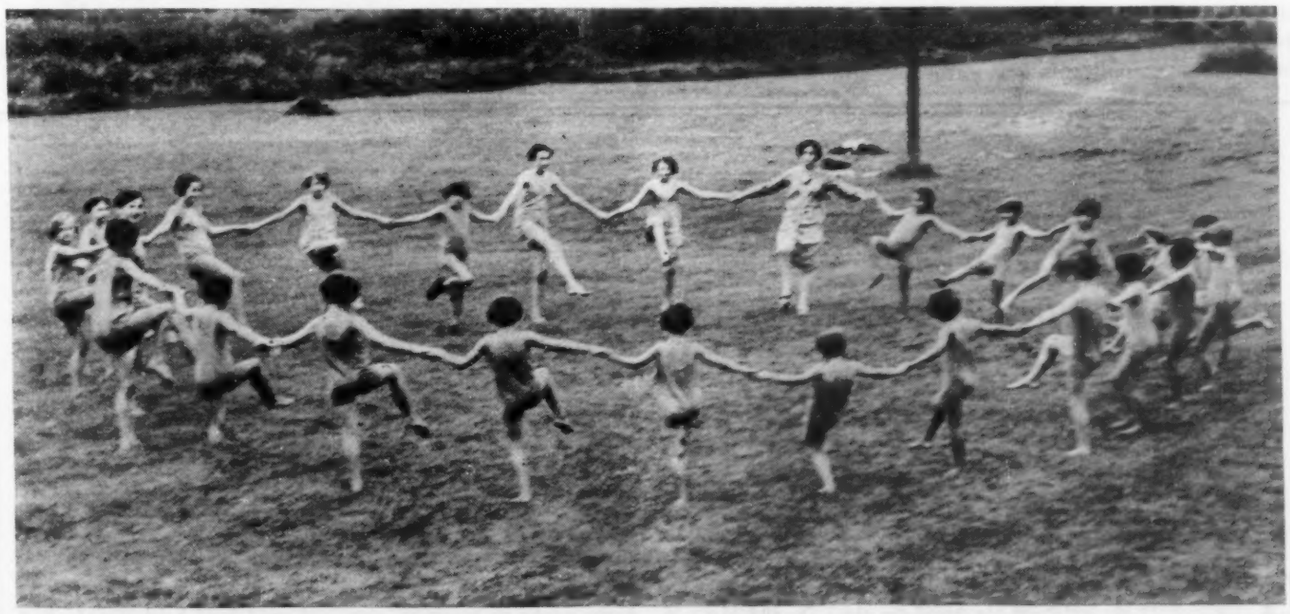


MARY N. *is shown here as she looked when she first came to Sunshine Camp and as she looked eight weeks later.*

leader among cities in attention given to its undernourished school children. In 1924 it was one of the three cities in Massachusetts that entered the national school health contest arranged by the American Child Health Association and a prize, a $500 scholarship, was won by a Cambridge teacher. Its school department was the first in the country to adopt for its health program the excellent outline prepared by a joint committee of the National Education Association and the American Medical Association.

Of the 23,000 school children of the city there are selected annually by the school nurses and physicians about 2000 underweight and undernourished. During summer months about 1000, or one half this group, are cared for by parents and the remaining half in two large school camps under the supervision of teachers and nurses.

The First "Sunshine Camp"—In the summer of 1926 the first "Sunshine Camp" was formed. Twenty children, girls from seven to twelve years old, a "pretuberculous group" socalled because of their undernourishment and poor habits of life, were formed in a class and placed in charge of a nurse under direct medical supervision. With a program



LONG PERIODS of openair play give needed sunshine and fresh air. A summer outofdoors often gives the children a new lease on life, and prepares them for the strains and dangers of adolescence. Their improved condition is shown in their school work.

of heliotherapy, rest, and selected diet, an effort was made to bring this group back to normal.

The result was accounted a success. At the end of eight weeks the children had gained on an average more than three pounds in weight and were better in every way. To those in charge, however, the results of this first attempt rather pointed the way to success than achieved it. The principal limitations of this "camp" were due, first, to its location, which was on the roof of a school building; and, second, to its operation during the day only, the children being at home and out of control at night and during weekends.

The Second Camp—The 1927 camp occupied the grounds and two buildings of Shady Hill School, a private, open-air school located at the foot of a southern slope with a broad playfield in front extending towards the Charles River. It was a fulltime camp with a session of twenty-four hours a day, seven days in the week for eight weeks. The two single-story school buildings were well-made, with ample windows and modern monitor-roof ventilation. It was necessary to provide only screening, folding metal cots, linen, and blankets (which were purchased by the pound). With such improved location and facilities, the results were 100 percent better than the year before.

Selection of children—The majority of applications for admission to the camp were made by school nurses, with a few by hospitals and social agencies. Nearly sixty applications were received and thirty children who seemed most in need of care were accepted. Information concerning applicants was gathered from the Tuberculosis Dispensary, the school nurses, and public and private agencies in touch with the homes of the children, the deciding factors being: (1) general condition and history of the child; (2) exposure to tuberculosis in the home; (3) recommendations of the State Department of Public Health physicians who had recently examined many of these children in the school health survey.

Daily Schedule for Sunshine Camp

A. M.

7:00 Rising time—tooth-brushing.
7:15 Setting-up exercises.
7:35 Breakfast.
8:00 Chores:
- **Making beds.**
- **Sweeping dormitories.**
- **Washing dishes.**
- **Weeding gardens.**
- **Dusting.**

9:00 Heliotherapy.
- **(One half hour hyperextension.)**

10:00 Free play:
- **Writing letters.**
- **Playing jackstones, ball, etc.**

10:30 Midmorning lunch — milk and crackers.
10:45 Health lesson.
11:45 Preparation for dinner:
- **Washing hands.**
- **Setting tables.**

12:00 Dinner.

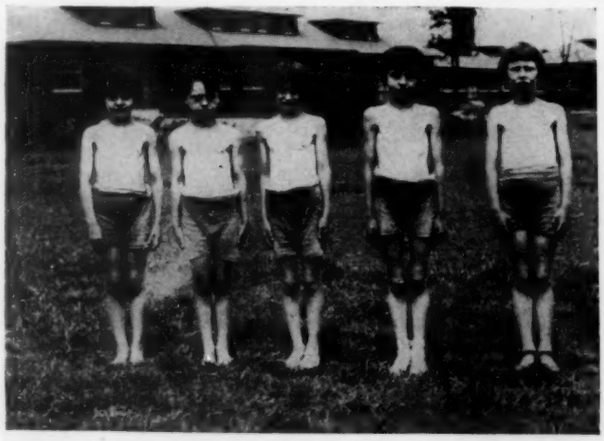
P. M.

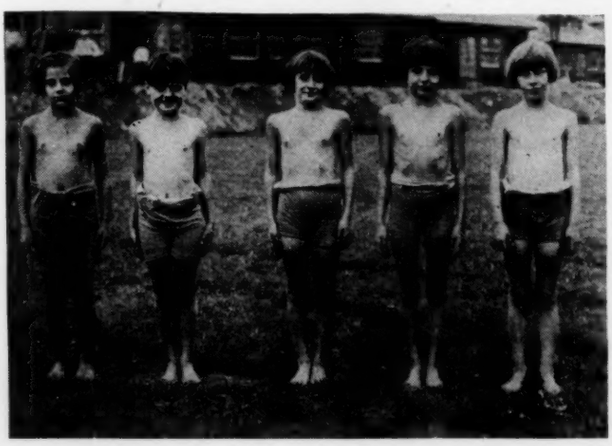
12:45 Rest.
2:45 Temperature-taking—play.
3:15 Bathing in the river on pleasant days.
4:15 Heliotherapy and handwork.
5:15 Preparation for supper.
5:30 Supper.
6:15 Games, singing, plays, etc.
7:30 Preparation for bed.
7:40 Story-telling.
8:00 Bedtime.

Daily program—While the objective of the camp was health teaching and health building, it was recognized that the moving spirit must be one of play; that recreation must rest on happiness and a conscious joy of living. Hence the daily program was planned and carried out as a series of games, with a certain sense of companionship, loyalty, and camp pride. For this one essential, camp spirit, without which little could have been done, thanks are due to the leaders, to whose understanding and devotion the success of the camp is primarily due. The Daily Schedule shows the order of the camp day.

The main factors in improvement—As in the former camp, and in all successful summer camps for building up underpar children, the main factors, stated in the order of their importance, were: (1) rest; (2) diet; (3) sunshine treatment; and (4) openair play.

Rest—The children were sent early to bed and had long nights of sleep, but besides this there were definite rest hours during the day. In order to improve their posture, during rest the children were encouraged to lie perfectly flat either on their backs or on their stomachs without pillows. At first, the children found these rest hours a hardship, but later on when they began to watch their charts with interest and see how much they were gaining and when they realized themselves that rest helped that gaining materially, many of the children took extra rest periods of their own accord.





THIS PHOTO shows a group of children as they appeared when they entered Sunshine Camp on July 5. Reading from left to right, Ruth O., Christina D., Annie K., Mary N., and Mary M. Eight weeks of sunshine, play, and good food have transformed this group into these sturdy, smiling children on the right, proud of their health achievement. See table on page 172 for weight record.

The camp diet—The studies of Dr. Mary Swartz Rose indicate that for children of this age and weight the daily requirement is from 1600 to 2000 calories and that a desirable proportion is twice as much fat and from four to five times as much carbohydrate as of protein, with of course abundant vitamin and mineral factors. For our children, varying greatly in weight and condition, the weekly menu was planned with these principles in mind.

The two constant daily items of diet were bread and butter, and milk and bananas. Whole wheat bread, instead of white bread, because of its vitamins A and B and its mineral content, practically twice that of white flour bread, was served with butter at every meal.

McCollum's doctrine, "We are taking too few of the protective foods, milk, leafy vegetables, and fresh fruits," now an accepted dietetic principle, was definitely kept in mind.

A glass of milk at each meal and at midmorning lunch provided for each member of the class a quart a day, supplying not only the calcium but largely the protein requirement and making meat almost unnecessary.

Milk, although the most important and satisfactory article of food for growing children and the main reliance of a summer camp like ours, is far from a complete food. It must be supplemented by other foods and its deficiencies corrected. Since it contains eighty-eight percent water (the legal standard in Massachusetts) it is too bulky to be a major item of diet. As a balanced food it is markedly deficient in carbohydrate, having only one and one half times as much of the heat and energy-producing carbohydrate as of the tissue-building protein. Furthermore, pasteurization of milk entirely destroys the important vitamin "C." (We commonly think of vitamin "A" as insuring protection against eye-disease; of vitamin "B" against beri-beri, a nerve disease; and of vitamin "C" against scurvy.)

Typical Daily Diets

THURSDAY

Breakfast—Bananas, Rolled Oats, Bread and Butter, Milk

Dinner—Bacon, Boiled Eggs, Mashed Potato, Stewed Tomatoes, Bread and Butter, Jello, Milk

Supper—Peanut Butter Sandwiches, Canned Pears, Cabbage Salad, Cookies, Milk

FRIDAY

Breakfast—Oranges, Shredded Wheat, Bread and Butter, Milk

Dinner—Fish Chowder, Bread and Butter, Chocolate Bread Pudding, Milk

Supper—Cabbage and Egg Salad, Sliced Bananas, Bread and Butter, Cookies, Milk

SATURDAY

Breakfast—Stewed Dried Peaches, Malt Breakfast Food, Bread and Butter, Milk

Dinner—Baked Beans, Coleslaw, Corn Bread, Cornstarch Pudding, Bread and Butter, Milk

Supper—Scrambled Eggs, Sliced Bananas, Bread and Butter, Milk

Daily Lunch—Milk and Graham Crackers at 10 A. M. Daily

In Boston, as in practically all metropolitan districts, the milk used is pasteurized and rightly. Safety is a first consideration. This fact, however, necessitates the supply of vitamins from other sources, generally, as for our children, from fresh fruits. While our camp menu contained oranges twice a week, our main fresh fruit reliance was ripe bananas. The following table shows how the addition of banana restores to pasteurized milk its vitamin values, with increase of vitamin "C".

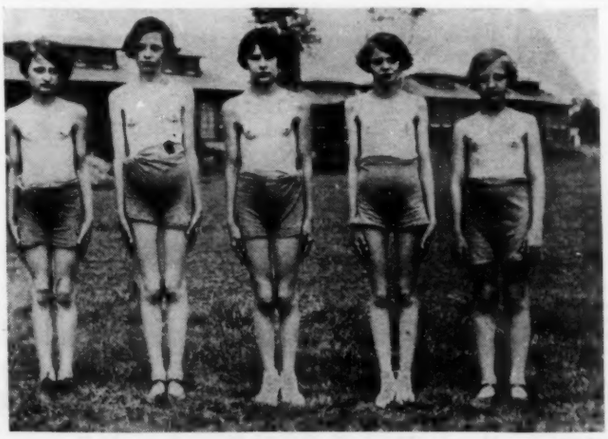
	Vitamin A	*Vitamin B*	*Vitamin C*
Milk (whole)	****	***	*
" (pasteurized)	****	**	–
" (pasteurized plus bananas)	*****	***	**

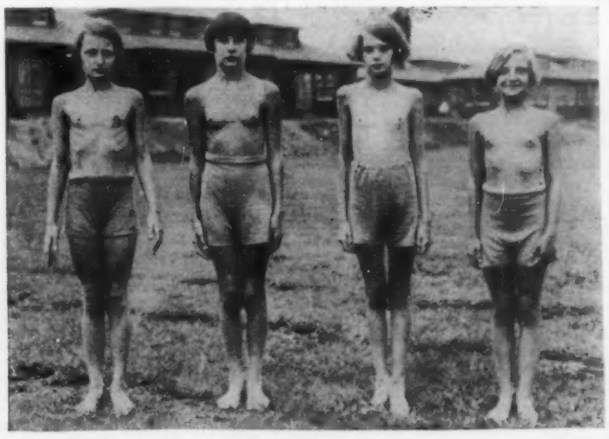
In calorie value the high carbohydrate content of a banana supplies in large measure the needed deficiency, making, with a glass of milk, a wellbalanced ration. This is shown clearly in the following schedule from Locke's "Food Values."

	Calorie Values			
	Carbohydrate	*Fat*	*Protein*	*Calories*
Milk (1 glass)	45.1	81.8	29.8	157
Banana (average size)	113.7	7.3	6.4	127
Total	158.8	89.1	36.2	284

It is our experience that in a well-studied diet for underweight children, bananas and milk should have an important place.

Heliotherapy—Sunshine treatment or heliotherapy has for several centuries been recognized as able to make remarkable cures, but nobody standardized this treatment until Dr. Rollier of Switzerland started to write about it and through his successful treatment of children became an authority. Heliotherapy, or light treatment, undertakes the systematic exposure of the body to the sun in order to secure a pigmentation, or tanning, of the skin. It is when the pigmentation of practically the entire body has taken place that the best thera-





THIS GROUP is of older children. The improvement in weight as will be seen in weight table and all other respects is yet more marked. From left to right they are Josephine B., Margaret M. (not in the August 30 picture), Julia N., Ruth G., and Helen D.

peutic results from the warm rays can be obtained.

Plants and animals kept from the sun do not grow as well as those that are exposed to it. Dr. Rollier's work and that of those who have followed him have proved that the sun's rays stimulate the blood supply to the part exposed, thereby increasing the growth of healthy tissue, improving metabolism and arresting disease.

Sunlight is a powerful agent and cannot be used carelessly. Those subjected to light treatment must be considered separately, for it takes a different amount of exposure to pigment individual patients.

What heliotherapy can do—As a rule, the poorer the general health of a patient the greater the reaction to sunlight and, therefore, in patients who are particularly weak great care must be observed in applying heliotherapy. Untoward symptoms, such as headache, dizziness, fatigue, nausea, or vomiting, indicate that too much exposure is being given. The danger signals that precede such conditions are skin that does not perspire in warm weather, or burns easily or the reverse, and goose-flesh, which is an indication of chilling. The skin, therefore, must be watched most carefully.

What may be hoped for through heliotherapy is:

1. A gain in the excretory function of the skin, for healthy skin is moist and velvety.
2. An improvement in the general muscular tone.
3. An improvement in the hemoglobin content of the blood.
4. A gain in weight and in physical tone.

Successful heliotherapy should be preceded by a thorough physical examination by a physician. Treatment should be begun with a gradual acclimatizing to fresh air and then graded exposure to the sun. This is done on a definite schedule with the patient reclining, beginning first with the feet and legs so as to determine tolerance to sunlight before exposing the trunk.

As a general rule, the sun cure cannot be given immediately before or after a meal and should not be longer than three hours a day at the maximum and then in divided doses. A total daily exposure of any one part of the body must not be more than one and one half hours.

Again calling attention to the schedule of the children's day, it will be noted that heliotherapy was used in this camp as a curative agent both morning and afternoon.

Openair play—The camp was fortunate in having as one of its directors a young woman trained in openair play, and many games were devised which not only entertained the children and kept them busy in the open air but also served to improve their posture. The object was not only to gain weight, but to gain by development of muscular tissue. An added zest was given to the out-of-doors by the possibility, realized practically daily, of going in bathing in the Charles River where they were guarded by a trained life saver as well as the experienced swimmer who planned their out-of-door recreation.

The accompanying table and weight chart, with the group photographs taken on the first and last days, present a fairly complete picture of the weight-condition of the class at the beginning and at the end of the eight weeks' session.

In friendly rivalry the camp was divided into three teams, the white, the blue, and the red. On admission there were:

Two in White group, *i. e.*, normal or up to five percent overweight
Nine in Blue group, *i. e.*, not more than ten percent underweight
Fifteen in Red group, *i. e.*, ten percent or more underweight

On discharge there were *fourteen* in white group, *eight* in blue, and *four* in red group. Five children went from the red to the white group. Those who remained in the red group gained respectively seven, seven and three quarters, ten and one half, and eleven and three quarters pounds.

Cost—The total cost of the camp for thirty children during eight weeks was $2105, divided as follows: Rental of buildings and grounds, $500; food, $441; all other expenses, including salaries of attendants, $1164. This shows the total per capita cost per child, for eight weeks, $70.16; for one week, $8.77; for one day, $1.25. Owing to the fact that some staples were given and that some of the other food supplies were furnished at reduced prices, the daily per capita food cost was twenty-six cents.

Summary—The real accomplishments of this camp were a marked improvement in the general physical condition of the children, as shown by an average gain of six and three quarters pounds; their better understanding of health rules, their tanning, their better posture, and their development of character as evidenced by a greater selfreliance, poise, and ability to live peaceably with each other. Finally, there was established a real bond between the parents of the children and the camp authorities which meant that health education received by visitors to the camp was carried into their homes and through them into the community.

Weight Table of the Class

Child Weight is an Index to Child Health and Vitality

Name	Age	Normal Weight	Weight July 5	Underweight		Weight Aug. 30	Gain
	In years	In pounds	In pounds	In pounds	In percent	In pounds	In pounds
Elizabeth B.	7	47	43.25	3.75	8	47.75	4.50
Anna G.	10	49	42.75	6.25	15	47.25	4.50
Annie G.	11	56	48.50	7.50	12	56.75	8.25
Mary D.	10	59	54.50	4.50	7	62	7.50
Lena B.	9	58	53.25	8	....	59.75	6.50
Grace R.	9	50	43.75	6.25	14	51.50	7.75
Ruth O.	10	56	50.75	5.50	10	58.50	7.75
Christina D.	10	53	48	5	8	53.75	5.75
Annie K.	10	56	48.75	7.25	12	56.75	8
Mary N.	10	61	49.75	11.25	19	57.25	7.50
Mary M.	9	61	52.50	8.50	12	57.50	5
Marie F.	10.5	61	51.50	9.50	15	60.75	9.25
Cyrilla F.	10	64	61.75	2.25	3.5	69	7.25
Mary O.	10	64	64.50	....	3.5	68.25	3.75
Pearl J.	12	67	61.50	5.50	8	64.75	3.25

Name	Age	Normal Weight	Weight July 5	Underweight		Weight Aug. 30	Gain
	In years	In pounds	In pounds	In pounds	In percent	In pounds	In pounds
Elizabeth D	11	74	63.75	9.25	14	67	3.25
Helen B.	11	78	68.25	9.75	12	74.25	6
Caroline C.	10	64	57.75	6.25	9	67.50	9.75
CatherineD.	11.5	69	57.50	11.50	15	64.25	6.75
JosephineB.	12	83	73.50	9.50	12	79.50	6
Julia N.	14	101	81.25	19.75	20	91.75	10.50
Ruth G.	12	88	62.75	26.25	28	69.75	7
Helen D.	12	71	71.75	....	....	73.50	1.75
Margaret D.	12	110	82.50	27.50	25	90.25	7.75
May N.	12	110	89.50	19.50	19	101.25	11.75
Margaret S.	13	94	88.25	5.75	6	94.75	6
Average	10.66	69.4	60.20	9.13	15.5	67	6.79 or 11.4 per cent

Once Upon a Time in Delaware

TWO HUNDRED NINETY historic years are back of the little state of Delaware—long enough that, to its children, the past must seem as far away and imaginary as the well-loved fairy tale which begins with "Once upon a time."

But those faraway times have been made real to the children of Wilmington and vicinity—and this means more than half the children of Delaware—because a classroom teacher had a vision, because her superintendent and principal were "seers" also and gave freedom to plan and execute, and because her fellow teachers caught the vision and all worked happily together with the children in the schools until the dream became a reality.

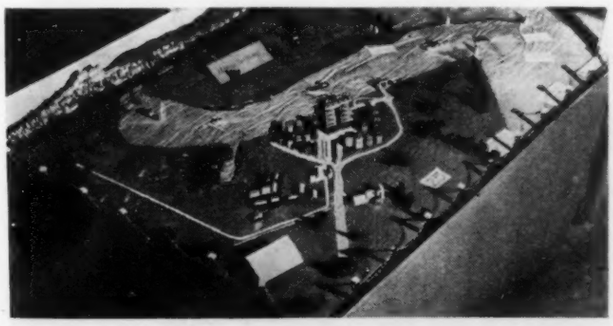
During the third week of March, the city hall of Wilmington housed a school exhibit of "the history of Wilmington and its industries," to which flocked not only the school children of the city and nearby rural districts, but the people of Wilmington who came in such numbers and showed such interest and pride that it became evident the school had builded better than it knew. A project to vitalize local history had become a most effective means of interpreting the schools to the public. In the crowds pressing through the city hall were mothers carrying tiny babes, city officials, an editor from New York City, Governor and Mrs. Robinson from Dover, young men from shops and factories, business men, one of whom said, "This is the greatest thing that ever happened in Wilmington." A taxi-driver, when he left a stranger from another state at the city hall, remarked, "There's a school exhibit on here. It's great!"

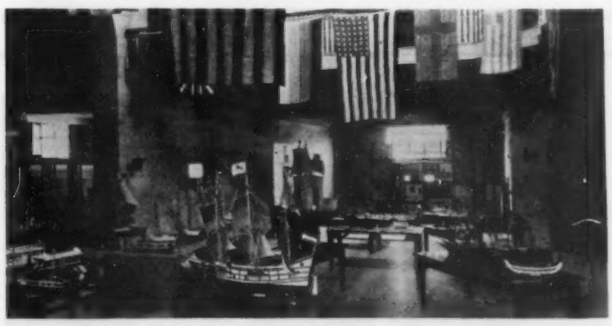
Before the week of the exhibit had closed, the "city fathers" voluntarily voted an appropriation to reimburse the schools and teachers for the money which they in their loyalty and pride had advanced. At the request of the chamber of commerce, the city council, the mayor, and the governor of the state the exhibit was continued for a second week. The board of education will give it a permanent home in a new school building.

LOOKING DOWN *the long city hall, a glimpse of most of the exhibit is shown with some of the ships in the foreground. Surrounding the court and on the different units of the exhibit are flags of many nations which have figured in Delaware history in the past three centuries.*

Much of the history of Wilmington is practically inaccessible to school children in old deeds, grants, and rare records. Realizing this and appreciating the rich historical background of her city, Anna T. Lincoln, for many years a classroom teacher in Wilmington, had wanted to write this history in a form usable for children. But after reading of an exhibit of local history held in Cleveland, Ohio, a few years ago, she began to see how the same idea could be developed in the Wilmington schools. When Miss Lincoln mentioned the subject to Superintendent David A. Ward, he asked her to prepare an outline which might be developed by the different schools. This was done and the interesting historic episodes and the various ways in which they could be visualized were suggested and copies sent to the different schools. Each school was given the freedom to select its own unit and develop it in any way the principal and teachers thought best. Several of the schools were handicapped by having no manual training department and the work was done in the art department. At first it seemed that the project could not be carried out, unless a considerable appropriation was received from the board of education. There was no allowance for this in the city's annual budget, but the decision was made to go ahead anyway.

Assistance was obtained from parents, from the city engineers, the city water department, business firms, the city librarians, the Smithsonian Institution, the marketing specialists of the Department





THE PICTURE on the left shows the marine terminal on the Brandywine River, with the city of Wilmington in the background. Lighthouses, warships, and merchant marine with varied cargoes suggest the great shipping interests of this city. The white lines surrounding and leading to the terminal are railroad tracks over which the shipping of Wilmington and vicinity is carried for ocean craft on the Delaware River. The beautiful ship display shown in the picture on the right, included a model of a historic Viking ship, Hendrick Hudson's *Half Moon*, an early clipper ship, the *Mayflower*, and many others. Business firms of Wilmington made substantial offers for some of these models and a museum in New Jersey wanted to buy the entire ship exhibit.

of Agriculture in Washington, D. C., and the library of the University of Pennsylvania which could furnish material of the period when Delaware was the three lower counties of Pennsylvania. The actual work done by the children extended from October 1927 to March 1928.

The exhibit when assembled had so much of beauty and human interest that it is not surprising the city of Wilmington was aroused as never before. The long hall was gay with the flags of many nations. Those of Sweden, Holland, and England have a new meaning to the boys and girls of Wilmington, since they have fashioned the homes and costumes of those earliest settlers who came "once upon a time" from these countries to Delaware. City engineers had verified the accuracy of a relief map of Wilmington, which was the first part of the exhibit to greet the visitor. The concentric rings in a crosssection of a big tree were labeled to show important events which had occurred in Wilmington at corresponding periods in the life of the tree. A placard announced:

> The acorn from which this tree grew was planted the last of the Revolutionary War. Note how it registers the history of the city since 1783. This tree has lived long enough to have seen all the Presidents of the United States from Washington to Coolidge; the return of soldiers from every war; every kind of conveyance from the stage coach to the airplane; the first telephone, talking machine, and sewing machine; women in colonial dress and hoop skirts and the presentday flapper; and men in wigs, knee breeches, and lace ruffles.

This tree slab was part of a unit labeled "Historic trees of Wilmington." It was easy to see how this unit and the ones nearby on native flowers, birds, and fish had been tied up with the idea of conservation, not only of natural resources but of natural beauty. The last part of the fish exhibit showed the dye factories polluting the nearby waters.

An Indian village had tiny, realistic figures about a council fire, a mortar and pestle, and dug-outs slipping silently down Minquas Creek. The Swedish settlement showed that Delaware has its Plymouth Rock in Swedes Rock, and a small figure in clerical costume with book under arm represented the Swedish missionary who translated Luther's catechism into the language of the Lenni-Lenapes Indians two years before Eliot's translation of the New Testament.

FORT CHRISTINA *and the first settlement by the Swedes, Christinaham, are reproduced in this exhibit. The small cannon at the corners of the stockade recall the dangers from Indians and rival colonists, but the gay flower gardens and peach orchards show the home-loving instinct of the settlers.*

The first forts built by the Swedes, the Dutch occupation, early English buildings in Wilmington, a Revolutionary scene, transportation from primitive to modern times, the early trade routes of the Swedes as compared with the shorter, modern routes, and educational progress with a display of old school books were among the historical units.

A relief map of the watershed reaching up into Pennsylvania showed the importance of cooperation with many other communities. Shipping explosives, the dyeing and manufacture of cotton cloth, grain and flour mills, brick making, lighting, leather and paper making, chemical development, and shipbuilding suggested how the planning and making of this exhibit had touched many phases of school work.

The more than three dozen units of the exhibit representing the work of as many schools were not cluttered up with placards for the enlightenment of visitors. Boys and girls from the elementary schools, dressed in costumes of long ago, "lectured" to the crowds that pressed about them. People listened and looked at the exhibit with added interest, then again to the small "lecturers" who spoke with such confidence and poise. A woman remarked "How in earnest they are!" Yes, they were, and how courteous and untiring! They worked in relays, describing the unit they had helped to make. Several hundred children helped in this way during the week.

On the programs printed by the vocational print shop of the Wilmington High School were these words in small type: "Aim—To interest the child in the history of his city and to develop a belief in himself." Many things showed that this aim was being accomplished and more. All the school work of an entire city system had been vitalized, the life of long ago had been linked with the living present, a community had been stirred to a new pride and realization of the importance of its schools.—E. B.

CHILDREN of the George Gray School are putting the finishing touches to their unit, the early buildings of Wilmington. The historic homes and their furnishings, the dress and costumes of the period are now something more than verbal studies to these children. Swedish, Friends, and other early schools are shown in the picture on the right. The collection of old textbooks delighted adults, who found in them pictures and lessons they had never forgotten from their own school days.

A Notable Junior High School

MARGARET ROMER

Memorial Junior High School, San Diego, California

MEMORIAL Junior High School in San Diego, California, has been selected as the typical western junior high school by Frank C. Touton in his new book, *Junior High School Procedure.*

Let us observe this school and note the balance of all departments that makes it a model. Many schools are especially strong in one field or department—a feature good in itself but not ideal from the standpoint of the student. Memorial has that splendid balance which makes it an ideal school.

On approaching the plant the visitor is first impressed with the buildings. These are of commanding architecture, made of brick faced with cement, and tinted a soft dull yellow. The plant consists of three buildings—the administration, the science, and the technical arts building.

The administration and science buildings with their connecting arcades inclose a rectangle that has been converted into a garden of marvelous beauty. A velvety lawn in the center is bordered with San Diego palms and surrounded by a walk. Flower beds that are a mass of living color fill the space between the walks and the buildings on two sides, and the walks and the arcades on the two ends. A large lawn dotted with shrubs and young trees stretches in front.

During the child's first year in junior high school he is given two cycle courses. They are so called because the subjects rotate. In one cycle the students take five different subjects each semester and spend four weeks on each subject. Four weeks are spent learning how to use the library. Since library arrangement is the same throughout the country, if a student learns how to find what he wants in one library, he can do the same in any library. Not only is he taught how to find the particular book he wants but he is taught also how to look up any given topic. How many adults can do this unaided?

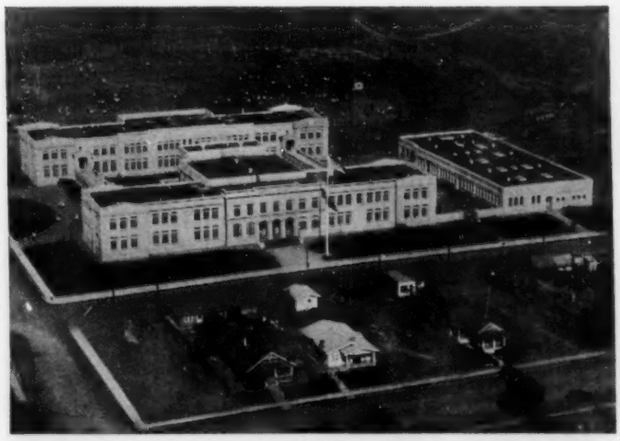
> **THE PLACE of the junior high school is that part of the field of education in which the pupil, after gaining a control of the simpler tools whereby knowledge is attained, comes to use these tools in an attempt to discover his own interests, aptitudes, and capacities. Advocates of the junior high school do not claim to fix in the child settled habits of intellect, character, skill, or temperament. They do claim rather that the junior high school should in the seventh, eighth, and ninth grades guide the pupil in an exploration of the fields of human thought, action, and endeavor, thereby to equip him with knowledge of his interests and capabilities.—Touton and Struthers in *Junior High School Procedure.***

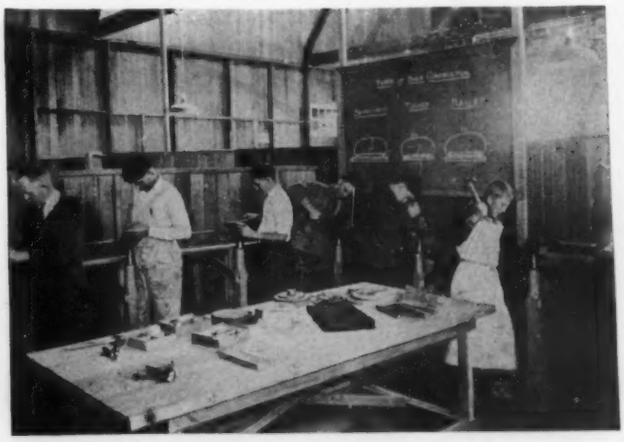
Memorial has a splendid library of about 3000 volumes. It is housed on the second floor of the administration building in a large, light, and airy room.

After the four weeks' study of library usage the students give the same time to penmanship and to spelling. The purpose of these reviews is obvious. Next they are given a brief course in hygiene as a reminder of how to care for their bodies. Lastly they are given four weeks in horticulture to give them at least a little acquaintance with plant life.

Another cycle rotates at the same time. In this second cycle the boys take two different shop subjects and fine arts, while the girls take cooking, sewing, and fine arts. This last cycle has the very definite purpose of finding out in what line the students' abilities lie and the things for which they are best fitted. It will be observed that the subjects are in widely diversified fields. With this knowledge the viceprincipals can better guide the students in their two remaining years in Memorial and help them plan their programs to meet the demands of their future life work. The cycle idea originated at Memorial and has proved so successful that it has since been adopted by a number of other junior high schools.

The room to which the student goes the first period in the morning is known as his "homeroom" and the teacher therein is his homeroom teacher—the one to whom the student takes his troubles if he has any. Each homeroom has a president, and the student body council is made up of the presidents of the various homerooms. This council





THESE PICTURES show the Memorial Junior High School and some of its activities. The first picture is an airplane view of the school and its spacious grounds. The picture on the right is of the shoe repair shop.

takes care of all matters of discipline outside of the classroom. Under the direction of the council, each homeroom in turn serves as school guards. These guards wear brass badges of authority and are stationed at various posts inside the building and out to see that the rules made by the council are enforced. The result is splendid order in the halls and on the grounds. It is rare indeed when a teacher needs to interfere.

Every alternate Wednesday is club day. On that day the afternoon periods are shortened to allow time for an extra period. This is known as club period. There are some thirty different clubs including boy and girl scouts, camp fire girls, girl reserves, and many others. Every student is permitted to join any club he wishes. If he does not select a club he must go to study hall, but there are few in study hall because the clubs offer so many attractions and opportunities to learn in unusual and delightful ways.

All the boys in the school are members of the Boys' Federation, an organization intended to be helpful to the boys and to promote good wholesome activities among them. Its board of directors consists of its officers, a representative from each grade and a representative from each boys' club and three men teachers. The girls have a similar organization known as the Girl's League in which matters of special interest to the girls are considered.

Thursday is assembly day. On that day the schedule is slightly altered to allow for two assemblies at different times. The first is for the eighth and ninth grades and the second is for the seventh grade. Many eminent people honor Memorial with talks on these days. Often, too, the assembly programs are arranged by different homerooms. In the latter case, the program is supposed to bring before all the students the work done in that particular classroom.

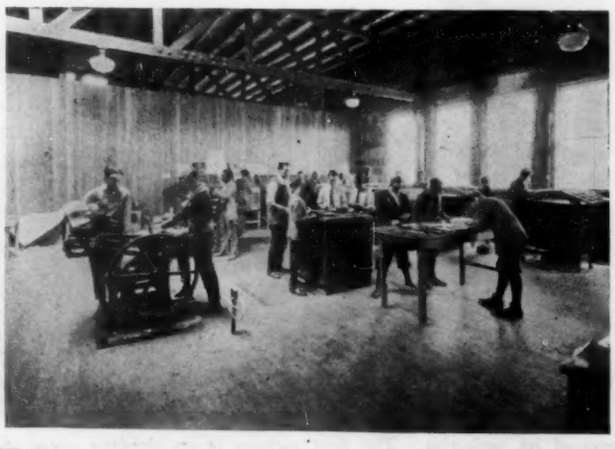
THE SCHOOL I shall be thinking of will be a real, live, civilized school, a school fit to dominate the village or the street in which it is found. It will be a more important building by far than the local bank or the chief local stores. It will have to be much larger than any church, for a church needs only one gathering place for its congregation and the school needs several; it needs a great variety of classrooms and laboratories, a picture gallery, a library, a theater, a museum, and an experimental garden. Of course the local cinema theater will be included among its dependencies. It will not only be making the lives of the future but it will be entering into the lives of the present in a hundred various ways, and its staff will be among the most prosperous and important people in the place.—H. G. Wells.

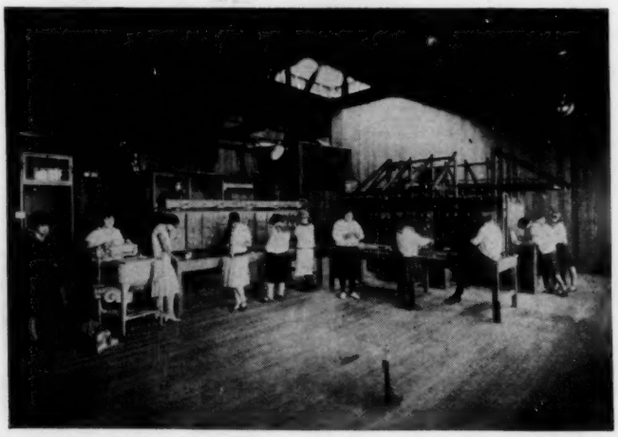
A special two-year course in home making is given at Memorial. It aims to teach girls everything that should be known by an ideal homemaker. The distinction is made between a housekeeper and a homemaker. The former can be hired but to be the latter requires a God-given talent. The course naturally teaches housekeeping as a part of the duties and responsibilities of a homemaker, but it also aims to teach the girls the finer things that go to make up the ideal mother and the maker of an ideal American home. The academic subjects given in this course are English, geography, history, music, and household mathematics. The girls are taught how to compute gas and electric bills and the cost of various electrical appliances. They are taught budgets, both personal and family, and how to keep the family accounts. It is certainly worthwhile.

The school cafeteria is on the first floor of the science building and is headed by a manager who employs five regular fulltime helpers and twenty-seven boys and girls who earn from twenty-five to fifty cents a day by working noons, thus helping to pay their way through school. A look into the kitchen would draw forth the natural exclamation, "Why, I never expected the cafeteria to be so large!" More than 500 sandwiches are made daily. An average of 600 students are fed each day in the dining room and about 150 boys are taken care of in the sandwich line outside. The growth of the school has made a double lunch period imperative this year. The cafeteria is not a profit-making business. It is so managed that it pays it own way, for that is all that is expected or desired. This makes it possible to serve lunches to the boys and girls at an average cost to them of fifteen to twenty cents.

Memorial opened its doors to its first classes in September, 1922, when the buildings were not yet finished. The first half year was accomplished under difficulties. At that time there were 1016 pupils. Today the faculty comprises sixty-five and there are more than 1400 students enroled. The plant has almost reached its capacity.

The development of this fine high school recalls the rapid growth of this unit in the educational system so new in 1911 when the Encyclopedia of Education was printed as not even to be mentioned.





VOCATIONAL EXPERIENCE of many sorts is given at Memorial. On the left is shown the print shop where *The Doughboy*, the school paper, is printed. On the right is a class of girls studying household electricity.

The Wheel of the Girls' Adviser

By H. Reed Fulton

Viceprincipal, Broadway High School, Seattle, Washington

Visualize the girls' adviser in the modern high school as the hub of a great wheel around which are grouped the spokes of the school—of faculty, principal, central administration, community, boys, girls, self. Understand that this is not the only wheel in the school.

As the tester at the railway station taps here and there upon the wheels and listens to the answering sounds, so let us tap with questions. We shall not hope to strike every spot from which the mallet might start an echo, but from such vibrations as come can be told the strength and tension of the metal.

The value of the following questions lies not in the questions themselves nor in the fragmentary comment tied to each, but in what the reader thinks as he scans or ponders.

These questions directed to the adviser of girls in the modern high school, may be stimulating to all teachers of girls.

Concerning school—1. Are you an outstanding figure in the life of the school as a whole? While time may woefully limit your contact with the school, you can achieve such a position through a policy of service.

2. Are you a famliar and beloved figure at the parties and entertainments of the school? Given a real love for the joys of youth, your success as censor, chaperon, and friend lies not far in the future. If you have not that love, gather together all that belongs to you and resign.

Model dining rooms *giving special training in home serving are now standard equipment in the best high schools.*

3. Do you boost athletics and scholarship? Curb any tendency to be one-sided. Remember that athletics prove a safety valve and that with such a valve your "boy-girl" problems may be fewer.

4. Are you striving to motivate the lives of all students? Give wholesome motivation to the youth of today and ninety-five percent of the problems are solved. Make each girl feel that her problem is not one of hard or easy teachers, poor work slips, or high grades, but that she has a solemn duty to create the best from the God-given "mechanism" within her. Keep youth looking upward and the downward glances will not come.

Concerning faculty—1. Do you show an interest in professional problems?—Here the possibilities are unlimited, but there are two problems that directly concern your girls: the general enthusiasm of the teaching corps and the health of the teachers.

2. Do you obtain the cooperation of fellow teachers? You must be a mind-reader, a diplomat, an actor, a preacher, and a contortionist in order to secure 100 percent cooperation. An initial step is a character study of every teacher in your building. Then set yourself the task of getting along with each teacher instead of expecting each to get along with you.

3. Do you visualize the life of the entire school when you plan your activities? Ambition and competition sometimes overload a school. Don't take up

Regular training in physical education for all pupils in all types of schools, according to their needs, is one of the aims of modern education. It is against common sense to weaken the body while attempting to strengthen the mind.

activities as a means of personal advertisement.

4. Do you take a lead in the faculty's social life? Seek such training in meeting and molding and being molded.

Concerning principal and office—1. Do you perform with dispatch the routine work expected of you? The care that you take in small things will plead your cause in larger cases.

2. Are you making more than a questionnaire effort to reach the girl who is or who may become a problem? Know your girls well enough to recognize those who may become problems. Do all within your power to prevent the development of difficulty. When you take a girl to the principal, have a case history ready to hand to him.

3. Are you aggressive in helping solve such problems as: The corridor loafing habit, clothing and cosmetics, social life at noon and after school?

4. Do you promote careful personnel work? An advisory committee working with each class will automatically reduce the strain on the girls' adviser.

Central administration—1. Do you give your wholehearted support to the administration?

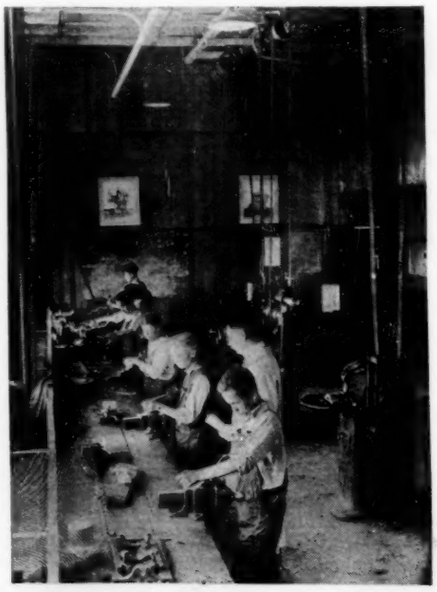
2. Do you adjust yourself to the administration rather than expect the administration to adjust itself to you? Strong work is accomplished when the attitude is this: As long as I remain in this school system I shall do the very best that I can. I shall refrain from criticism at all times.

The community—1. Are you helping solve the problems of the district dance hall, the neighboring eating places, the park gangs, and the distribution of sex magazines? Do you establish contact with the forces in your community that are fighting for a clean world for children to grow up in? Do you organize a movement to have parks properly policed and to bar "sex" mazagines from your city? If you are not aware of this latter danger, spend a dollar at a magazine stand.

2. Is the Parent-Teacher Association your active ally? Sell yourself to the parents as one who helps the home when she helps the girl.

The adviser and the boys—1. Are you a student of boy psychology? Often the only way to understand a girl is to understand a boy.

2. Do the boys in your school respect your personality?



THESE BOYS *in the machine shop at the school at Mooseheart, Illinois, are learning industry, precision, and joy in work.*

3. Do you cultivate the acquaintance of the boy leaders? Ten minutes a day spent in the halls will be a fine investment, provided the students do not take you for a spy.

4. Do you know the boys who are especially attractive to girls? Cooperate with the boys' adviser about problems that become evident in classrooms and corridors.

With the girls—1. Are you a graduate student of girl psychology? Try the laboratory method. Don't be too gullible nor too pessimistic.

2. Have you a standard of achievement you want your girls to attain? Youth needs definite suggestions—a girls' song, a school creed, a committee on standards.

3. Are you an adviser of girls or merely a girls' club director? The work of the girls' club is not to be belittled. It is needed. But the girls you surround yourself with may prove a living barrier between you and the girls who need you most.

4. What are you doing for the girl of low scholarship? Your investigation may lead to the removal of certain causes of poor scholarship. Organize a coaching team in your girls' club.

5. Do you carry on placement work for needy girls? Require a health examination from every girl that you place.

6. Have you a real sympathy for the girl who has done wrong? No one can tell you how to handle such cases, but bear in mind that (1) Only a very small percent of girls are incapable of regeneration; (2) You have a deeper responsibility than merely to rid the school of the girl.

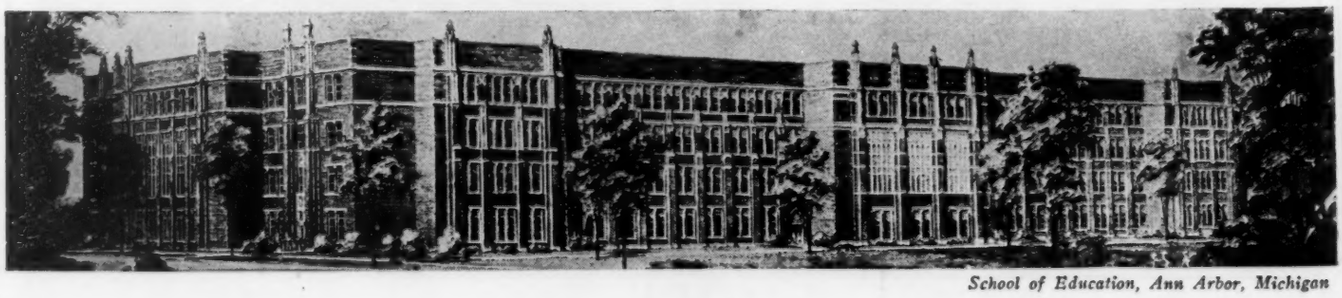
7. Is your attitude that of judge or judicious friend? Do the girls trust you? Are you impartial?

8. Does your influence reach the newcomer promptly? Coming into a new school offers a splendid opportunity for the girl to take inventory of herself.

9. Are you equipped to give vocational advice? Keep pace with the new world of opportunity opening to the girl. See that she is ready to meet the problems of office, factory, and home.

A touch of selfanalysis—1. Are you always calm and optimistic? 2. Is there a vein of humor in your makeup? 3. Have you energetic enthusiasm? Things that seem trivial to you may loom large in the eyes of youth. 4. Are you well read? Your broad viewpoint depends in a large measure upon the reading you do. 5. Can you touch the heart of adolescence? Sentimentality should not be confused with sentiment, but surely the wise adviser will use the forces of adolescent emotions.

To return to our opening figure: There are wheels of many uses—cog wheels, drive wheels, cart wheels, spur wheels, fly wheels, balance wheels. What kind of wheel are you?



School of Education, Ann Arbor, Michigan

Our State Associations, 1927-28

STATE and territorial associations affiliated with the National Education Association are here listed with important information about each. The associations employing fulltime secretaries are indicated by an asterisk.

*Alabama Education Association, C. W. Daugette, President, Jacksonville; Frank L. Grove, Secretary, 1017 First National Bank Building, Montgomery. Annual Meeting:

Alaska Education Association, Conrad H. Bowman, President, Petersburg; Carolyn Burgess, Secretary, Petersburg. Annual Meeting:

Arizona Education Association, J. O. Mullen, President, Jerome; W. T. Machan, Secretary, Principal, Creighton School, Phœnix. Annual Meeting: Phœnix, November 8, 9, 10, 1928.

*Arkansas Educational Association, H. L. Turner, President, State Department of Education, Little Rock; H. L. Lambert, Secretary, 219-220 Glover Building, Little Rock. Annual Meeting: Little Rock, November 14-16, 1928.

*California Council of Education, Mark Keppel, President, County Superintendent of Schools, 504 Thorpe Building, 132 North Broadway, Los Angeles; Roy W. Cloud, Secretary, 508 Sheldon Building, 461 Market Street, San Francisco. Annual Meeting: Oakland, April 14, 1928. Division meetings: North Coast Section, September 26-28, 1928; Northern Section, October 17, 1928; Central Section, November at Fresno; Central Coast Section, December at San Luis Obispo; Bay Section, December at San Francisco; Southern Section December at Los Angeles.

*Colorado Education Association, S. M. Andrews, President, Superintendent of Schools, Walsenburg; W. B. Mooney, Secretary, 530 Commonwealth Building, Denver. Division Meetings: Western Division, Grand Junction, November 8-10, 1928; Southern Division, Pueblo, November 8-10, 1928; Eastern Division, Denver, November 8-10, 1928.

Connecticut State Teachers Association, E. Mae Keefe, President, 50 Spencer Avenue, Waterbury; Samuel P. Willard, Secretary, State Capitol, Hartford. Division Meetings: Bridgeport, Hartford, New Haven, New London, October 26, 1928.

Delaware State Education Association, M. Channing Wagner, President, Principal, High School, Wilmington; Robert E. Shilling, Secretary, Superintendent of Schools, Milford. Annual Meeting: Newark, November 8-9, 1928.

Education Association of the District of Columbia, Edith L. Grosvenor, President, Business High School, Washington; J. Anna Tennyson, Secretary, Langley Junior High School, Washington. Annual Meeting: October, 1928.

*Florida Education Association, George W. Marks, President, Superintendent, Volusia County Schools, De Land; Office of the Secretary vacant. Annual Meeting: Orlando, November 30 and December 1, 1928.

Georgia Educational Association, H. B. Ritchie, President, Dean, Georgia State Teachers College, Athens; Kyle T. Alfriend, Secretary, 400 Vineville Avenue, Macon. Annual Meeting: Spring of 1929.

Hawaii Education Association, F. E. Howard, President, Hamakuapoko, Maui; Mrs. Phœbe Heen Amoy, Secretary, Pohukaina School, Honolulu. Annual Meeting:

*Idaho Education Association, D. A. Stephenson, President, Nampa; John I. Hillman, Secretary, 331 Sonna Building, Boise. Annual Meeting: December 27-29, 1928.

*Illinois State Teachers Association, Fannie Spaits Merwin, President, Manito; Robert C. Moore, Secretary, Carlinville. Annual Meeting: Springfield, December 27-29, 1928.

*Indiana State Teachers Association, C. E. Hinshaw, President, Principal, Kokomo High School, Kokomo; Charles O. Williams, Secretary, Room 205 Hotel Lincoln, Indianapolis. Annual Meeting: Indianapolis, October 18-20, 1928.

*Iowa State Teachers Association, J. E. Foster, President, Iowa State College, Ames; Charles F. Pye, Secretary, 415 Shops Building, Des Moines. Annual Meeting: Des Moines, November 8-10, 1928.

*Kansas State Teachers Association, Mary Pierce Van Zile, President, Dean, Kansas State Agricultural College, Manhattan; F. L. Pinet, Secretary, 315 West 10th Street, Topeka. Annual Meetings: Hays, Hutchinson, Fort Scott, and Topeka, November 8-9, 1928.

*Kentucky Education Association, J. L. Foust, President, Superintendent of Schools, Owensboro; R. E. Williams, Secretary, 1122 Starks Building, Louisville. Annual Meeting: Louisville, April 18-21, 1928.

*Louisiana Teachers Association, W. J. Avery, President, Superintendent of Schools, Alexandria; P. H. Griffith, Secretary, Baton Rouge. Annual Meeting: Baton Rouge, November 1928.

Maine Teachers Association, E. E. Roderick, President, Superintendent of Schools, Belfast; Adelbert W. Gordon, Secretary, State House, Augusta. Annual Meeting: Bangor, October 25-26, 1928.

Maryland State Teachers Association, M. Edna Marshall, President, Instructor, Maryland State Normal School, Salisbury; Walter H. Davis, Secretary, Principal H. S., Havre de Grace. Annual Meeting: Baltimore, November 30-December 1, 1928.

Massachusetts Teachers Federation, Annie C. Woodward, President, 144 School Street, Somerville; Stanley R. Oldham, Secretary, 15 Ashburton Place, Boston. Annual Meeting: April 20, 1929.

*Michigan Education Association, Frank Cody, President, Superintendent of Schools, Detroit; Ernest T. Cameron, Secretary, 1010 Prudden Building, Lansing. Annual Meeting:

*Minnesota Education Association, Leonard V. Koos, President, University of Minnesota, Minneapolis; C. G. Schulz, Secretary, Room 919 Pioneer Building, St. Paul. Annual Meeting: Minneapolis, November 8-10, 1928.

*Mississippi Education Association, J. C. Windham, President, Cleveland; W. N. Taylor, Secretary, Box 56, Jackson. Annual Meeting: Biloxi, April 25-27, 1928.

*Missouri State Teachers Association, Dr. Eugene Fair, President, State Teachers College, Kirksville; E. M. Carter, Secretary, Missouri State Teachers Association, Columbia. Annual Meeting: Kansas City, November 14-17, 1928: District Meetings; Kirksville, Warrensburg, Cape Girardeau, Springfield, Maryville, Rolla.

*Montana Education Association, R. H. Wollin, President, Principal, Custer County High School, Miles City; R. J. Cunningham, Secretary, Room 9, Kohrs Block, Helena. District Meetings: Billings, Great Falls, and Missoula, October 24-27, 1928.

*Nebraska State Teachers Association, A. H. Staley, President, Hastings; Everett M. Hosman, Secretary, 511 Richards Block, 11th and O Streets, Lincoln. Annual Meeting: In December. District Meetings: Chadron, McCook, Lincoln, Norfolk, and Omaha, October 31-November 3, 1928.

Nevada State Teachers Association, Guy V. Towsley, President, Superintendent of Schools, McGill; Chester V. Davis, Secretary, Principal, Ruth School, Ruth. Annual Meeting: Reno, October, 1928.

New Hampshire State Teachers Association, Verne M. Whitman, President, Laconia; Florence H. Hewitt, Secretary, 24 Chauncey Street, Portsmouth. Annual Meeting:

New Jersey State Teachers Association, Henry P. Miller, President, Principal, High School, Atlantic City; Charles B. Dyke, Secretary, Office of Administration, Room 304, Stacy-Trent Hotel, Trenton. Annual Meeting: Atlantic City, November 10-13, 1928.

New Mexico Educational Association, A. O. Bowden, President, New Mexico State Teachers College, Silver City; John Milne, Secretary, Albuquerque. Annual Meeting: Albuquerque, November 1-3, 1928.

*New York State Teachers Association, Dr. Ernest C. Hartwell, President, Superintendent of Schools, Buffalo; Harlan H. Horner, Executive Secretary, 212 State Street, Albany; Richard A. Searing, Recording Secretary, 617 North Goodman Street, Rochester. Annual Meeting: Buffalo, November 26-27, 1928. District Meetings: Potsdam, October 4-5, 1928; New York City, November 26-27, 1928; Buffalo, November 2-3, 1928; Rochester, November 2-3, 1928; Utica, October 26-27, 1928; Schenectady, October 25-26, 1928; Ithaca, November 9-10, 1928.

*North Carolina Education Association, F. P. Hall, President, Gastonia; Jule B. Warren, Secretary, Box 887, Raleigh. Annual Meeting: March, 1929. District Meetings: Western District, Hendersonville, October 26, 1928; Northwestern District, Winston-Salem, October 29, 1928; South Piedmont District, Charlotte, November 2, 1928; North Central District, Durham, November 5, 1928; Northeastern District, Greenville, November 9, 1928; Southeastern District, Fayetteville, November 16, 1928.

*North Dakota State Education Association, S. J. A. Boyd, President, Langdon; M. E. McCurdy, Secretary, 11 Magill Block, Fargo. Annual Meeting: Grand Forks, November 7-9, 1928. District Meetings: Minot and Jamestown; Dickinson and Grand Forks, October.

*Ohio State Teachers Association, John R. Patterson, President, Superintendent of Schools, Athens; Frank E. Reynolds, Secretary, 428 Chamber of Commerce, Columbus. Annual Meeting: Executive Committee, Cedar Point, June 25-27, 1928.

*Oklahoma Education Association E. A. Duke, President, State Department of Education, Oklahoma City; C. M. Howell, Secretary 708 Continental Building, Oklahoma City. Annual Meeting: Oklahoma City, February 7-9, 1929.

*Oregon State Teachers Association, H. E. Inlow, President, Superintendent of Schools, Pendleton; E. F. Carleton, Secretary, 301 Behnke-Walker Building, 11th and Salmon Streets, Portland. Annual Meeting: Portland, December 28-30, 1928.

*Pennsylvania State Education Association, Joseph F. Noonan, President, Mahanoy City; James Herbert Kelley, Secretary, 400 North Third Street, Harrisburg. Annual Meeting: Reading, December 27-28, 1928.

Rhode Island Institute of Instruction, Howard Edwards, President, Rhode Island State College, Kingston; Clarence W. Bosworth, Secretary, Principal, Cranston High School, Auburn. Annual Meeting: Providence, October 25-27, 1928.

*South Carolina Teachers Association, George W. Wannamaker, President, Superintendent of Schools, St. Matthews; J. P. Coates, Secretary, 314 State Office Building, Columbia. Annual Meeting:

*South Dakota Education Association, Lyman M. Fort, President, Principal, Mitchell High School, Mitchell; N. E. Steele, Secretary, Room 3, Perry Building, Sioux Falls. Annual Meeting: Mitchell, November 24-28, 1928.

*Tennessee State Association of Teachers, Shelton Phelps, President, Peabody College, Nashville; P. L. Harned, Secretary, State House, Nashville. Annual Meeting:

*Texas State Teachers Association, W. L. Hughes, President, College Station; R. T. Ellis, Secretary, 708 Neil P. Anderson Building, Fort Worth. Annual Meeting: San Antonio, November 29-30-December 1, 1928.

*Utah Education Association, LeRoy Cowles, President, School of Education, University of Utah, Salt Lake City: D. W. Parratt, Secretary, 316 Vermont Building, Salt Lake City. Annual Meeting: Salt Lake City, October 18-20, 1928.

Vermont State Teachers Association, Maude M. Chaffee, President, Morrisville; Bertha P. Lambert, Secretary, 310 Gage Street, Bennington. Annual Meeting: Rutland, October 11-13, 1928.

*Virginia Education Association, J. J. Kelly, Jr., President, Superintendent, Wise County Schools, Wise; Cornelius J. Heatwole, Secretary, Room I, State Capitol, Richmond. Annual Meeting: Richmond, November 20-23, 1928.

*Washington Education Association, Mae Mark, President, 912 South 11th Street, Yakima; Arthur L. Marsh, Secretary, 707 Lowman Building, Seattle. Division Meetings: Bellingham and Walla Walla, October 25-26, 1928.

*West Virginia State Education Association, Mrs. Bertha Filson, President, Superintendent, Mason County Schools, Point Pleasant; J. H. Hickman, Secretary, Rooms 403-405 Capital City Bank Building, Charleston. Annual Meeting: Wheeling, November 15-17, 1928.

*Wisconsin Teachers Association, R. L. Cooley, President, Director, Milwaukee Vocational School, Milwaukee; B. E. McCormick, Secretary, 716 Beaver Building, Madison. Annual Meeting: Milwaukee, November 8-10, 1928.

Wyoming State Teachers Association, E. M. Thompson, President, Superintendent of Schools, Rock Springs; B. H. McIntosh, Secretary, Principal, High School, Cheyenne. Annual Meeting: Casper, October 10-12, 1928.

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

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

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

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

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

Subscription to nonmembers is $2 per year; single copies, 25 cents. Advertising rates on application. Members are kindly requested to report at once any change of address, giving old as well as new address.

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Joy Elmer Morgan — *Editor*
Harold A. Allan — *Business Manager*

EXECUTIVE AND EDITORIAL OFFICES:
1201 Sixteenth Street N. W., Washington, D. C.

Next Year's Journal

JOURNAL PLANS for next school year are now well developed. They promise to bring to the growing family of JOURNAL readers the most immediately useful, stimulating, and representative interpretation of the things the Association stands for that has thus far been brought together in THE JOURNAL. The articles will be as varied as the profession itself and there will be an abundance of pictures and attractive charts.

These plans have been made to serve the interests and needs of many thousands of readers of widely varying experience and training. Several notable series have been developed along lines suggested by representative educational workers who responded to the questionnaire sent them earlier in the year and by more than a thousand check-up sheets which have been sent in month by month.

There will be one series on "Schools that are Prophecies." These articles will describe notable schools selected from the list published in the April JOURNAL. Educational leaders from all parts of the country and many branches of the profession helped in the development of this list.

These descriptions of schools that are doing pioneer work include nursery and preschools, elementary, junior and senior high, rural, junior colleges, and universities. The distribution covers all sections of the United States and both large and small schools. The descriptions of these schools are so clear and specific that their progressive features can easily be developed in other schools.

There will be a series of nine articles helpful to teachers both in their personal lives and in their dealings with the children. Among the titles in this series are "Standards of Physical Fitness" by Dr. Jesse F. Williams of Columbia University; "Safety Education" by Dr. E. George Payne of New York University; "The Tired Child" by Dr. Max Seham of Minneapolis; "Posture" by Dr. Thomas D. Wood, chairman of the joint committee on health of the American Medical Association and the National Education Association; "Child Health Day," and "The Summer Round-Up." There will also be several articles planned especially for the personal growth of teachers by a specialist on mental health.

The "Careers in Education" articles which have appeared in THE JOURNAL during 1927-28 have proved so helpful that the theme will be continued during next year in several special fields.

For several years THE JOURNAL has carried features which are of such importance that readers and students of education anticipate their reappearance each year. Among these are "The Sixty Educational Books of the Year" prepared in Teachers' Department of the Enoch Pratt Free Library at Baltimore under the direction of Joseph L. Wheeler; THE JOURNAL'S Annual Roll Call, showing progress in education of every state and territory in the Union for the year previous; American Education Week; Forty American Books selected each year by the American Library Association at the request of a committee of the League of Nations; and nine tables of invaluable statistics.

In the October issue of 1927, a section was assigned to American Education Week, giving interpretative material in terms of the seven cardinal objectives of education. This feature will be developed in even better form in October, 1928.

Another feature for next school year will be on "Interpreting the Schools to the Public." Educational workers will welcome the helpful material which will come to them in these pages. To acquaint the public with the work of the schools, their ideals, their achievements, and their needs is an opportunity which is becoming increasingly important in the life of the nation.

In the changing life of today, education is changing so fast that much progress can be noted from one year to the next. The February 1929 JOURNAL will present progress in special fields or phases of education for the year 1928. Among the subjects and writers promised are: Elementary Education, Charles H. Judd; Teaching Methods, James F. Hosic; Teacher Training, George W. Frasier; Child Welfare, Grace Abbott; School Administration, George D. Strayer; Educational Psychology, Frank N. Freeman.

A special feature of the May 1928 JOURNAL was "Opportunities in Summer Schools, 1928" by Adele Humphrey. This will be repeated in 1929, illustrated, and made even more useful than the monumental piece of work assembled this year.

This rich store of material will be used for discussion in regular meetings of the faculties of one hundred percent schools and in other groups. The demand for it and the inspiring nationwide cooperation which makes it possible indicate that the profession is at work on its problems.

MRS. S. M. N. MARRS, *who was elected president of the National Congress of Parents and Teachers, 1928-30, at the recent convention of the Congress in Cleveland, Ohio. The National Congress and the National Education Association work in close cooperation on the problems of education and childhood.*

American Education Week

November 5-11, 1928

SUGGESTIONS FOR MAKING A PROGRAM—The following suggestions are offered by the American Legion, the National Education Association, and other organizations to aid in the preparation of programs for American Education Week. The purpose of this week is to acquaint the public with the work of the schools, with their ideals, their achievements, and their needs. Let the aim be to have every parent visit his child's school at least once during the week. Evening sessions may be substituted for afternoon sessions on certain days. For some time prior to Education Week, articles on the schools should appear in local newspapers. Note that this program emphasizes each of the cardinal objectives of education: health; worthy home membership; mastery of the tools, technics, and spirit of learning; faithful citizenship; vocational and economic effectiveness; wise use of leisure; and ethical character.

Health day, Monday, Nov. 5—Health is the foundation of individual happiness and community wellbeing. Health Day programs can show the public what the schools do to promote health through recreation, nutrition, ventilation, and training in good habits. An adequate school plant—sanitary, spacious, cheerful—helps to improve individual and community life and to insure a better race.

Home and school day, Tuesday, Nov. 6—Home is the most fundamental institution among civilized peoples. Its cooperation with the school is a necessity. American Education Week is a good time for parents to visit the school and for teachers to plan visits to the homes of their pupils. Let the pupils know what each of them can do to help make better homes.

Know your school day, Wednesday, Nov. 7—Schools are the first and biggest enterprise in locality, state, or nation. A little invested in education saves much expended on poverty, disease, and crime. The school teaches children how to learn, to think, to develop vision, to judge, to do, and gives them an appreciation of the spirit of learning.

School opportunity day, Thursday, Nov. 8—To help every child find his field of service and to prepare him for it is a primary responsibility of the school. On this day show the opportunities offered children in your community—how vocational efficiency is promoted through courses in agriculture, trades and industries, commerce, and home economics; how advantages are afforded by special classes and evening schools.

Citizenship day, Friday, Nov. 9—The success of a democratic government depends upon the faithful performance by each citizen of his public duty. By living as citizens of the schools, children learn to be citizens of the larger society. Schools eliminate factional and national hatreds and develop that mutual sympathy, respect, and understanding essential to loyal citizenship.

Community day, Saturday, Nov. 10—Education is a lifelong enterprise. The program for this day will emphasize the value of schools in the advancement of community life. Progressive communities provide for wholesome leisure activities—libraries, parks, playfields, auditoriums—and make the schoolhouse a community center.

> **WILL YOU observe American Education Week? To a million teachers this question should come as a challenge to rise to a great occasion. Let us rather ask, "Can we afford not to observe American Education Week?" Can we afford to ignore the need for a permanent season each year when we shall magnify and interpret the one institution upon which we are spending most in care and treasure? Without this background of public appreciation education cannot keep pace with the expanding needs of the life around it. The school is America's choicest gift to civilization. Let us once each year dedicate ourselves anew to the school and the child. Let us exalt the child above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people.**

Armistice day, Sunday, Nov. 11—Ten years ago today the thought of the world changed from war duties to the peaceful pursuits of life. On this day let the ministers of all denominations tell what teachers and the schools are doing to build citizenship and character. Call attention to the fact that Education Week is now observed in other countries as suggested by the World Federation of Education Associations. Note that the formal observance of Armistice Day under the auspices of the American Legion will be on Monday, November 12.

SUGGESTIONS FOR COOPERATING AGENCIES—The superintendent usually serves as director of the week's activities.

Local officials of the American Legion serve on committees and help to promote the observance of the week.

Request the mayor to issue the proclamation setting aside Nov. 5-11 as American Education Week. Do this in September.

Let churches, fraternal bodies, chambers of commerce, labor organizations, luncheon clubs, and other agencies plan to feature the work of the schools in short talks, a school pageant, radio programs.

Newspapers can print articles, editorials, and news about education. Print local program in full during the week. Run a page advertisement featuring some educational achievement or institution in your city.

Merchants will recognize the schools in their window displays and advertisements. Begin doing this the preceding week.

Motion picture theaters can use slides urging people to visit the schools and study educational issues. Furnish material for projection to the principal motion picture houses.

Radio broadcasting stations may feature educational addresses and school programs. Have several five-minute speeches telling about the schools. Arrange for this early in the fall.

Pilgrimages may be made to the best schools in each city and county and to the graves of wellknown educators and benefactors of education.

Have a parent's night. Let the parents attend a shortened school session, say 90 minutes, and meet their children's teachers.

Have the school's printing presses turn out programs for the week and for each day in the form of dodgers, folders, and booklets.

The World Federation of Education Associations recommends that Education Week be observed in all nations.

BEGIN NOW—Now is the time for teachers' clubs and school faculties to appoint committees to carry forward plans for the observance of American Education Week. The back files of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION contain a wealth of material bearing on each of the days.

The following references to JOURNAL articles will be especially helpful:

American Education Week; Oct. 1927. 16: 221

Democracy in education—W. H. P. Faunce; Apr. 1928. 17: 103

State universities and public education—Lotus D. Coffman; May 1928. 17: 133

Growth in physical fitness—Kathleen W. Wootten; Oct. 1927. 16: 207

Well-ordered homes—Florence H. Fitch; Jan. 1927. 16: 7

Experiences in citizenship training—Jessie Duff; June 1927. 16: 187

A school citizenship project; Nov. 1927. 16: 253

Education and the larger leisure—Mabel Travis Wood; June 1927. 16: 173

The sources of ethical character—Joy Elmer Morgan; Dec. 1927. 16: 267

School ideals and character—Henry Neumann; Feb. 1927. 16: 47

The American Melting Pot—Francis G. Blair; Oct. 1927. 16: 197

Every Teacher an Interpreter—Cleve R. Bradshaw; Jan. 1928. 17: 13

Economic Resources and School Costs by States in 1926; Feb. 1928. 17: 56

Enrolment in American Schools both Public and Private; May 1928. 17:150

Additional material will appear in the October JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, and in the Research Bulletin of the Association.

Headquarters Retirement System

At the 1926 meeting of the National Education Association in Philadelphia the report of E. Ruth Pyrtle, chairman of the Committee on Retirement Allowances, included a recommendation "that the Executive Committee be authorized to take steps to put into effect a retirement plan for the Association's headquarters staff." The approval of this recommendation by the Representative Assembly was consistent with the Association's long established policy of promoting sound teacher retirement systems. It is also in line with the increasing tendency on the part of all types of concerns with permanent staffs to set up definite plans for the retirement of their employees when they reach old age.

As a first step toward initiating a retirement system, an investigation was conducted under the direction of a subcommittee of the Executive Committee made up of Uel W. Lamkin, E. Ruth Pyrtle, and Mary McSkimmon. The results of this study, presented at the Dallas meeting, pointed out that the initiation of a retirement system would be a relatively simple matter since most of the employees of the Association were comparatively young and had been employed but a few years. The problem of accrued liabilities, which makes the establishment of many retirement plans so difficult, was therefore not serious.

The study also suggested the major features of a plan which appeared best suited to the demands of the situation. The retirement system suggested was based upon the principles for sound teachers' retirement systems as stated in recent reports of the Committee on Retirement Allowances. The prompt establishment of a retirement system along the lines outlined was recommended. At the Seattle meeting, the Board of Directors took final action authorizing the establishment of a retirement system effective December 1, 1927.

Membership in the retirement system is limited to those on the permanent roll. Approximately half of the headquarters staff are on this roll. Membership, therefore, represents an additional privilege which comes to those on the temporary roll who qualify through efficient service for a position on the permanent staff. Membership in the system is made a condition of employment on the permanent roll, thereby guaranteeing in full measure the increased efficiency which results from the adoption of a sound retirement plan for salaried workers.

The fund upon which the retirement allowance of each member of the staff will be based is built up by depositing in an account each year an amount which is ten percent of the employee's salary. This deposit is paid for by a five percent deduction from the member's pay check, and by the payment of a similar sum by the Association. This guarantees an adequate retirement allowance by the time superannuation is reached. An employee may retire and may be retired at any age between sixty and seventy. The age of a few members of the system is such that the deposits to their credit will not be sufficient by the time they reach the age of superannuation to provide an adequate retirement annuity. The Association at its own expense guarantees a minimum retirement allowance to such employees.

> **Justice as well as the best public service requires the retirement and pensioning of teachers after a service of thirty years, and upon carefully devised conditions. We recommend the enactment of laws in the several states to permit and to regulate the retirement and pensioning of professional teachers.—*Resolution of the National Education Association passed in 1891.***

The whole plan is thoroughly sound financially. By the time of reaching retirement a sum of money is actually on deposit to the credit of each individual member of the system which is sufficient to cover the cost of his retirement allowance for life without additional payments of any kind, either on the part of the retiring employee or the Association. The plan thereby meets the first and cardinal principle for all retirement systems—*financial solvency. No retirement system at all is better than one which proves to be insolvent at the time of retirement.*

Each member's retirement fund is kept separately and in case he withdraws from service with the Association previous to the age of retirement, he receives with interest all the deductions from his salary. Protection is also provided against physical disability occurring previous to the age of regular retirement.

The nature of the organization of the headquarters staff is such that it was not possible to establish a system which is in all respects a duplicate of the sound teacher retirement systems now in effect in a few states. The number on the permanent staff was too small to make practical the organization of a wholly independent retirement system, such as is desirable in a state with several hundred or several thousand teachers. Consequently the plan is administered through a wellestablished insurance company selected by the officers.

This feature in the plan was necessary due to the relatively small number on the permanent staff, and due to the fact that the members of the staff are the employees of what is legally a private organization, rather than being state employees as are public school teachers. The plan as now in effect provides that the cost shall be met jointly by the employer and the employee, which in teacher retirement systems are the state and the teacher. In the case of a teachers' retirement system, the state itself should administer the system.

The establishment of sound retirement plans such as that of the National Education Association, and such as are also in effect for teachers in many progressive states, is in no sense an act of charity. It is a thoroughly dignified and businesslike arrangement whereby two solvent parties, an employee and an employer, exercise foresight in protecting the efficiency of a service to which they are both devoted. These solvent parties cooperate over a period of years in building up a fund which renders the employee financially independent at retirement.

The adoption of the retirement system now in effect for the Association's headquarters staff guarantees continued efficiency on the part of that staff. It will not only result in better work during the period of service, but will keep the paths of promotion open when those who have served long reach old age and their effectiveness begins to decrease. By organizing a retirement plan for its headquarters staff the National Education Association recognizes in practise what it has long advocated in theory—that the establishment of a sound retirement system promises greater efficiency on the part of salaried employees whether they be teachers or whether they be the workers of its own staff.

Selecting the Best Textbooks

FRANK X. GOULET

Principal, Thomas A. Edison Junior High School, Los Angeles, California

ONE OF THE problems which confronts every organization is the selection of suitable texts upon the expiration of old contracts or upon the determination that the texts in present use are unsuitable. This problem has variously, in the course of school history, fallen upon state superintendents, boards of education, city superintendents, and members of special departments. Only very lately has it been a custom to ask classroom teachers to participate in the judgment and selection of textbooks later to be used in these same classrooms.

In Los Angeles, the teachers have been for some time participating in the formation and development of the course of study. At the expiration of a contract for the use of mathematics texts in the junior high schools of the city, the matter of selection of new textbooks was brought for consideration before the teachers composing the committee upon mathematics. This committee was faced with the problem and given the responsibility of recommending to the board of education texts for the classes in mathematics in the junior high schools for the next four years.

Discussion of the problem brought out the suggestion that in line with modern educational procedure, some objective method of evaluation and selection should be the basis of the committee's recommendation. It was felt that anything as definite as a textbook was subject to quite definite analysis. It was the hope that the board of education would adopt textbooks upon their proved value as texts and not upon political pressure, the personality of the salesman, or any of the more or less devious methods which have no relation whatever to the value of the book as a classroom asset.

Accordingly, the Department of Psychology and Educational Research was called upon for aid in fashioning some type of measuring stick with which to tackle the new job of measuring textbooks. Florence D. Fuller was appointed as aid to the committee and with the assistance of the committee of mathematics teachers proceeded to analyze the organization and makeup of texts. This study resolved itself into an analysis of the various textbooks centering around the following subdivisions:

1. Number and kind of illustrations.
2. Size of numbers used.
3. Mechanical features, such as printing, binding, paper, etc.

The Analytical Spelling Book.

Sec. 15.

Sweet, Sweet-er, Sweet-est.

A pear is sweet, a plumb is sweeter, honey is sweetest.

Ann is a **sweet** child — She does not cry or snarl. She minds her pa and ma, and loves the little babe. So she is a **sweet** child.

The robin sings **sweet-ly.** You have seen the rob-in sit-ting on a limb, and heard her sweet song.

The sap of the ma-ple has **sweet-ness.** It can be boiled till only the sweetness is left, and then it is sugar.

Sweet, sweeter, sweet-est, sweet-ly, sweet-ness.

Bold, bolder, bold-est, bold-ly, boldness.

cold	wild	high	calm	harsh
blind	light	bright	dark	sharp
mild	tight	kind	hard	smart

THIS PICTURE *and that on the next page are examples of the old style of textbook. They are taken from "The District School as It Was," edited by Clifton Johnson, published by T. Y. Crowell Company.*

4. Methods of presentation, discussion, organization, and suitability.
5. Methods of drills, tests, summaries, and review.
6. Analysis of content.
7. Extent of vocabulary.
8. Manner in which the textbooks were written and developed.
9. And a study of the scholarship, training, and experience of the author.

Later, separate committees were appointed to take up each one of these subdivisions as its special work and to examine every textbook submitted by the publisher for adoption, analyzing it only with reference to the special phase of interest to the committee.

To illustrate how objective was the method of analysis, perhaps a statement of the procedure by one of the committees will serve as an example for all of them. The committee on number and kind of illustrations says in its opening report:

The committee found that there was a considerable number of types of illustrations used in the texts. It seemed likely that not only the quantity of illustrations, but also the type of illustrations would be of importance in judging texts. It was decided, therefore, to group the illustrations under various headings. An abbreviation for each was agreed upon in order to economize space and labor in recording data. A list of the types and abbreviations follow:

Architecture (A)
This type includes all pictures of buildings, arches, etc.

Business Forms (BF)
Under this heading illustrations of checks, drafts, notes, bills, budgets, etc., have been listed.

Charts, Diagrams, Tables (CDT)
This type includes information shown, or set off, with lines.

Graphs (G)
All types of graphs; line, bar, circle, picture, etc., are included here.

Geometric Forms (GF)
Illustrations of various forms, rectangles, angles, circles, prisms, etc., are classified under this heading.

Historical (H)
This type includes pictures of persons, historical notes set off by lines, or designs, old means of computations, etc.

Illustrations of Problems Inclosed by Lines (I)
Under this title are included illustrations of methods of computing, and of solving problems, when set off by lines.

Machinery (M)
As the title indicates, pictures, or sketches, of machines are listed here.

Pictures of Activities (PA)
This type includes pictures of actions performed by people, but not to be done by the pupils, as filling the automobile tank with gas, etc.

Pictures of Procedures, or Directed Activities (PP)
Pictures showing pupils how to perform experiments, to measure, etc., are listed under this title.

Trigonometric and Geometric Uses (TGU)
This includes illustrations of the means of finding the altitude of cliffs, etc.

The space occupied by illustrations was measured in square millimeters. The proportion of space in each text devoted to illustrations was calculated. Using the total square millimeters of illustrations found in a book or a series of books, as a basis, the percent of each type of illustrations was computed for each. The desirable proportions of the books in terms of percents of space in a two-book series, in a three-book series, and also

in separate algebras to be devoted to illustrations have been estimated. The desirable proportion of the illustrations, in terms of the percent of space used for illustrations, to be devoted to each type of illustration was also estimated. The last two items appear in the tables as *Suggested Standards*.

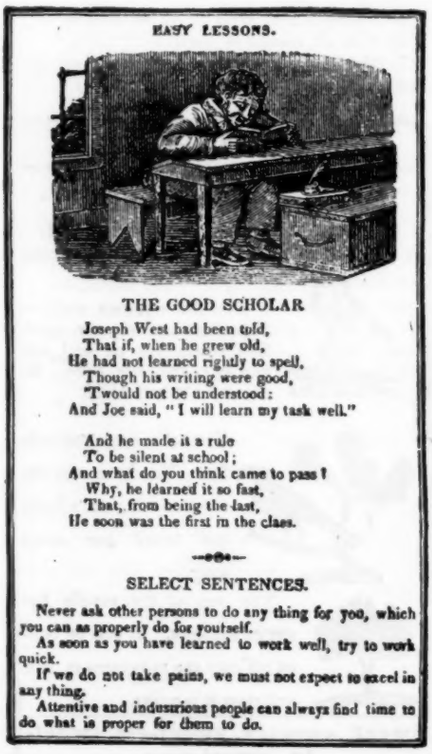
Another instance of objective measurement was the work of the committee on vocabulary. All of the books submitted were tested with the Thorndike list of the 10,000 most frequently used words and the texts scored accordingly. These books were scored objectively by this list both as to the extent of the vocabulary and the frequency with which certain vocabulary words recurred in the various textbooks.

In like manner, the committee on size of numbers and the other committees made surveys of various texts and set up certain definite standards by which the texts could be evaluated; the committee on size of numbers taking as their special problem a study of whether or not the numbers used in the various texts were such as to be practical or such as to be outside of the actual experience or beyond the range of probability in the life of the student.

In this way, all of the various phases were weighed and scored objectively with the exception of the report on scholarship, training, and experience of the author, and the manner in which texts were written and developed. These two facts were obtained by written statement from the publishers or authors.

A very important point in the report on the manner in which the texts were written and developed was a statement as to whether the texts had been developed through practical work in any system or systems of schools, or whether they had been written and not tried out before being published.

These reports were then sent out to the faculties of the various junior high schools under code numbers and the teachers ranked the texts from highest to lowest according to the suggested standards which had been set up by the various committees. The teachers in every case voted in an unprejudiced manner because it was not possible to determine for which text they were voting.

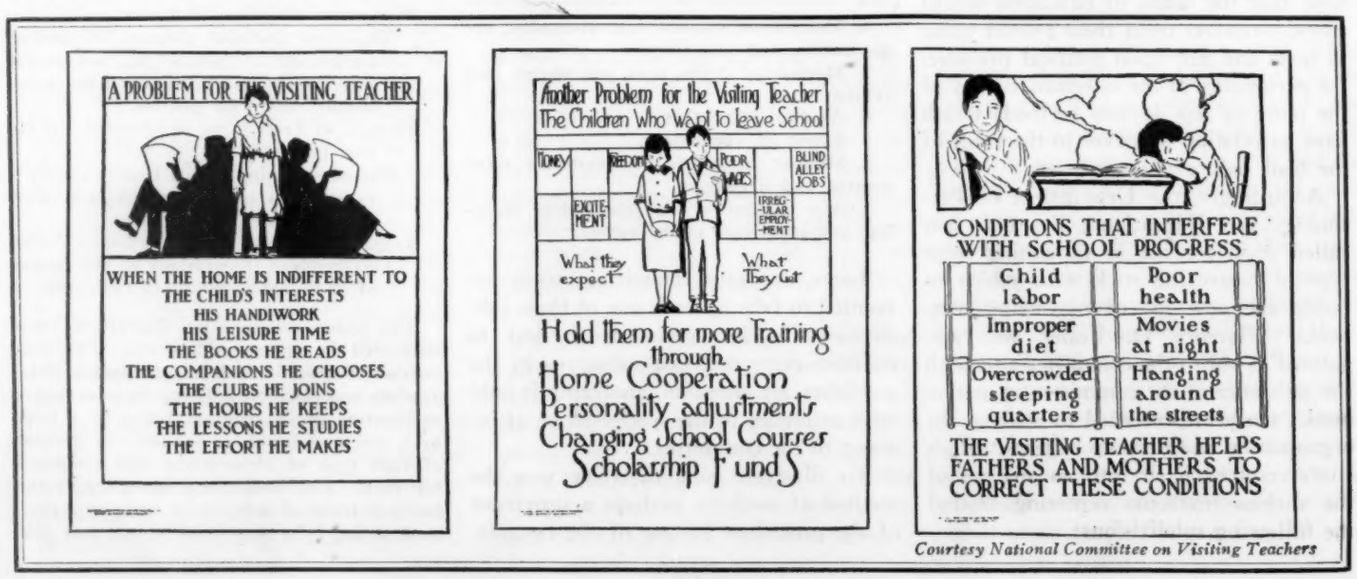


ANOTHER PAGE *of "The District School as It Was." Note the old-fashioned bench and low desk.*

At the close, and after all of the nine reports had been voted upon and returned, the Department of Psychology and Educational Research made a composite scale of these votes. This table was presented to the final meeting of the whole committee at which time it was hoped that the committee would be guided in its selection of texts by the results of its own findings. At this final meeting, the names of the actual textbooks and the score given them by the entire staff of teachers were placed in the hands of the teachers. When the count was taken, which was by secret ballot, it was found that the series of books scored highest by the various group committees was almost the unanimous choice of the committee as a whole. The result was most gratifying to the educational staff and to most of the book men concerned in the selection.

Many of the salesmen for the book concerns felt that an absolute elimination of the personal element in the selection of textbooks would make for improvement in the writing of texts and would give each author and publisher a better evaluation of the books than any which they could make for themselves.

There have been many desirable outcomes as a result of these experiments in the objective evaluation of texts. The task was a pioneer one and entailed an enormous amount of original work. No one connected with the undertaking believes that the job done is a perfect one, but we believe that it points the way and opens up a general field that has not been touched in educational procedure. As time goes on, it is hoped that other studies similar to this will give us more facts and a better method of measuring textbooks as to their actual value.



Courtesy National Committee on Visiting Teachers

Educational Cooperation

BECAUSE OF the effort made in the past two years to inform the public and the teaching profession of the need for a Department of Education with a Secretary in the President's Cabinet, the representatives of educational organizations who appeared in support of H. R. 7, the Curtis-Reed bill before the House Committee on Education, April 25 to 28, were in complete agreement on all essential principles involved. The hearings were presided over with dignity and fairness by Representative Daniel A. Reed of New York, chairman of the Committee on Education and the introducer of the bill in the House.

Representatives John A. Robsion of Kentucky, Willis G. Sears of Nebraska, and Elmer O. Leatherwood of Utah, contributed much to the cause by their wise cross-examination of witnesses. They are members of the Committee on Education, and supporters of the New Education Bill.

The case for the National Education Association and allied organizations was directed by Superintendent William M. Davidson of Pittsburgh, chairman of the Association's Legislative Commission, who was the first witness on the opening day of the hearings. Dr. Davidson traced the history of the movement to establish a department of education since 1866.

The constitutional discussion was conducted by State Superintendent John A. H. Keith of Pennsylvania who insisted that state superintendents of public instruction have no fear of federal encroachment on sovereign rights of the states in administering and controlling their systems of education. He was supported by Chancellor S. P. Capen of the University of Buffalo who advanced the opinion that the federal government could not control education even though such control were authorized by law. The bill now before the committee, he pointed out, does not even suggest federal control.

Thomas E. Finegan, who for thirty years was a state educational officer, presented out of his wide experience both as a lawyer and educator, the vital need for reliable, complete, and current educational facts for the improvement of schools within the states. The United States Department of Education, he said, would be able to carry on its studies on a nationwide scale, offering the results of its findings to all state and local school systems for application to their own specific needs.

THE OFFICIAL stenographic report of the hearings on H. R. 7 to establish a United States Department of Education with a Secretary in the President's Cabinet, held in Washington April 25 to 28 inclusive, will constitute an excellent handbook for debates in the schools next fall. Every citizen will be entitled to a copy of this report when it is printed. You may obtain your copy by writing to one of your Senators or your Representative in Congress at his office in Washington. Additional material for debates can be supplied by the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C. The Bill was published in full in the January 1928 issue of THE JOURNAL of the National Education Association.

Representative William C. Hammer of North Carolina, who is not a member of the Committee on Education, sent a voluntary statement in support of the bill to be filed in the record of the hearings.

Mr. Hammer said, "I am sincerely interested in seeing this measure enacted for it would help the plain folk very much. I am a Southerner, and as such I look out for safeguarding the principle of states' rights, but I cannot see where this measure, which would give the states the help of the federal government and leave the actual administration of education strictly to the states, would interfere with state autonomy.

"Most of all I am for this bill because I want the people of the rural communities to have the same advantages as those in the big cities. Most of the experimental schools are now conducted either in connection with big city school systems, or else in high priced private schools. I want some of the results of all this extensive research to be made available for the poorer people in the rural districts, too."

The need for systematic nationwide factfinding in education was urged before the committee by Charles H. Judd, director of the school of education of the University of Chicago, and other representatives of the North Central Association of Colleges and Secondary Schools.

President Cloyd Heck Marvin of George Washington University emphasized the benefit which the bill would bring to privately endowed institutions of higher learning in presenting more vital courses of study to their students.

Some opponents of the bill introduced statements implying that schools and teachers are being used by the enemies of orderly government to promote antisocial, unpatriotic, communistic, and other radical doctrine. These implications were challenged by Representative Brooks Fletcher of Ohio, a member of the Committee, who requested Secretary Crabtree of the National Education Association to make a statement. Mr. Fletcher secured the Committee's permission to place Mr. Crabtree's statement in the record. Secretary Crabtree said in his letter "If teachers were 'red' or if the schools were spreading vicious propaganda I would know it. The dangers are not in the schools."

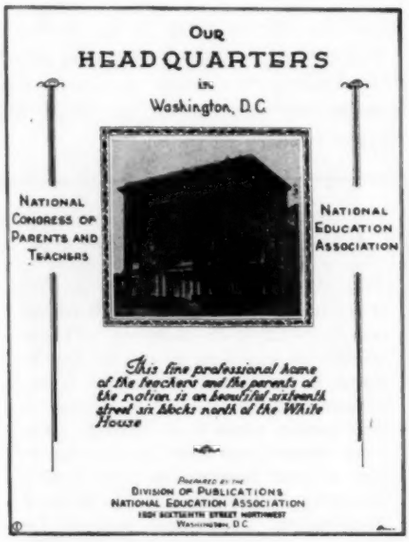
Miss Charl Williams, field secretary of the legislative division of the National Education Association, filed with the committee statements from approximately three-fourths of the state superintendents of public instruction and from more than a score of great national organizations supporting the bill. Miss Williams, although she had just recovered from an illness, was present throughout the hearings and assisted Dr. Davidson.

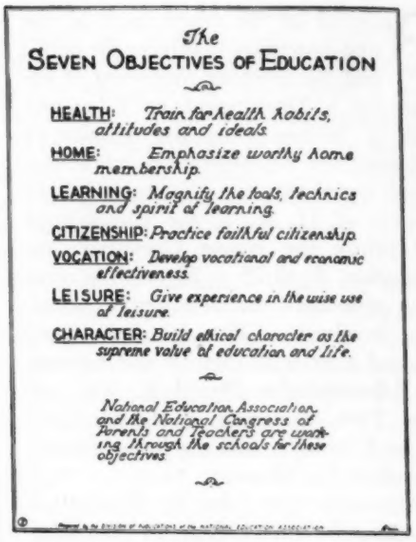
The hearings on the New Education Bill in the Seventieth Congress have closed. The task is now once more sent back to the educational forces of the nation. Congress has recessed until December 3, unless called in special session. Most members of Congress have returned to their home districts to prepare for the 1928 election. While they are campaigning in their districts teachers, parents, and laymen will have an opportunity to talk with them and to present to them the imperative necessity of a department which will be an adequate factfinding agency dedicated to the best interests of the twenty-eight million young people in the American schools. Congressmen will be influenced by the intelligent opinions of their constituents.

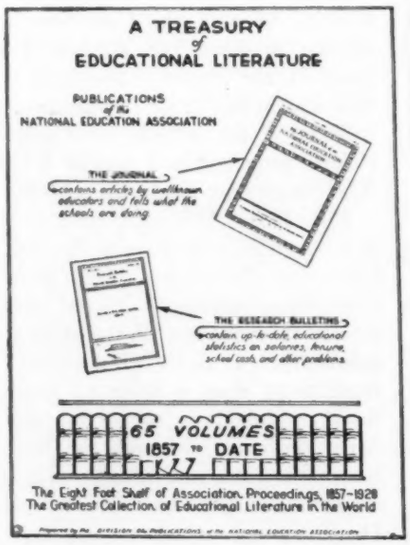
Interpreting Educational Needs

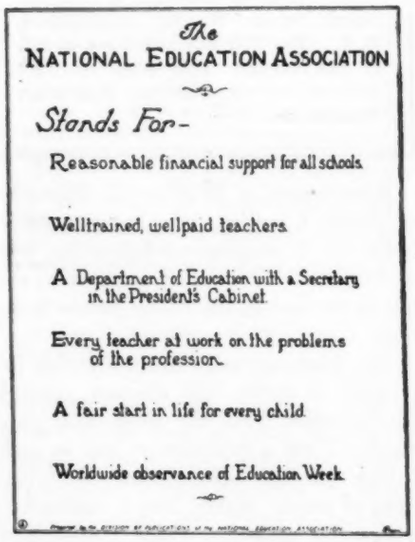
HERE ARE reduced facsimiles of a set of posters prepared by the Division of Publications of the National Education Association for the recent Cleveland meeting of the National Congress of Parents and Teachers. They suggest one way of making figures simple by presenting them graphically. The full size of the posters is seventeen by twenty-three inches. Posters like these can be made by high-school pupils as a part of their regular work. Graphs and charts are so widely used in modern life that youth should be taught to make and use them just as they are given practise in writing and speaking.

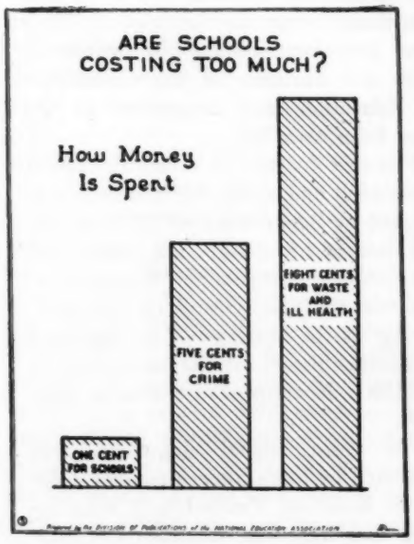
These posters may be used to advantage in meetings of state and local education associations. Full size copies can be purchased from the Division of Publications of the National Education Association, Washington, D. C., at fifty cents each or two dollars per set.

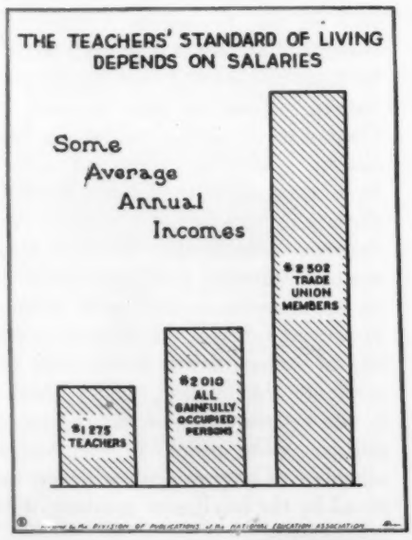


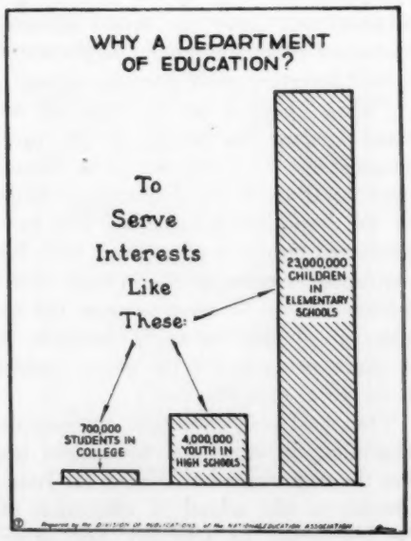


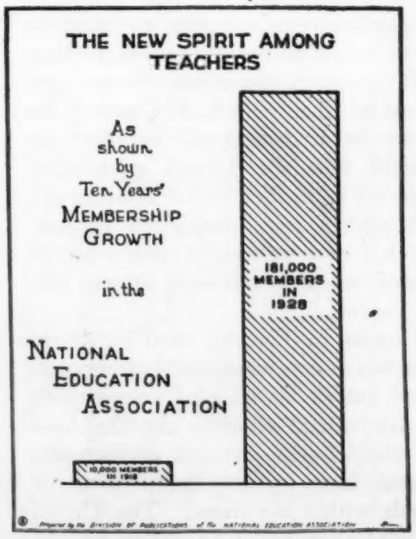












An Elementary School Library for $500

Prepared by the Librarians in the Elementary Schools of Long Beach, California

LONG BEACH provides a fulltime librarian for most of its elementary schools and is doing notable work in that field. During the past year these librarians have been working on a cooperative enterprise for THE JOURNAL, aiming to make, out of their actual experience with children and teachers, a list of books that could be purchased for about $500. This is their list. The librarians who have worked on it have had an average experience of eight years each in teaching, public library children's work, and school library work in all sections of the United States and represent a wide range of training in credited library schools and teacher training institutions. The group working on the list includes Mrs. Elizabeth Riddell White, director of the Department of Libraries, and Librarians Bernhardt Barnett, Alma Clements, Helen Jackson, Clara Josselyn, Louise Metcalf, Leigh Pearce, Florence Robertson, Katharine Scales, Hazel Tomlinson, Lenore Townsend, and Josephine Kenkil.

In making this list for first purchase for an elementary school library, the following points that every school librarian has to face in making a selection have been kept in mind:

1. The list provides for children from kindergarten through the sixth grade.

2. All readers and textbooks have been omitted except where they have reference value.

3. The modern curriculum and its demands upon the library have been constantly kept in mind in selecting the nonfiction books. Some are necessary for factual references and others for inspirational reading.

4. Enough titles of similar difficulty to supply at least twenty pupils or half an average class with books at one time have been selected. This makes it necessary to have at least twenty picture books for kindergarten and first grade; twenty or more easy books for second and third grade. Beyond the third the reading ability varies and a mixed list will handle most classes.

5. It is assumed that every school is already equipped with one of the good children's encyclopedias and a large dictionary of recognized standing. In case they are not already owned by the school, $70 are allowed for these two items in the general reference group. These basic reference books often come as gifts from Parent-Teacher Associations.

If schools would cooperate with their public library to obtain books to circulate for home reading, they would help the public library in reaching all the children. Also they would not interfere with the circulation records which affect the library budget, and the school could use its money for a general collection to keep in the library for class use.

To make the library a success it is necessary to have a trained children's librarian. The tendency too often is to put a teacher in and let the supervisor give a few lessons to make a librarian of her. There are too few teachers who know children's books and standards. There is no place in their teacher training where they are taught or read children's literature.

GREAT MEN and women all through history have testified to the inspiration that has come to them from books. There is much more to be learned than books. Every teacher wishes to preserve a reasonable balance between the child's experience with things and people and his reading. This balance can best be kept and the love of reading cultivated when the child is surrounded by inviting books and given ample time to read them in his own way. Certainly it is not expecting too much to have in every school a library worth at least half the salary that the teacher would receive in one year. It multiplies the teacher's power manyfold and gives opportunity for selfdirected learning of immeasurable value.

This list is published at this time to aid schools throughout the country in planning purchases for their libraries in preparation for 1928-29.

Schools in each state would obtain books on the history of the state corresponding to the titles in this list under California.

Making a reasonable allowance for discounts, the percents of the $500 spent for various classes are approximately as follows: General reference books, 19; picture books, 6; easy books, 5; fiction, 19; fairy tales, myths, and legends, 8; biography, 7; history, 7; travel in many lands, 3; geography, 6; health and occupations, 2; science and inventions, 3; science and nature, 5; special holiday and civic problems, 4; literature, 3; and fine arts, 3.

General Reference Books

Goode—*School atlas*, Rand, 1923, $4
Hammond—*Modern atlas of the world*, Hammond, 1924, $3
World Almanac—N. Y. World, $1
Ward—*Encyclopedia of food*, Ward, 1923, $10
Stevenson—*Home book of verse for young folks*, Holt, 1915, $3
Boy Scouts—*Official handbook*, 1926, $1
Gardner—*Handbook of children's literature*, Scott, 1927, $2
Rice—*Lessons on the use of books and libraries*, Rand, 1920, $1
Sears—*Children's catalog*. Newest edition, Wilson, 1925, $12
Terman & Lima—*Children's reading*, Appleton, 1926, $2
Eastman—*Index to fairy tales*, Faxon, $6
Scott—*Stamp catalog*, Scott, $1.50
Stern—*Clubs, their making and management*, Rand, 1925, $1.50

Picture Books

Adelborg—*Clean Peter*, Longmans, $1.50.
Brooke—*Golden Goose*, Warne, $3
Brooke—*Johnny Crow's garden*, Warne, $1.75
Brooke—*Ring o' roses*, Warne, $3
Brooke—*Story of the three bears*, Warne, 75 cents
Brooke—*Story of the three little pigs*, Warne, 75 cents
Caldecott—*Hey diddle diddle picture book*, Warne, $2.25
Crane—*Old Mother Hubbard*, Dodd, $1
Deming—*Indian child life*, Stokes, $2.75
Falls—*A B C book*, Doubleday, $2
Francis—*Book of cheerful cats*, Century, $1.50
Greenaway—*Marigold garden*, Warne, $2.50
Ivimey—*Three blind mice*, Warne, $1
Le Mair—*Little songs of long ago*, McKay, $3
Moore—*'Twas the night before Christmas*, Houghton, 90 cents
Smith—*Chicken world*, Houghton, $2.50
Smith—*Railroad book*, Houghton, $3
Smith—*Seashore book*, Houghton, $3
Wright—*Real Mother Goose*, Rand, $2

Easy Books

Bannerman—*Little black Sambo*, Stokes, 75 cents
Bianco—*Little wooden doll* (Little library), Macmillan, $1
Bianco—*Velveteen rabbit*, Doran, $2
Blaisdell—*Cherry tree children*, Little, $1
Boutet de Monvel—*Suzanna's auction* (Little library), Macmillan, $1
Carrick—*Picture folk tales*, Stokes, $1.50
Carrick—*Picture tales from the Russian*, Stokes, $1.25
Goldsmith—*History of little Goody-Two-Shoes*, Macmillan, $1
Grant—*Windmills and wooden shoes*, Southern, 68 cents
Grover—*Kittens and cats* (School edition), Houghton, 90 cents
Grover—*Overall boys*, Rand, 75 cents
Grover—*Sunbonnet babies' primer*, Rand, 70 cents
Heward—*Ameliar-Anne and the green umbrella*, Macrae, $1.50
Heward—*Twins and Tabiffa*, Jacobs, $1.50
Lang—*Fairy stories*, 4 vols. Lib. ed., Longmans, $2.48
LaRue—*F-u-n Book*, Macmillan, 68 cents
Lefevre—*Cock, the mouse and the little red hen*, Macrae, $1
Lefevre, *Little grey goose*, Macrae, $1
Lofting—*Story of Mrs. Tubbs*, Stokes, $1.25
Lucia—*Peter and Polly in spring*, Am. bk., 60 cents
Orton—*Little lost pigs*, Stokes, $1.25
Perkins—*Dutch twins primer*, Houghton, 64 cents
Potter—*Roly-poly pudding*, Warne, 75 cents
Potter—*Tale of Benjamin Bunny*, Warne, 75 cents
Potter—*Tale of Peter Rabbit*, Warne, 75 cents

Fiction

Alcott—*Jack and Jill;* il. by H. R. Richards, Little, $2.50
Alcott—*Little men;* il. by Reginald B. Birch, Little, $2.50
Alcott—*Little women;* il. by Alice B. Stephens, Little, $2.50
Alcott—*Under the lilacs;* il. by Alice B. Stephens, Little, $2.50
Barrie—*Peter Pan and Wendy*, Scribner, $2.50
Baylor—*Juan and Juanita*. (Riverside Bookshelf), Houghton, $2
Baynes—*Jimmie*, Macmillan, $1.60
Brooks—*Boy emigrants*, Scribner, $2.50
Brown—*John of the woods*, Houghton, $1.75
Brown—*Lonesomest doll*, Houghton, $1.25
Bush—*Prairie Rose*. (Beacon Hill Bookshelf), Little, $2
Caldwell—*Wolf the storm leader*, Dodd, $2.50
Clark—*Poppy seed cakes*, Doubleday, $2
Clemens—*Adventures of Huckleberry Finn*, Harper, $2.25
Clemens—*Adventures of Tom Sawyer*, Harper, $2.25
Coolidge—*What Katy did*, Little, $2
Defoe—*Robinson Crusoe*, Harper, $1.75
Dix—*Merrylips*, Macmillan, $2
Dodge—*Hans Brinker;* il. by G. W. Edwards, Scribner, $2.50
Drummond—*Monkey that would not kill*, Dodd, $1.10
Fitinghoff—*Children of the moor*, Houghton, $2.50
French—*Grettir the Strong, Story of*, Dutton, $2
French—*Lance of Kanana*, Lothrop, $1.25
Hale—*Peterkin papers*. New ed. (Riverside Bookshelf), Houghton, $2
Haskell—*Katrinka*, Dutton, $2
Hawes—*Mutineers*, Little, $2
Hunt—*About Harriet*, Houghton, $2
Jackson—*Nelly's silver mine*. (Beacon Hill Bookshelf), Little, $2
Kaler—*Toby Tyler*, Harper, $1.75
Kipling—*Jungle book* (School edition), Doubleday, $1
Lofting—*Story of Doctor Dolittle*, Stokes, $2
London—*Call of the wild*, Macmillan, $2
Malot—*Nobody's boy*, Cupples, $1.50
Martineau des Chesnez—*Lady Green Satin and her maid Rosette*, Macmillan, $2
Masefield—*Jim Davis*, Grosset, $1.25
Meigs—*Master Simon's garden*, Macmillan, $2
Meigs—*New moon*, Macmillan, $2
Miller—*Children of the mountain eagle*, Doubleday, $2
Moon—*Chi-Wee*, Doubleday, $2

Morley—*Donkey John of the Toy Valley*, McClurg, $1.45
Mukerji—*Kari the elephant*, Dutton, $2
Nordhoff—*Pearl lagoon*, Little, $2
Paine—*Arkansaw bear*, Altemus, $1.50
Perkins—*Dutch twins* (School edition), Houghton, 88 cents
Perkins—*Eskimo twins* (School edition), Houghton, 88 cents
Perkins—*Japanese twins* (School edition), Houghton, 88 cents
Perkins—*Mexican twins* (School edition), Houghton, 88 cents
Pyle—*Men of iron*, Harper, $2
Seaman—*Jacqueline of the carrier pigeons*, Macmillan, $1.50
Seton—*Biography of a grizzly*, Century, $2
Spyri—*Heidi;* il. by Jessie Willcox Smith, McKay, $3.50
Spyri—*Heidi;* (Centennial ed. for circulation), Ginn, 84 cents
Stevenson—*Treasure island;* il. by N. C. Wyeth, Scribner, $2.50
Stevenson—*Treasure island* (for circulation), Macrae, $1.50
Vimar—*Curly-haired hen*, Fitzgerald, $2
White—*Magic forest* (Little library), Macmillan, $1
White—*When Molly was six*, Houghton, $1.65
Wiggin—*Birds' Christmas carol*, Houghton, $2
Wiggin—*Rebecca of Sunnybrook farm.* (Riverside Bookshelf), Houghton, $2
Wyss—*Swiss family Robinson*, Harper, $1.75
Zollinger—*Widow O'Callaghan's boys*, McClurg, $1.50
Zwilgmeyer—*Johnny Blossom*, Pilgrim, $1.50
Zwilgmeyer—*What happened to Inger Johanne*, Lothrop, $1.75

Fairy Tales, Myths, and Legends

Aesop—*Fables;* selected by Jacobs (Children's classics), Macmillan, $1.75
Andersen—*Fairy tales*, Macrae, $1.50
Arabian Nights Entertainments; il. by M. Parrish, Scribner, $2.50
Baldwin—*Story of Siegfried*, Scribner, $2
Beston—*Firelight fairy book*, Atlantic, $2.50
Brown—*In the days of the giants*, Houghton, $1.50
Carroll—*Alice in Wonderland;* il. by J. Tenniel, Macmillan, $1.75
Colum—*Golden fleece*, Macmillan, $2.25
Gayley—*Classic myths*, Ginn, $1.82
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Keller—*Fat of the cat*, Harcourt, $3
Lagerlöf—*Wonderful adventures of Nils*, Doubleday, $2
Lanier—*Boys' King Arthur*, Scribner, $2.50
Lang—*Blue fairy book* (Washington Square classics), Macrae, $1.50
Lorenzini—*Pinocchio*, Crowell, $1.50
Macdonald—*Princess and the goblin;* il. by Kirk, Lippincott, $1.50
Macdonald—*At the back of the north wind;* il. by Smith, McKay, $3.50
Pyle—*Merry adventures of Robin Hood*, Scribner, $3.50
Thorne-Thomsen—*East o' the sun and west o' the moon*, Row, 60 cents
Wiggin—*Tales of laughter*, il. by Elizabeth Mackinston, Doubleday, $3
Williston—*Japanese fairy tales* (First series), Rand, $1
Zitkaka-Sa—*Old Indian legends*, Ginn, 76 cents

Biography—Individual

Boutet de Monvel—*Joan of Arc*, McKay, 1918, $1.50
Brooks—*True story of Abraham Lincoln*, Lothrop, 1896, $2
Brooks—*True story of George Washington*, Lothrop, 1895, $2
Cody—*Buffalo Bill, autobiography*, Cosmopolitan, 1920, $1
Hagedorn—*Boys' life of Theodore Roosevelt*, Harper, 1922, $1.75
Meadowcroft—*Boys' life of Edison*, Harper, 1921, $1.75
Nicolay—*Boys' life of Abraham Lincoln*, Century, 1906, $1.75
Paine—*Boys' life of Mark Twain*, Harper, 1916, $1.75
Richards—*Florence Nightingale*, Appleton, 1909, $1.75
Roosevelt—*Letters to his children*, Scribner, 1919, $2
White—*Daniel Boone, wilderness scout*, Doubleday, 1922, $1.75

Biography—Collective

Beard—*Our foreign born citizens*, Crowell, 1922, $2
Brower—*Story lives of master musicians*, Stokes, 1922, $2.50
Cather—*Boyhood stories of famous men*, Century, 1916, $1.75
Cather—*Girlhood stories of famous women*, Century, 1921, $1.75
Eggleston—*Stories of great Americans for little Americans*, Am. bk., 1895, 60 cents
Farjeon—*Mighty men from Achilles to Julius Caesar*, Appleton, 1925, $1
Farjeon—*Mighty men from Beowulf to William the Conqueror*, Appleton, 1925, $1
Haaren—*Famous men of Greece*, Am. bk., 1904, 72 cents
Lefferts—*American leaders*, 2 vols., Lippincott, 1919, $1.84
Morgan—*Our presidents*, Macmillan, 1924, $2.50
Sanford—*Modern Americans*, Laurel, 1921, $1.32
Sanford—*Modern Europeans*, Laurel, $1.32
Scobey—*Stories of great musicians*, Am. bk., 1905, 56 cents
Sparks—*Worthwhile Americans*, Ambrose, 1925, $1.04
Sparks—*Worthwhile Europeans*, Ambrose, 1923, $1.12
Steedman—*When they were children*, Nelson, n. d., $1.50
Tappan—*Heroes of progress*, Houghton, 1921, $1.25

History

General

Baldwin—*Fifty famous stories retold*, Am. bk., 1896, 56 cents
Elson—*Modern times and the living past*, 2 vols., Am. bk., 1921, $2.40
Hillyer—*Child's history of the world*, Century, 1924, $3.50
Terry—*History stories of other lands*, Rev. ed., Rowe, 1926
Tales from afar and near, 76 cents
Tales of long ago, 76 cents
Beginnings, 88 cents
Lord and vassal, 88 cents
New liberty, 96 cents
Modern world, 96 cents

Greek and Roman

Guerber—*Story of the Greeks*, Am. bk., 1896, 72 cents
Guerber—*Story of the Romans*, Am. bk., 1896, 72 cents

European

Gordy—*American beginnings in Europe*, Scribner, 1925, $1.12
Hutchinson—*Men who found America*, Barse, 1909, $1.50
Tappan—*When knights were bold*, Houghton, 1911, $3

Indian History and Stories

Dearborn—*How the Indians lived*, Ginn, 1927, 76 cents
Schultz—*Sinopah*, Houghton, 1913, $1.65
Schultz—*With the Indians in the Rockies* (Riverside bookshelf), Houghton, 1925, $2
Seymour—*Indians of today*, Sanborn, 1927, $1
Snedden—*Docas*, Heath, 1899, 80 cents
Sweetser—*Book of Indian braves*, Harper, 1913, $2

American

Bass—*Stories of early times in the great West*, Bobbs, $1.50
Bass—*Stories of pioneer life*, Heath, 1900, 80 cents
Burnham—*Making of our country*, Winston, 1920, $1.68
Gordy—*Elementary history of the United States*, Scribner, 1925, $1.12
Nida—*Following Columbus*, Macmillan, 1923, 96 cents
Pumphrey—*Stories of the Pilgrims*, Rand, 1910, 75 cents
Tappan—*Story of America for very young readers*, Houghton, 1926, $1.75

California

Bandini—*History of California*, Am. bk., 1908, $1
Wagner—*Pacific history stories* (new ed.), Wagner, 1924, $1.50
Winterburn—*Spanish in the Southwest*, Am. bk., 1903, 68 cents

Travel in Many Lands

Carpenter—*Around the world with the children*, Am. bk., 1924, 72 cents
Chance—*Little folks of many lands*, Ginn, 1904, 64 cents
Franck—*China*, Owen, 1927, 96 cents
Franck—*Mexico and Central America*, Owen, 1927, 96 cents
Gaines—*Lucita*, Rand, 1913, 80 cents
Hall—*Buried cities*, Macmillan, 1922, $2
Lefferts—*Neighbors North and South*, Lippincott, 1926, $1.50
Perdue—*Child life in other lands*, Rand, 1918, 85 cents
Putnam—*David goes voyaging*, Putnam, 1925, $1.75
Schott—*Czecho-Slovakia*, Macmillan, 1926, $1
Stuart—*Young folks' book of other lands*, Little 1927, $2
Sugimoto—*With Taro and Hana in Japan*, Stokes, 1926, $1
Tietjens—*Japan, Korea and Formosa*, Wheeler, 1925, $1.28
Wilbur—*Egypt and the Suez Canal*, Wheeler, 1924, $1.28

Geography—General

McMurray—*Elementary geography*, Macmillan, 1921, $1.20
Shepherd, *Geography for beginners*, Rand, 1923, 90 cents

Geography—Physical and Industrial by Country

Africa, Australia, and the Pacific Islands

Chamberlain—*Africa*, Macmillan, 1925, 96 cents
Chamberlain—*Oceania*, Macmillan, 1925, 96 cents

Asia

Allen—*Asia*, Ginn, 1923 $1
Chamberlain—*Asia*, Macmillan, 1925, 96 cents

Europe

Allen—*New Europe*, Ginn, 1920, $1
Carpenter—*Europe*, Rev. edition, Am. bk., 1924, $1
Chamberlain—*Europe*, Macmillan, 1927, 96 cents
Clark—*Europe*, Silver, 1925, $1.28

North America

Allen—*North America*, Ginn, 1920, $1
Allen—*United States*, Ginn, 1925, 92 cents
Lefferts—*Our own United States*, Lippincott, 1925, $1.40

South America

Allen—*South America*, Ginn, 1918, $1
Brooks—*Stories of South America*, Johnson, 1922, 80 cents
Reid—*Ports and harbors of South America*, Pan-Am. Union, 1926, 25 cents
Reid—*Seeing South America*, Pan. Am. Union, 1925, 25 cents
Southworth—*Our South American neighbors*, Iroquois, 1924, 96 cents

Geography—Industrial

Allen—*How and where we live*, Ginn, 1924, 88 cents
Carpenter—*Clothes we wear*, Am. bk., 1926, 76 cents
Carpenter—*Foods we eat*, Am. bk., 1925, 72 cents
Carpenter, *Houses we live in*, Am. bk., 1926, 80 cents
Chamberlain—*How we are fed*, Macmillan, 1923, 88 cents
Chamberlain—*How we are clothed*, Macmillan, 1923, 88 cents
Chase—*Stories of industry*, 2 vols. New ed., Educational, 1925, $1.50
Fisher—*Resources and industries of the U. S.*, Ginn, 1923, 96 cents
Fox—*How the world rides*, Government Printing, 1926, 25 cents
Huntington—*Modern business geography*, World bk., 1925, $1.96
Methley—*Happy homes in foreign lands*, Wells, n. d., $1
Packard—*Nations as neighbors*, Macmillan, 1925, $1.92
Rocheleau—*Great American industries: Minerals*, Flanagan, 1927, 76 cents
Rocheleau—*Great American industries: Products of the soil*, Flanagan, 1922, 76 cents
Rocheleau—*Great American industries: Manufactures*, Flanagan, 1923, 76 cents
Sanford—*Story of agriculture in the United States*, Heath, 1926, $1.48
Whitbeck—*Industrial geography*, Am. bk., 1924, $1.72

Health and Occupations

Andress—*Boys and girls of Wake-up town*, Ginn, 1924, 76 cents
Andress—*Journey to health land*, Ginn, 1924, 72 cents
Crissey—*Story of foods*, Rand, 1917, $1.60
Pack—*School book of forestry*, Lippincott, 1923, $1
Rogers—*Useful plants every child should know*, Grosset, 1913, $1
Judson—*Junior cook book*, Barse, 1920, $1.25
Slusser—*Stories of Luther Burbank and his plant School*, Scribner, 1920, 88 cents
Verrill—*Pets for pleasure and profit*, Scrib., 1922, $2
Rush—*Modern Aladdins and their magic*, Little, 1927, $1.50

Science and Inventions

Adams—*Harper's electricity book for boys*, Harper, 1907, $1.48

Camm—*Model aeroplanes*, Funk, n. d., $1
Crump—*Boys' book of railroads*, Dodd, 1921, $1.75
Darrow—*Thinkers and doers*, Silver, 1925, $1.16
Grant—*Story of the ship*, McLoughlin, 1919, $1
Moffett—*Careers of danger and daring*, Century, 1926, $2
Morgan—*Boys' home book of science and construction*, Lothrop, 1921, $2.50
Verrill—*Home radio up to date*, Harper, 1927, $1
Wade—*Everday electricity*, Little, 1924, $1.50
Yates—*Boys book of model boats*, Century, 1920, $2

Science and Nature

Patch—*First lessons in nature study*, Macmillan, 1926, 90 cents
Trafton—*Nature study and science*, Macmillan, 1927, $1.20
Olcott—*Book of the stars for young people*, Putnam, 1923, $3
Ingersoll—*Book of the ocean*, Century, 1898, $2.50
Mix—*Mighty animals*, Am. bk., 1912, 52 cents
Dopp—*Early cave men*, Rand, 1904, 90 cents
Dopp—*Later cave men*, Rand, 1906, 90 cents
Kummer—*First days of knowledge*, Doran, 1923, $2
Kummer—*First days of man*, Doran, 1922, $2
Fultz—*Fly-aways and other seed travelers*, Public Schools, 1923, 75 cents
Rogers—*Trees every child should know*, Grosset, 1909, $1
Dupuy—*Our insect friends and foes*, Winston, 1925, 80 cents
Miller—*Children's book of birds*—Houghton, 1901, $3
Crowder—*Dwellers of the sea and shore*, Macmillan, 1923, $2.25
Brown—*Green gate to the sea*, Silver, 1924, 65 cents
Gaylord—*Little sea folk*, Little, 1923, $1.50
Burroughs—*Squirrels and other furbearers*, Houghton, 1917, $1.75
Ghosh—*Wonders of the jungle*, v. 1 & 2, Heath, 1918, $1.92
National Geographic—*Fur-bearing animals of North America*, National Geographic, $3

Special Holidays and Civic Problems

Carnegie Library School Assoc.—*Arbor day in poetry*, Wilson, 1926, 60 cents
Carnegie Library School Assoc.—*Christmas in poetry*, Wilson, 1922, 60 cents
Carnegie Library School Assoc.—*Memorial day in poetry*, Wilson, 1924, 60 cents
Carnegie Library School Assoc.—*Thanksgiving in poetry*, Wilson, n. d., 60 cents
Carnegie Library School Assoc.—*Easter in poetry*, Wilson, 1926, 60 cents
Dickinson—*Children's book of Thanksgiving stories*, Doubleday, 1923, $1.75
McSpadden—*Children's book of holidays*, Crowell, 1917, $1.75
Olcott—*Good stories for great holidays*, Houghton, 1914, $2.40
Smith—*Christmas in legend and story*, Lothrop, 1915, $2
McVenn—*Good manners and right conduct*, Heath, 1919, $1.76
Pritchard—*Stories of thrift*, Scribner, 1915, $1
Fairbanks—*Conservation reader*, World bk., 1920, $1.20
Finch—*Guideposts to citizenship*, Am. bk., 1927, $1.12
Clark—*Etiquette Jr.*, Doubleday, 1926, $2

Bible

Sherman—*Children's Bible*, Scribner, 1922, $3.50

Literature

Browning—*Pied Piper of Hamelin*; il. by H. Dunlap, Rand, 1910, $1.50
Colum—*Adventures of Odysseus*, Macmillan, 1918, $2
Cooper—*Poems of today*, Ginn, 1924, 80 cents
Field—*Poems of childhood*, Scrib., 1904, $2.50
Fyleman—*Fairies and chimneys*, Doran, 1920, $1.25
Lear—*Nonsense books*, Little, 1923, $2
Stevenson—*Child's garden of verse*, Scribner, 1905, $2.50
Thompson—*Silver pennies*, Macmillan, 1925, $1
Untermeyer—*This singing world*, Harcourt, 1923, $2.25
Wiggin—*Golden numbers*, Doubleday, 1902, $2
Wiggin—*Posy ring*, Doubleday, 1903, $1.50

Fine Arts

Bryant—*Children's book of celebrated pictures*, Century, 1922, $2.50
Carpenter—*Stories pictures tell*, 8 vols., Rand, 1918, $5.80
Bryant—*Children's book of celebrated buildings*, Century, 1924, $2.50
Long Beach Board of Education—*Stories of orchestral instruments, famous composers and operas*, 1927, 50 cents
Bacon—*Operas every child should know*, Grosset, 1915, $1
Bancroft—*Games for the playground*, Macm., 1909, $2.40
Hall—*Home handicraft for boys*, Doran, 1923, $2
Snow—*Hundred things a girl can make*, Lippincott, 1922, $2.40

Effective School Library Service

WHAT CONSTITUTES effective school library service.—The American Library Association believes that a school library is an essential of the modern school and that expert librarianship is the most important element in effective school library service.

The effective school librarian is one who stimulates in boys and girls a wholesome curiosity about books and a desire to possess books; who helps to develop correct reading tastes and encourages reading for pleasure and profit; who provides for pupils systematic instruction in the use of books and libraries, and for teachers and administrators intelligent professional service; who makes the library a center for the socialized activities of the school.

Expert school librarianship presupposes professional preparation including college graduation, or its equivalent, and the completion of (1) at least a year of work in an accredited library school or (2) an accredited school library science curriculum of not less than sixteen semester hours. It also includes sufficient courses in education, or their equivalent in teaching experience, to provide the necessary educational background.

School administrators desiring effective school library service will find it advantageous to consult with the local library or the state library extension agency as to the best methods for securing it. They will provide in their budgets for salaries comparable to those paid for expert service in other departments of the school. They will make generous provision in pupil programs for the use of the library, and whenever possible, will so arrange the schedule of the librarian that he may give his entire time to the library, unhampered by other school tasks.

Professional training for school library service must be provided by colleges, universities, teachers' colleges, and normal schools, as well as accredited library schools, if the demand for expert school librarianship is to be met.

THE MODEL HIGH SCHOOL LIBRARY **Has** a reading room near the study hall which seats ten to twenty-five percent of the school's enrolment; Conference and lecture rooms; Standard equipment including adjustable shelving, comfortable tables and chairs, filing and display cases, a magazine case and bulletin boards; A book collection approximating six books per pupil, and providing books for ready reference, books supplementing classroom assignments, books and magazines for the leisure hour at home and at school.

Employs—*For the large school:* A fulltime librarian who is a college graduate and has completed at least one year in an accredited library school, and a fulltime professional assistant to the librarian for every 1000 students.

For the small school (enrolment 200 or less): A fulltime librarian with qualifications as above, or a parttime librarian who is a college graduate and has completed an accredited library science curriculum of at least sixteen semester hours, and who divides his time between the school and the public library or between school library work and teaching, and devotes at least half of each school day to school library service.

Expends For books, $1 a year per pupil enroled; For library salaries, amounts equal to those paid teachers with equivalent professional training and experience.

Provides Systematic instruction in the use of books and libraries; An opportunity for each pupil to use the library for reference and general reading; Intelligent service to the classroom teacher.

Stimulates The use of the public library; The desire to possess books; Habits of independent investigation; Reading for pleasure and profit; The development of correct reading tastes.

Has your school a model library? Your local library, your state library extension agency, or the American Library Association, 86 East Randolph Street, Chicago, Illinois, will be glad to give expert advice. Write for descriptive leaflets and lists of publications.

Morley—*Donkey John of the Toy Valley*, McClurg, $1.45
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Biography—Individual

Boutet de Monvel—*Joan of Arc*, McKay, 1918, $1.50
Brooks—*True story of Abraham Lincoln*, Lothrop, 1896, $2
Brooks—*True story of George Washington*, Lothrop, 1895, $2
Cody—*Buffalo Bill, autobiography*, Cosmopolitan, 1920, $1
Hagedorn—*Boys' life of Theodore Roosevelt*, Harper, 1922, $1.75
Mendowcroft—*Boys' life of Edison*, Harper, 1921, $1.75
Nicolay—*Boys' life of Abraham Lincoln*, Century, 1906, $1.75
Paine—*Boys' life of Mark Twain*, Harper, 1916, $1.75
Richards—*Florence Nightingale*, Appleton, 1909, $1.75
Roosevelt—*Letters to his children*, Scribner, 1919, $2
White—*Daniel Boone, wilderness scout*, Doubleday, 1922, $1.75

Biography—Collective

Beard—*Our foreign born citizens*, Crowell, 1922, $2
Brower—*Story lives of master musicians*, Stokes, 1922, $2.50
Cather—*Boyhood stories of famous men*, Century, 1916, $1.75
Cather—*Girlhood stories of famous women*, Century, 1921, $1.75
Eggleston—*Stories of great Americans for little Americans*, Am. bk., 1895, 60 cents
Farjeon—*Mighty men from Achilles to Julius Caesar*, Appleton, 1925, $1
Farjeon—*Mighty men from Beowulf to William the Conqueror*, Appleton, 1925, $1
Haaren—*Famous men of Greece*, Am. bk., 1904, 72 cents
Lefferts—*American leaders*, 2 vols., Lippincott, 1919, $1.84
Morgan—*Our presidents*, Macmillan, 1924, $2.50
Sanford—*Modern Americans*, Laurel, 1921, $1.32
Sanford—*Modern Europeans*, Laurel, $1.32
Scobey—*Stories of great musicians*, Am. bk., 1905, 56 cents
Sparks—*Worthwhile Americans*, Ambrose, 1925, $1.04
Sparks—*Worthwhile Europeans*, Ambrose, 1923, $1.12
Steedman—*When they were children*, Nelson, n. d., $1.50
Tappan—*Heroes of progress*, Houghton, 1921, $1.25

History

General

Baldwin—*Fifty famous stories retold*, Am. bk., 1896, 56 cents
Elson—*Modern times and the living past*, 2 vols., Am. bk., 1921, $2.40
Hillyer—*Child's history of the world*, Century, 1924, $3.50
Terry—*History stories of other lands*, Rev. ed., Rowe, 1926
Tales from afar and near, 76 cents
Tales of long ago, 76 cents
Beginnings, 88 cents
Lord and vassal, 88 cents
New liberty, 96 cents
Modern world, 96 cents

Greek and Roman

Guerber—*Story of the Greeks*, Am. bk., 1896, 72 cents
Guerber—*Story of the Romans*, Am. bk., 1896, 72 cents

European

Gordy—*American beginnings in Europe*, Scribner, 1925, $1.12
Hutchinson—*Men who found America*, Barse, 1909, $1.50
Tappan—*When knights were bold*, Houghton, 1911, $3

Indian History and Stories

Dearborn—*How the Indians lived*, Ginn, 1927, 76 cents
Schultz—*Sinopah*, Houghton, 1913, $1.65
Schultz—*With the Indians in the Rockies* (Riverside bookshelf), Houghton, 1925, $2
Seymour—*Indians of today*, Sanborn, 1927, $1
Snedden—*Docas*, Heath, 1899, 80 cents
Sweetser—*Book of Indian braves*, Harper, 1913, $2

American

Bass—*Stories of early times in the great West*, Bobbs, $1.50
Bass—*Stories of pioneer life*, Heath, 1900, 80 cents
Burnham—*Making of our country*, Winston, 1920, $1.68
Gordy—*Elementary history of the United States*, Scribner, 1925, $1.12
Nida—*Following Columbus*, Macmillan, 1923, 96 cents
Pumphrey—*Stories of the Pilgrims*, Rand, 1910, 75 cents
Tappan—*Story of America for very young readers*, Houghton, 1926, $1.75

California

Bandini—*History of California*, Am. bk., 1908, $1
Wagner—*Pacific history stories* (new ed.), Wagner, 1924, $1.50
Winterburn—*Spanish in the Southwest*, Am. bk., 1903, 68 cents

Travel in Many Lands

Carpenter—*Around the world with the children*, Am. bk., 1924, 72 cents
Chance—*Little folks of many lands*, Ginn, 1904, 64 cents
Franck—*China*, Owen, 1927, 96 cents
Franck—*Mexico and Central America*, Owen, 1927, 96 cents
Gaines—*Lucita*, Rand, 1913, 80 cents
Hall—*Buried cities*, Macmillan, 1922, $2
Lefferts—*Neighbors North and South*, Lippincott, 1926, $1.50
Perdue—*Child life in other lands*, Rand, 1918, 85 cents
Putnam—*David goes voyaging*, Putnam, 1925, $1.75
Schott—*Czecho-Slovakia*, Macmillan, 1926, $1
Stuart—*Young folks' book of other lands*, Little 1927, $2
Sugimoto—*With Taro and Hana in Japan*, Stokes, 1926, $1
Tietjens—*Japan, Korea and Formosa*, Wheeler, 1925, $1.28
Wilbur—*Egypt and the Suez Canal*, Wheeler, 1924, $1.28

Geography—General

McMurray—*Elementary geography*, Macmillan, 1921, $1.20
Shepherd, *Geography for beginners*, Rand, 1923, 90 cents

Geography—Physical and Industrial by Country

Africa, Australia, and the Pacific Islands

Chamberlain—*Africa*, Macmillan, 1925, 96 cents
Chamberlain—*Oceania*, Macmillan, 1925, 96 cents

Asia

Allen—*Asia*, Ginn, 1923 $1
Chamberlain—*Asia*, Macmillan, 1925, 96 cents

Europe

Allen—*New Europe*, Ginn, 1920, $1
Carpenter—*Europe*, Rev. edition, Am. bk., 1924, $1
Chamberlain—*Europe*, Macmillan, 1927, 96 cents
Clark—*Europe*, Silver, 1925, $1.28

North America

Allen—*North America*, Ginn, 1920, $1
Allen—*United States*, Ginn, 1925, 92 cents
Lefferts—*Our own United States*, Lippincott, 1925, $1.40

South America

Allen—*South America*, Ginn, 1918, $1
Brooks—*Stories of South America*, Johnson, 1922, 80 cents
Reid—*Ports and harbors of South America*, Pan-Am. Union, 1926, 25 cents
Reid—*Seeing South America*, Pan. Am. Union, 1925, 25 cents
Southworth—*Our South American neighbors*, Iroquois, 1924, 96 cents

Geography—Industrial

Allen—*How and where we live*, Ginn, 1924, 88 cents
Carpenter—*Clothes we wear*, Am. bk., 1926, 76 cents
Carpenter—*Foods we eat*, Am. bk., 1925, 72 cents
Carpenter, *Houses we live in*, Am. bk., 1926, 80 cents
Chamberlain—*How we are fed*, Macmillan, 1923, 88 cents
Chamberlain—*How we are clothed*, Macmillan, 1923, 88 cents
Chase—*Stories of industry*, 2 vols. New ed., Educational, 1925, $1.50
Fisher—*Resources and industries of the U. S.*, Ginn, 1923, 96 cents
Fox—*How the world rides*, Government Printing, 1926, 25 cents
Huntington—*Modern business geography*, World bk., 1925, $1.96
Methley—*Happy homes in foreign lands*, Wells, n. d., $1
Packard—*Nations as neighbors*, Macmillan, 1925, $1.92
Rocheleau—*Great American industries: Minerals*, Flanagan, 1927, 76 cents
Rocheleau—*Great American industries: Products of the soil*, Flanagan, 1922, 76 cents
Rocheleau—*Great American industries: Manufactures*, Flanagan, 1923, 76 cents
Sanford—*Story of agriculture in the United States*, Heath, 1926, $1.48
Whitbeck—*Industrial geography*, Am. bk., 1924, $1.72

Health and Occupations

Andress—*Boys and girls of Wake-up town*, Ginn, 1924, 76 cents
Andress—*Journey to health land*, Ginn, 1924, 72 cents
Crissey—*Story of foods*, Rand, 1917, $1.60
Pack—*School book of forestry*, Lippincott, 1923, $1
Rogers—*Useful plants every child should know*, Grosset, 1913, $1
Judson—*Junior cook book*, Barse, 1920, $1.25
Slusser—*Stories of Luther Burbank and his plant School*, Scribner, 1920, 68 cents
Verrill—*Pets for pleasure and profit*, Scrib., 1922, $2
Rush—*Modern Aladdins and their magic*, Little, 1927, $1.50

Science and Inventions

Adams—*Harper's electricity book for boys*, Harper, 1907, $1.48

Camm—*Model aeroplanes*, Funk, n. d., $1
Crump—*Boys' book of railroads*, Dodd, 1921, $1.75
Darrow—*Thinkers and doers*, Silver, 1925, $1.16
Grant—*Story of the ship*, McLoughlin, 1919, $1
Moffett—*Careers of danger and daring*, Century, 1926, $2
Morgan—*Boys' home book of science and construction*, Lothrop, 1921, $2.50
Verrill—*Home radio up to date*, Harper, 1927, $1
Wade—*Everday electricity*, Little, 1924, $1.50
Yates—*Boys book of model boats*, Century, 1920, $2

Science and Nature

Patch—*First lessons in nature study*, Macmillan, 1926, 90 cents
Trafton—*Nature study and science*, Macmillan, 1927, $1.20
Olcott—*Book of the stars for young people*, Putnam, 1923, $3
Ingersoll—*Book of the ocean*, Century, 1898, $2.50
Mix—*Mighty animals*, Am. bk., 1912, 52 cents
Dopp—*Early cave men*, Rand, 1904, 90 cents
Dopp—*Later cave men*, Rand, 1906, 90 cents
Kummer—*First days of knowledge*, Doran, 1923, $2
Kummer—*First days of man*, Doran, 1922, $2
Fultz—*Fly-aways and other seed travelers*, Public Schools, 1923, 75 cents
Rogers—*Trees every child should know*, Grosset, 1909, $1
Dupuy—*Our insect friends and foes*, Winston, 1925, 80 cents
Miller—*Children's book of birds*—Houghton, 1901, $3
Crowder—*Dwellers of the sea and shore*, Macmillan, 1923, $2.25
Brown—*Green gate to the sea*, Silver, 1924, 65 cents
Gaylord—*Little sea folk*, Little, 1923, $1.50
Burroughs—*Squirrels and other furbearers*, Houghton, 1917, $1.75
Ghosh—*Wonders of the jungle*, v. 1 & 2, Heath, 1918, $1.92
National Geographic—*Fur-bearing animals of North America*, National Geographic, $3

Special Holidays and Civic Problems

Carnegie Library School Assoc.—*Arbor day in poetry*, Wilson, 1926, 60 cents
Carnegie Library School Assoc.—*Christmas in poetry*, Wilson, 1922, 60 cents
Carnegie Library School Assoc.—*Memorial day in poetry*, Wilson, 1924, 60 cents
Carnegie Library School Assoc.—*Thanksgiving in poetry*, Wilson, n. d., 60 cents
Carnegie Library School Assoc.—*Easter in poetry*, Wilson, 1926, 60 cents
Dickinson—*Children's book of Thanksgiving stories*, Doubleday, 1923, $1.75
McSpadden—*Children's book of holidays*, Crowell, 1917, $1.75
Olcott—*Good stories for great holidays*, Houghton, 1914, $2.40
Smith—*Christmas in legend and story*, Lothrop, 1915, $2
McVenn—*Good manners and right conduct*, Heath, 1919, $1.76
Pritchard—*Stories of thrift*, Scribner, 1915, $1
Fairbanks—*Conservation reader*, World bk., 1920, $1.20
Finch—*Guideposts to citizenship*, Am. bk., 1927, $1.12
Clark—*Etiquette Jr.*, Doubleday, 1926, $2

Bible

Sherman—*Children's Bible*, Scribner, 1922, $3.50

Literature

Browning—*Pied Piper of Hamelin*; il. by H. Dunlap, Rand, 1910, $1.50
Colum—*Adventures of Odysseus*, Macmillan, 1918, $2
Cooper—*Poems of today*, Ginn, 1924, 80 cents
Field—*Poems of childhood*, Scrib., 1904, $2.50
Fyleman—*Fairies and chimneys*, Doran, 1920, $1.25
Lear—*Nonsense books*, Little, 1923, $2
Stevenson—*Child's garden of verse*, Scribner, 1905, $2.50
Thompson—*Silver pennies*, Macmillan, 1925, $1
Untermeyer—*This singing world*, Harcourt, 1923, $2.25
Wiggin—*Golden numbers*, Doubleday, 1902, $2
Wiggin—*Posy ring*, Doubleday, 1903, $1.50

Fine Arts

Bryant—*Children's book of celebrated pictures*, Century, 1922, $2.50
Carpenter—*Stories pictures tell*, 8 vols., Rand, 1918, $5.80
Bryant—*Children's book of celebrated buildings*, Century, 1924, $2.50
Long Beach Board of Education—*Stories of orchestral instruments, famous composers and operas*, 1927, 50 cents
Bacon—*Operas every child should know*, Grosset, 1915, $1
Bancroft—*Games for the playground*, Macm., 1909, $2.40
Hall—*Home handicraft for boys*, Doran, 1923, $2
Snow—*Hundred things a girl can make*, Lippincott, 1922, $2.40

Effective School Library Service

WHAT CONSTITUTES effective school library service.—The American Library Association believes that a school library is an essential of the modern school and that expert librarianship is the most important element in effective school library service.

The effective school librarian is one who stimulates in boys and girls a wholesome curiosity about books and a desire to possess books; who helps to develop correct reading tastes and encourages reading for pleasure and profit; who provides for pupils systematic instruction in the use of books and libraries, and for teachers and administrators intelligent professional service; who makes the library a center for the socialized activities of the school.

Expert school librarianship presupposes professional preparation including college graduation, or its equivalent, and the completion of (1) at least a year of work in an accredited library school or (2) an accredited school library science curriculum of not less than sixteen semester hours. It also includes sufficient courses in education, or their equivalent in teaching experience, to provide the necessary educational background.

School administrators desiring effective school library service will find it advantageous to consult with the local library or the state library extension agency as to the best methods for securing it. They will provide in their budgets for salaries comparable to those paid for expert service in other departments of the school. They will make generous provision in pupil programs for the use of the library, and whenever possible, will so arrange the schedule of the librarian that he may give his entire time to the library, unhampered by other school tasks.

Professional training for school library service must be provided by colleges, universities, teachers' colleges, and normal schools, as well as accredited library schools, if the demand for expert school librarianship is to be met.

THE MODEL HIGH SCHOOL LIBRARY **Has** a reading room near the study hall which seats ten to twenty-five percent of the school's enrolment; Conference and lecture rooms; Standard equipment including adjustable shelving, comfortable tables and chairs, filing and display cases, a magazine case and bulletin boards; A book collection approximating six books per pupil, and providing books for ready reference, books supplementing classroom assignments, books and magazines for the leisure hour at home and at school.

Employs—*For the large school:* A fulltime librarian who is a college graduate and has completed at least one year in an accredited library school, and a fulltime professional assistant to the librarian for every 1000 students.

For the small school (enrolment 200 or less): A fulltime librarian with qualifications as above, or a parttime librarian who is a college graduate and has completed an accredited library science curriculum of at least sixteen semester hours, and who divides his time between the school and the public library or between school library work and teaching, and devotes at least half of each school day to school library service.

Expends For books, $1 a year per pupil enroled; For library salaries, amounts equal to those paid teachers with equivalent professional training and experience.

Provides Systematic instruction in the use of books and libraries; An opportunity for each pupil to use the library for reference and general reading; Intelligent service to the classroom teacher.

Stimulates The use of the public library; The desire to possess books; Habits of independent investigation; Reading for pleasure and profit; The development of correct reading tastes.

Has your school a model library? Your local library, your state library extension agency, or the American Library Association, 86 East Randolph Street, Chicago, Illinois, will be glad to give expert advice. Write for descriptive leaflets and lists of publications.

Public School Expenditures in 1925-26

Prepared by the Research Division of the National Education Association

States	Number of pupils (kindergarten to high school incl.) in average daily attendance in 1925-26	Aggregate number of days attended	Expenditures for public elementary and secondary schools			Cost of current expense in public elementary and secondary schools		Rank in col. 7	Rank in col. 8
			Current expenses	For new buildings, sites, and equipment	Total	Per pupil in average daily attendance	For each day of schooling provided		
1	2	3	4	5	6	7	8	9	10
Continental U. S.	19,855,881	3,361,235,210	$1,609,774,911	$411,037,774	$2,020,812,685	$81.07	$0.48	.....	.....
Alabama	416,521	57,254,174	13,373,716	3,931,240	17,304,956	32.11	.23	49	49
Arizona	61,331	10,151,277	7,130,457	1,376,220	8,506,677	116.26	.70	8	4
Arkansas	349,657	51,195,815	10,536,475	3,429,391	13,965,866	30.13	.21	51	50
California	777,738	140,473,281	95,825,128	41,163,268	136,988,396	123.21	.68	4	5
Colorado	182,374	32,462,572	21,221,322	5,328,225	26,549,547	116.36	.65	7	7
Connecticut	265,807	48,289,406	24,988,651	7,777,076	32,765,727	94.01	.52	19	22
Delaware	32,858	6,056,230	2,857,935	774,726	3,632,661	86.98	.47	26	28
Dist. of Columbia	60,903	10,999,293	7,367,608	1,922,745	9,290,353	120.97	.67	5	6
Florida	250,355	37,573,870	15,591,919	14,497,559	30,089,478	62.28	.41	40	34
Georgia	513,017	74,272,598	15,211,566	2,146,056	17,357,622	29.65	.20	52	51
Idaho	94,100	16,273,653	8,376,301	646,206	9,022,507	89.02	.51	23	23
Illinois	1,104,830	204,233,898	106,382,345	31,968,339	138,350,684	96.29	.52	16	20
Indiana	586,503	101,920,160	50,776,866	10,452,228	61,229,094	86.58	.50	28	24
Iowa	445,935	78,484,560	50,996,065	6,284,000	57,280,065	114.36	.65	9	8
Kansas	357,041	62,482,175	30,982,766	4,620,270	35,603,036	86.78	.50	27	25
Kentucky	381,779	62,735,911	15,641,089	1,958,274	17,599,363	40.97	.25	46	48
Louisiana	298,514	44,296,136	15,548,612	4,192,556	19,741,168	52.09	.35	43	43
Maine	131,520	23,181,362	9,114,484	1,128,920	10,243,404	69.30	.39	36	39
Maryland	214,104	39,815,504	15,577,717	6,087,512	21,665,229	72.76	.39	33	40
Massachusetts	657,631	118,110,714	61,393,651	15,768,780	77,162,431	93.36	.52	20	21
Michigan	703,800	132,697,647	76,554,655	22,892,664	99,447,319	108.77	.58	12	13
Minnesota	445,150	79,383,780	42,494,825	9,434,842	51,929,667	95.46	.54	17	19
Mississippi	416,101	58,670,241	11,677,353	922,243	12,599,596	28.06	.20	54	52
Missouri	599,622	100,430,274	39,972,574	13,244,530	53,217,104	66.66	.40	38	38
Montana	98,615	17,171,250	11,106,389	460,258	11,566,647	112.62	.65	11	9
Nebraska	267,833	49,015,338	23,725,314	5,623,498	29,348,812	88.58	.48	25	27
Nevada	13,216	2,287,001	1,810,735	146,491	1,957,226	137.01	.79	1	2
New Hampshire	62,573	10,898,078	5,892,928	1,012,362	6,905,290	94.18	.54	18	18
New Jersey	589,835	110,008,647	69,876,364	22,403,903	92,280,267	118.47	.64	6	10
New Mexico	67,727	11,852,225	4,894,309	359,590	5,253,899	72.27	.41	34	35
New York	1,689,223	313,517,759	192,753,387	52,352,344	245,105,731	114.11	.61	10	11
North Carolina	605,755	88,473,379	26,278,446	8,413,223	34,691,669	43.38	.30	44	44
North Dakota	143,546	23,936,286	12,992,933	1,359,235	14,352,168	90.51	.54	22	16
Ohio	1,072,923	183,705,288	103,367,178	24,212,244	127,579,422	96.34	.56	15	14
Oklahoma	444,349	66,172,905	27,259,158	1,740,071	28,999,229	61.35	.41	41	36
Oregon	159,314	27,303,858	14,782,738	4,167,209	18,949,947	92.79	.54	21	17
Pennsylvania	1,550,274	280,176,697	137,554,666	32,088,623	169,643,289	88.73	.49	24	26
Rhode Island	93,147	17,697,930	7,582,737	2,625,396	10,208,133	81.41	.43	30	32
South Carolina	345,402	49,737,888	12,603,571	3,454,795	16,058,366	36.49	.25	48	46
South Dakota	138,388	23,346,056	13,504,426	1,624,834	15,129,260	97.58	.58	14	12
Tennessee	453,229	69,001,151	17,386,292	3,115,194	20,501,486	38.36	.25	47	47
Texas	1,031,772	138,999,370	54,197,384	10,930,635	65,128,019	52.53	.39	42	41
Utah	115,186	20,019,739	8,470,359	1,542,535	10,012,894	73.54	.42	32	33
Vermont	54,692	9,369,245	4,248,718	277,113	4,525,831	77.68	.45	31	30
Virginia	424,693	67,688,865	17,628,569	4,126,869	21,755,438	41.51	.26	45	45
Washington	262,661	46,976,874	26,075,815	4,652,165	30,727,980	99.28	.56	13	15
West Virginia	307,250	50,618,898	22,070,820	4,164,659	26,235,479	71.83	.44	35	31
Wisconsin	474,947	84,644,255	38,780,568	6,735,432	45,516,000	81.65	.46	29	29
Wyoming	42,140	7,171,697	5,337,027	1,501,226	6,838,253	126.65	.74	3	3
Alaska	3,559	604,718	480,260	16,581	496,841	134.94	.79	2	1
American Samoa	1,600	297,000	19,138	3,000	22,138	11.96	.06	57	57
Canal Zone	4,116	693,922	262,493	2,302	264,795	63.77	.38	39	42
Guam	2,861	580,717	48,923	5,140	54,063	17.10	.08	55	55
Hawaii	55,740	9,308,580	3,731,427	756,875	4,488,302	66.94	.40	37	37
Philippine Islands	961,375	188,429,500	11,823,986	697,137	12,521,123	12.30	.06	55	56
Porto Rico	182,365	33,737,525	5,183,874	783,138	5,967,012	28.43	.15	53	54
Virgin Islands	3,015	609,030	92,326	2,340	94,666	30.62	.15	50	53

YOU CAN OBTAIN the figures for your state by reading the table as follows: In Alabama there were 416,521 (column 2) pupils in average daily attendance in public elementary and secondary schools in 1925-26; the aggregate number of days attended by these pupils (obtained by multiplying average daily attendance by average number of days schools were in session) was 57,254,174 days (column 3). In 1925-26 the expenditure for current expenses was $13,373,716 (column 4) and the amount expended for new buildings, sites, and equipment was $3,931,240 (column 5), making a total of $17,304,956 (column 6) expended for public elementary and secondary schools in Alabama. The cost of current expenses per pupil in average daily attendance in this state for the school year 1925-26 was $32.11 (column 7), and the cost of current expenses for each day of schooling provided was 23 cents. Alabama ranks 49 both in the cost for current expenses per pupil in average daily attendance and in the cost for current expenses for each day of schooling provided.

It will be noted in studying the table that there is a wide variation among the states in the cost for current expenses per pupil in average daily attendance. These variations may be due to any of a number of factors. Some states have adopted the wise policy of providing superior educational opportunities for their children. Others provide but meagre opportunities. Sparsity of population makes the cost per pupil more in some states than in others. Expensive one-room schools still exist in great numbers in some states. The consolidation movement, the county unit system of administration and other effective schemes of organization reduce the cost of a given type of educational opportunity in other states.

Sources of data: The figures of this table are derived from *Statistics of State School Systems*, 1925-26, United States Bureau of Education, Bulletin, 1927, No. 39.

President Adair's Program

EDUCATION for Citizenship has been chosen by President Cornelia S. Adair as the general theme of the sixty-sixth convention of the National Education Association to be held at Minneapolis, Minn., July 1-6. Last summer at Seattle President Blair presented a program centered on professional selfimprovement. Teachers who attended were impressed with the necessity for adequate preparation for their work. This year their thoughts will turn to the product of the classroom—the American Citizen. As tentatively arranged by Miss Adair, the programs follow:

Sunday, July 1. The convention will open with a vesper service to be held at four oclock in the New Central Lutheran Church of Minneapolis.

Monday, July 2. There will be a general session at nine oclock in the Municipal Auditorium. The presiding officer will be Francis G. Blair, first vicepresident of the National Education Association and state superintendent of public instruction for Illinois. Address of welcome will be given by Governor Theodore Christianson of Minnesota and President Arthur R. Rogers of the Minneapolis Civic and Commerce Association. President E. A. Hardy of the Canadian Teachers Federation will bring greetings from his organization. President Adair will speak on the theme of the convention.

A general session will be held in the evening presided over by Superintendent Thomas R. Cole of Seattle, Wash. The speakers will be Mary Stewart, newspaper writer, Boston, Mass.; Samuel Crowther, author, Bayside, Long Island, N. Y.; Zona Gale, author, Portage, Wis.; and Daniel L. Marsh, president of Boston University.

Tuesday, July 3. The day's program includes the first business session of the Representative Assembly and a general session. At the Representative Assembly greetings will be presented on behalf of the National Association of Teachers in Colored Schools by Principal Robert R. Moton, Tuskegee Institute, Ala. Reports will be made by Sarah T. Muir, Lincoln, Nebr., chairman of the Committee on Ethics; William M. Davidson, superintendent of schools, Pittsburgh, Pa., chairman of the Legislative Commission; Jean L. Soules, Spokane, Wash., president, Department of Classroom Teachers; and J. Stevens Kadesch, Medford, Mass., president, Department of Secondary School Principals.

The general session will be a Symposium on Citizenship Training. The program will be devoted to citizenship training in the schools. The speakers will be A. G. Crane, president, University of Wyoming, F. M. Gregg, Nebraska Wesleyan University; Agnes Samuelson, state superintendent of public instruction for Iowa; and Sally Lucas Jean, New York City. C. J. Heatwole, secretary, Virginia Education Association, will preside.

Harris and Ewing

CORNELIA S. ADAIR, *president of the National Education Association, 1927-28 and teacher of English in the Bainbridge Junior High School, Richmond, Virginia.*

Tuesday evening there will be addresses on citizenship by Mrs. Edith B. Joynes, Norfolk, Va.; H. B. Wilson, director, American Junior Red Cross; Walter R. Siders, field representative, World Federation of Education Associations; and James C. Yen, general director, National Association for Mass Education in China. Mrs. Cora Wilson Stewart, director, National Illiteracy Crusade, Washington, D. C., will preside.

Wednesday, July 4. John J. Tigert, United States Commissioner of Education, will preside at the morning session when the convention visitors and citizens of Minneapolis will observe Independence Day. The principal speaker will be Senator Simeon D. Fess of Ohio, who will be introduced by Mayor George E. Leach of Minneapolis. A reception to convention visitors will be given Wednesday evening.

Thursday, July 5. The day's program includes the second business session of the Representative Assembly and the continuation of the Symposium of Citizenship Training. At the Representative Assembly the speakers will be Fred M. Hunter, Oakland, Calif., chairman of the Committee on Tenure; L. R. Alderman, specialist in adult education, United States Bureau of Education, representing the Department of Adult Education; E. Ruth Pyrtle, Lincoln, Nebr., chairman of the Committee on Retirement Allowances; and William McKinley Robinson, Kalamazoo, Mich., president, Department of Rural Education.

Florence M. Hale, state agent for rural education, Augusta, Maine, will preside at the Symposium for Citizenship Training. The speakers will be Mrs. S. M. N. Marrs, president, National Congress of Parents and Teachers, Austin, Texas; Hugh S. Magill, general secretary, International Council of Religious Education, Chicago; Edward A. Filene, president, William Filene's Sons Co., Boston; and John W. Withers, dean, School of Education, New York University, New York City.

At the general session Thursday evening the theme will be: The Standards and Ideals of National Organizations Have an Important Bearing on Citizenship. The speakers will be H. C. Horack, adviser on legal education and admission to the bar, Iowa City, Ia.; W. J. Mayo, surgeon, Mayo Clinic, Rochester, Minn.; and Mary McSkimmon, Brookline, Mass.

Friday, July 6. The third and final business session of the Representative Assembly will be held at nine oclock in the Municipal Auditorium with President Adair in the chair. Greetings will be presented from the teachers of Hawaii by F. E. Howard, president, Hawaiian Education Association. The report of the special Committee on Delegate Representation and Kindred Questions will be presented by P. P. Claxton, superintendent of schools, Tulsa, Okla., chairman of the committee.

Tentative Programs of Departments and Allied Organizations

NATIONAL COUNCIL OF EDUCATION will hold two sessions, Monday and Tuesday afternoons, July 2 and 3. On Monday the topic of discussion will be Synthetic Research (Integration). The speakers will be Charles A. Prosser, director of Dunwoody Industrial Institute, Minneapolis, and Lotus D. Coffman, president of the University of Minnesota, Minneapolis. The topics at the second session will be: Report of Committee on Behavior-Problem Children, Olive M. Jones, *Chairman,* principal, Public School 120, New York City; Report of Committee on Fundamental Basis of the Relation of the Business and Professional Aspects of Educational Administration, George D. Strayer, *Chairman,* professor of Educational Administration, Teachers College, Columbia University, New York City; Report of Committee on Illiteracy, Mrs. Cora Wilson Stewart, *Chairman,* National Commission of Illiteracy, Washington, D. C.

Department of Adult Education will hold three sessions, Monday afternoon and evening, July 2, and Tuesday afternoon, July 3. The topic at the first session will be Adult Education in the Public School System. The following subjects will be presented in twenty-five-minute talks and each will be followed by a five-minute discussion: Adult Education from the State Point of View; Adult Education from the City Point of View; Adult Education from the Rural Point of View; Adult Education from the National Point of View. The annual business meeting will follow these discussions.

Methods of Teaching will be the subject of the second session. There will be a thirty-minute talk on Psychological Bases of Adult Learning followed by a discussion, and addresses and discussions on classroom procedure, ten minutes each.

At the third session A Coordinated Program for Adult Education Agencies will be considered. Six twenty-minute topics with a five-minute discussion of each will be given on the following subjects: The Place of University Extension in a Coordinated Program; The Place of Library Extension in a Coordinated Program; The Place of Education for Parenthood in a Coordinated Program; The Place of the Interstate Bulletin in a Coordinated Program; The American Association for Adult Education; The Public Schools of America.

Department of Business Education will have the annual luncheon conference with the Minneapolis Civic and Commerce Association on Tuesday, July 3, at 12:15 P. M. There will be two sessions in the afternoon of Tuesday, July 3, and Thursday, July 5. The following topics will be presented: The End Product of Shorthand Teaching, Charles G. Reigner, The H. M. Rowe Co., Harlem Square, Baltimore, Md.; The Relationship between Business Courses in Universities and Secondary Schools, R. A. Stevenson, dean, School of Business Administration, University of Minnesota, Minneapolis, Minn.; What I Expect of a Commercial Teacher, John W. Edgemond, director of commercial subjects, Oakland High Schools, Oakland, Calif.; The Use of Measurements in the Improvement of Instruction in Shorthand, Ethel A. Rollinson, Columbia University, New York City; Determining Standards for Stenographers, Fred Telford, director of Bureau of Public Personnel Research, Federal Board for Vocational Education, Washington, D. C.; The Preparation of Commercial Teachers, J. Murray Hill, vicepresident, Bowling Green Business University, Bowling Green, Kentucky; The Educational Value of Bookkeeping, James O. McKinsey, Head of Accounting Department, University of Chicago, Chicago, Ill.; A Test Program in Commercial Education, Paul Carlson, State Teachers College, Whitewater, Wis.; Retail Selling, as Offered in the Los Angeles, California, High Schools, Monette O. Todd, Los Angeles, Calif.

THIS VETERAN *teacher, Miss Mary E. Beecher, has enjoyed fifty years in the educational service. Now principal of the Liberty, Nebraska, consolidated school, her memory goes back to the sod schoolhouse in Kansas where she began in 1878. The officers of the Association wish to receive the names of other veterans who have taught fifty years or more.*

Department of Classroom Teachers will have two sessions on Tuesday, July 3, and Thursday, July 5, in the afternoon. There will be an editorial conference of the editors of publications of local classroom teachers' organizations and all others interested at the Department headquarters at the Curtis Hotel. At the first session there will be a keynote address and then the members will divide into the following discussion groups: Discussion Group A, topic, High School and Higher Education, *Chairman,* R. M. Caldwell, Bryan Street High School, Dallas, Texas; *Chairman of program committee,* Eula F. Hunter, Executive Committee member of the Department, Fort Worth, Texas; Discussion Group B, topic, Rural Education, *Chairman,* R. Ross Smith, vicepresident of the Department; Discussion Group C, topic, Elementary Education, *Chairman,* Jean L. Soules, president of the Department. The second session will be a business meeting with reports of officers and committee on resolutions, unfinished business, new business, and election of officers.

The annual dinner will be held on Thursday, July 5, at 6:00 o'clock in the banquet room, Nicollet Hotel. Eula F. Hunter, Executive Committee Member of the Department, Fort Worth, Texas, is in charge of arrangements.

Department of Deans of Women will hold a luncheon conference Thursday, July 5. Anne Dudley Blitz, Dean of Women, University of Minnesota, is in charge of arrangements.

Department of Elementary School Principals will hold two sessions, Monday, July 2, and Tuesday, July 3, in the afternoon. Religious Education will be the subject of the first session, with the following topics: The Problem of Religious Education; Religious Education in the Home; Character Training with the Preschool Child; Weekday Religious Education. At the second session the subject will be Character Training. The following topics will be discussed: Social Qualities Essential in Industry; Character Training in the School; Character Traits and the Report Cards; Literature and Character Training.

Department of Kindergarten-Primary Education will meet Monday, July 2, and Tuesday, July 3. The subject for discussion will be The Whole Child as Influenced by Home, Community, and Church with the following addresses: The Child as Influenced by the Home, Mrs. Belle Farley Murray, Saginaw, Mich.; an address by John E. Anderson, director of Institute of Child Welfare, University of Minnesota, Minneapolis, Minn.; A Project in Story-Telling, Mrs. Hazel King, teacher, Trenton, Mich.

At the second session the speeches will be: The Child as Influenced by the Community, Alice Temple, director, Kindergarten-Primary Department, School of Education, University of Chicago, Chicago, Ill.; The Child as Influenced by a Particular School, Livia Youngquist, Winnetka, Ill.; Report of the Research Division, Jane Roberts, Kindergarten-Primary Supervisor, Gary, Ind.

The annual luncheon will be held Thursday, July 5, at the Nicollet Hotel. Miss Stella Wood, principal of Miss Wood's Kindergarten and Primary Training School, Minneapolis, will speak and H. E. Chamberlain, director of the Child Guidance Clinic, Minneapolis, will discuss What the Child Guidance Clinic Does for the Child.

Department of Lip Reading will hold two sessions, Tuesday, July 3, and Thursday, July 5, in the afternoon. At the first session there will be an informal reception to officers and members 1:30 to 2:00 o'clock. There will be an address by George E. Leach, mayor of Minneapolis; Horace Newhart, M. D., president of the American Federation of Organizations for the Hard of Hearing, Minneapolis, Minn., will speak on Reducing the Hard of Hearing; and a paper on the work being done for the hard of hearing pupils in the public schools will be given by a teacher of lip reading. There will also be a demonstration of teaching lip reading to hard of hearing children.

The second session will begin with an informal reception to officers and members, 1:30 to 2:00 o'clock. There will be speeches by S. O. Hartwell, superintendent of schools, St. Paul, Minn., on Work Being Done for the Deaf and Hard of Hearing in the Public Schools of St. Paul, and Alice G. Bryant, M. D., member of American Society of Heating and Ventilating Engineers, Boston, Mass., on Waste in the Education of the Hard of Hearing. There will be a paper on lip reading for the hard of hearing adult and a demonstration of this phase of the work. The business meeting will follow.

Department of Rural Education will hold two sessions, Monday, July 2, and Tuesday, July 3, in the afternoon. The subject of the first session will be The School's Contribution to the State, with the following speeches: The Rural School's Contribution to our Nation's Citizenship; An Appreciation of Past Leaders in Rural Citizenship; Citizenship Programs: Teaching Citizenship in the One-Room Rural School, A County Program in Citizenship for Pupils and Adults, A State Program in Citizenship; Contribution of Educational Institutions other than the School to the Rural Woman Citizen; Contribution of Educational Institutions other than the School to the Rural Man Citizen; Possible Solution of America's Agricultural Troubles through a Great Educational Program. A general discussion will follow.

At the second session the topic will be The States' Contributions to the Schools, with the following addresses: Existing and Potential State Sources of Rural School Revenue; The Size of the Unit for Rural School Support and the Problem of State Aid; State Policies in Rural Finance: Wisconsin's Plan, Alabama's Plan, New York's Plan, California's Plan, Ohio's Plan, Minnesota's Plan, Other Outstanding State Plans Now in Use or Suggested; Federal Aid for Rural Schools. A general discussion will follow.

Department of School Health and Physical Education will have two sessions on Tuesday, July 3, and Thursday, July 5, in the afternoon. The topic for both sessions is to be Physical Education and Citizenship. At the first session James E. Rogers, president of the Department, will speak on Physical Education and Citizenship; Ferdinand J. Lipovetz, director of physical education and health, Crookston, Minn., on A School Physical Education and Health Program in a Minnesota Community; L. M. Post, director of health education, Detroit, Mich., The Administration of the Boys Athletic Program in the Physical Education Department of Detroit Schools; Ethel Perrin, staff associate, American Child Health Association, New York City, on Health Trends in Secondary Schools; Cora T. Helgesen, supervisor of school nurses, Minneapolis, Minn., on The Place of the Nurse in a School Health Program. The summary of these talks will be made by Florence Alden, director, Department of Physical Education for Women, University of Oregon, Eugene, Ore.

Minneapolis Programs

SUNDAY, JULY 1

Afternoon—Vesper service
Evening—General session

MONDAY, JULY 2

Morning—General session
Afternoon—Meetings of departments and allied organizations—2 P. M.
Afternoon—Delegates' meetings by state—4:30 P. M.
Evening—General session

TUESDAY, JULY 3

Morning—First business session of the Representative Assembly
Morning—General session
Afternoon—Meetings of departments and allied organizations
Evening—General session

WEDNESDAY, JULY 4

Morning—General session
Afternoon—Left free for sightseeing, Fourth of July
Evening—Reception

THURSDAY, JULY 5

Morning—Second business session of the Representative Assembly
Morning—General session
Afternoon—Meetings of departments and allied organizations
Evening—General session

FRIDAY, JULY 6

Morning—Third business session of the Representative Assembly
Afternoon—Meetings of departments and allied organizations

At the second session the following speeches will be made: Needs in the Training of Physical Education and Health Leaders, Margaret Bell; Principles in Health Education Training, Mabel C. Bragg, assistant superintendent of schools, Newton, Mass.; Education through Physical Education, J. B. Nash, New York University, New York City. Edgar W. Everts, state director of physical education, St. Paul, Minn., will give the Report and Discussion of the Committee Charged with the Responsibility of Finding the Best Executive Technic for Bringing to the Children in the Classroom Adequate Physical Education. The summary will be made by L. Keeler, University of Minnesota, Minneapolis, Minn. The business meeting will follow.

Department of Science Instruction will hold two sessions, Monday, July 2, and Tuesday, July 3, in the afternoon. The first session will be a joint meeting with American Nature Study Society. Speeches to be made are: The Relative Importance of the Biological and Physical Phases of Science in the Elementary School, Gilbert H. Trafton, Mankato Normal School, Mankato, Minn.; The Coordinating Council of Nature Activities: Its Function and Service, Mildred L. Hoerr, New York City; The Larger Aspect of Nature Study, Theodosia Hadley, president, National Council of Supervisors of Nature Study and Gardening, Kalamazoo, Mich.; Science in the Elementary Schools of Minneapolis, Jennie Hall, supervisor of nature study, Minneapolis, Minn. This meeting will be followed by exhibits and visits to Minneapolis schools.

At the second session the following subjects will be presented: The Contract Plan of Instruction in Science, Lynda Weber, University of Wisconsin High School, Madison, Wis.; Laboratory-Classroom Plans for the Small High School, J. H. Jensen, Northern Normal and Industrial School, Aberdeen, S. D.; The Laboratory versus Demonstration Methods of Science Teaching, A. W. Hurd, University of Minnesota High School, Minneapolis, Minn.; The Science Problems of an Editor, Glenn W. Warner, editor, *School Science and Mathematics*, Crane Junior High School, Chicago, Ill.; Today's Science for Today's Students, Hanor A. Webb, editor, *Current Science*, president of the Department. After the speeches will come the election of officers and other business.

Department of Secondary School Principals will hold two sessions Monday, July 2, and Tuesday, July 3, in the afternoon. Under the subject, Articulation in Secondary Education the following topics will be presented: Articulation Between Elementary and Secondary School Units; Articulation Between Junior and Senior High School; Articulation Between Secondary School and Higher Education. Other subjects to be presented are: Adjustments in the Teaching of Social Subjects in the Junior High School and The Place and Function of the Library in Secondary Schools.

Department of Social Studies will have two meetings, Monday, July 2, and Tuesday, July 3. The following topics will be given: Education for Citizenship, J. M. McConnell, state commissioner of education, St. Paul, Minn.; Development of International Attitudes in the Schools, H. E. Wilson, University High School, University of Chicago, Chicago, Ill.; Educational Policies of Religious and Peace Organizations, Sylva Hansen, University High School, University of Iowa, Iowa City, Iowa; The Northwest in American History, Theo. C. Blegen, assistant superintendent of State Historical Association, and professor of history, University of Minnesota, Minneapolis, Minn.; Adaptation of the Contract Method to Supervised Study, Mary S. Gold, University High School, University of Minnesota, Minneapolis, Minn.; Provision for Individual Differences, Ruth M. Johnson, Wisconsin High School, University of Wisconsin, Madison, Wis.; Some Problems of Social Studies in the Elementary Grades, Prudence Cutright, supervisor of the social studies, Public Schools, Minneapolis, Minn.; Model

Classroom Equipment for the Social Studies: Senior High School, R. H. Gray, John Marshall High School, Minneapolis, Minn.; Model Classroom Equipment for the Social Studies: Junior High School, Aileen Lynch, Roosevelt High School, Minneapolis, Minn. The business meeting will follow.

Department of Superintendence will hold a conference on Monday, July 2, in the afternoon. The following topics will be presented: How Can the City School Unit Discharge its Obligation to the Rural School Unit? by two speakers; High School Supervision by two speakers; Fraternal Greetings from Canada by a superintendent from Canada.

Department of Visual Instruction will hold two sessions, Tuesday, July 3, and Thursday, July 5, in the afternoon. The topic at the first session will be Visual Instruction as an Aid to Classroom Teaching. Mrs. Anna V. Dorris, president of the Department, will extend greetings; she will be followed by Daniel C. Knowlton, assistant professor of visual instruction, Department of Education, Yale University, New Haven, Conn., who will speak on Making the Teaching of History Concrete (illustrated). A classroom teacher will give a demonstration lesson showing Visual Instruction as an Important Factor in Teaching the Natural Sciences. Elda L. Merton, assistant superintendent of schools, Waukesha, Wis., will talk on The Use of Visual Aids in Teaching the Social Studies, and Thomas E. Finegan, education director, Eastman Kodak Company, Rochester, N. Y., will present Recent Experiments in Classroom Procedure, illustrating with motion pictures.

At the second session the subject will be Visual Instruction Service and Equipment. The following speeches will be given: Effective Cooperation between the Museum and the Public Schools, C. G. Rathman, assistant superintendent of schools, St. Louis, Mo., and chairman of Museum Relations Committee; Visual Instruction Equipment and How to Use It, Dudley Grant Hays, director of visual instruction, public schools, Chicago, Ill.; Standards for the Selection of Pictures, Alfred W. Abrams, director of visual instruction, State Department of Education, Albany, N. Y.; Looking toward the Future, demonstration of television, vitaphone, movietone, and stereographic film by the Research Department of the Western Electric Co. Election of officers will follow.

The annual breakfast will be Wednesday, July 4, at 8:00 A. M. Reports on problems of administration and research will be given.

Department of Vocational Education will hold one session on Monday, July 2, in the afternoon, and on Tuesday, July 3, and Thursday, July 5, they will divide into the following groups: Tuesday, Group A, subject, Agricultural Education, Group B, Commercial Education, Group C, Manual Arts Education, Group D, Home Economics Education (under the auspices of the American Home Economics Association); Thursday, Group E, Trade Education, Group D, Home Economics Education (under the auspices of American Home Economics Association), Group F, Vocational Guidance.

American Classical League will hold two sessions, Thursday morning and afternoon, July 5. The first session will be a business meeting. At the second session there will be: Annual Report, Ralph Van Deman Magoffin, president; Some Medieval Latin Records in the British Archives, Martin B. Ruud, University of Minnesota, Minneapolis, Minn.; The Coefficiency of Oral Latin, Dorothy English, Association for the Reform of Latin Teaching, Cambridge, England; The Coordination of Latin between Secondary Schools and the Colleges.

Following the afternoon program, there will be a meeting of Latin teachers under the aegis of the Twin City Classical Clubs which will be followed by a dinner conference. Plans for the League and Latin work in the northwest will be discussed.

American Home Economics Association will have two sessions, Tuesday, July 3, and Thursday, July 5, in the afternoon. The subject of discussion for the first session will be Home Economics in the Senior High School. There will be a talk on Fundamental Principles in Building Senior High School Courses. Teachers in the field will report on Unit Courses in Senior High School. Child Training in the Secondary Schools will be the topic for the second session. Addresses will be made by John E. Anderson, director of Institute of Child Welfare, University of Minnesota, Minneapolis, Minn., and by Mrs. Mildred Weigley Wood, homemaker, Phœnix, Ariz. Anna E. Richardson, field worker in child care and parental education, American Home Economics Association, Washington, D. C., will make a report on Nationwide Progress in the Teaching of Child Training.

National Association of Visiting Teachers will hold two sessions, Monday, July 2, and Tuesday, July 3, in the afternoon. The subject for discussion will be The Responsibility of the School and the Social Worker in Developing a Social Attitude Toward the Child. A prominent educator will speak from the point of view of the school and a wellknown social worker will treat the subject from the angle of social agencies. Roundtable discussions will follow each talk.

National Conference on Art Education will hold one session Monday afternoon, July 2, at the Minneapolis Institute of Arts Auditorium. The following addresses will be made: Problems in School Stage Craft, Ralph Smalley, Mechanic Arts High School, St. Paul, Minn.; Organizing Art Education as a Fundamental Part of the Elementary School Curriculum, Audrey M. Thomas, art director, public schools, Virginia, Minn.; Modern Art, Ella M. Witter, art department, Central High School, Minneapolis, Minn. Immediately following the session, tea will be served by the Art Department of the Minneapolis Public Schools.

National Conference on Student Participation in School Government will hold two sessions on Tuesday, July 3, and Thursday, July 5, in the afternoon. The program will include speakers representing six states, and student speakers from the elementary through the junior high school, the senior high school, and the university. These will represent the various types of councils.

National Congress of Parents and Teachers will hold a session Monday, July 2, in the afternoon. The subject for discussion will be Home and School as Educators for Citizenship: In the City, J. W. Studebaker, superintendent of schools, Des Moines, Iowa; In the Country, Charles W. Taylor, state superintendent of public instruction, Lincoln, Nebr.; In the National Congress, Mrs. Hugh Bradford, national vicepresident, and director of Department of Extension, Sacramento, Calif.; In the National Education Association, Cornelia S. Adair, President, National Education Association, Richmond, Va. A dinner will be held, Tuesday, July 3. Mrs. H. G. Richardson of Minneapolis is in charge of arrangements.

National Council of Administrative Women in Education will hold two sessions, a dinner conference on Monday, July 2, and an afternoon conference on Tuesday, July 3. Addresses will be made at the first session by: Cornelia S. Adair, president, National Education Association, Richmond, Va.; Georgina Lommen, State Teachers College, Moorhead, Minn., president, Minnesota Branch of National Council of Administrative Women; Elizabeth Hall, assistant superintendent of schools, Minneapolis, Minn.; Bessie Bacon Goodrich, assistant superintendent of schools, Des Moines, Iowa; Rhoda M. White, writer and lecturer, Spokane, Wash.; Agnes Samuelson, state superintendent of public instruction, Des Moines, Iowa; Mrs. Katherine Cook, specialist in rural education, U. S. Bureau of Education, Washington, D. C.

At the second session the addresses will be made by: Sally Lucas Jean, health education consultant, New York City; Mabel Bragg, assistant superintendent of schools, Newton, Mass.; Olive M. Jones, principal, Public School 120, New York City.

National Council of Geography Teachers will have a session Thursday afternoon, July 5. Topics to be presented at the session are: The Scope and Value of Geography in the School Program; The Use of Graphic Material in Geography Teaching, Emphasizing the Use of Stereopticon and Moving Pictures; Illustrative and Supplementary Materials as Used in the Classroom; Forest Conservation (illustrated).

National Council of Teachers of English will hold two sessions on Monday, July 2, and Tuesday, July 3, in the afternoon. There will be an exposition of "What is Good English?" by competent authorities; a paper on "Experiments in Thinking," by Mrs. Luella B. Cook of Minneapolis, Minn.; a talk upon our common problems by W. Wilbur Hatfield, secretary of the Council; and a paper on the teaching of grammar and the teaching of literature.

National Federation of Modern Language Teachers will hold one session on Thursday. Charles French, Boston University, President.

National League of Teachers Associations will hold a session on Monday afternoon, July 2, and on Wednesday noon, July 4, the annual luncheon will take place.

National Organization of Secretaries of State Education Associations will meet at Minneapolis. R. T. Ellis, secretary Texas State Teachers Association, president.

School Garden Association of America will have two sessions on Tuesday, July 3, and Thursday, July 5, in the afternoon. The first session will include discussion of the work that is being done in various parts of this country and Canada. There will be an address by Mrs. Helen Field Fischer, landscape designer, Shenandoah, Iowa. At the second session Van Evrie Kilpatrick, first vicepresident, will discuss the system of school gardens of New York City.

Taxes in United States and Other Countries

INCREASES in taxes have been rapid in practically all nations since 1914. Several factors have brought this about. First, a rapid depreciation in the purchasing power of currency in practically all countries. In the United States it takes $175 to purchase what $100 bought before the war. The loss in purchasing power of money in some countries has been much greater than this. Second, practically all countries have increased the scope of the activities supported at public expense. Third, the war is being paid for. In the United States the federal debt, which is principally due to war expenditures, is eighteen billion dollars.

Increases in amount of taxes have raised questions in all countries. We have heard much about taxation in this country. It has been frequently stated that taxes are unduly burdensome, that they are more than the country can afford, and that they should be reduced.

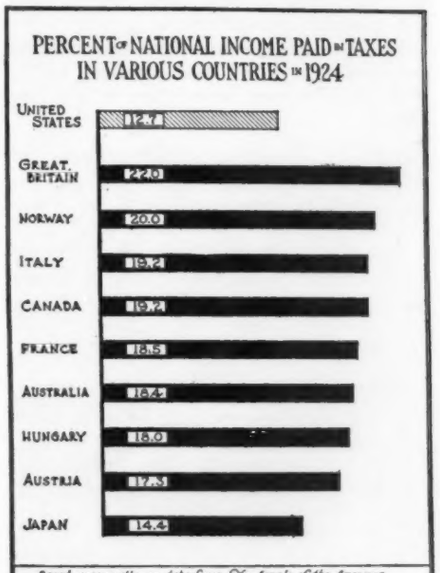
Are taxes more than they should be in the United States? This question is not easy to answer. In any consideration of this question, however, one should have in mind a principle which is well stated in a recent publication of the National Industrial Conference Board entitled *Cost of Government in the United States:*

> . . . it is not so much the amount of taxes and public expenditure that should command attention as the purposes which public funds serve and the circumstances surrounding their disposition, i. e., whether the object of the expenditure is wise and whether the function has been properly conceived and is being efficiently and economically administered in the interest of the community as a whole.

One pertinent bit of information is available concerning the burden of taxation in the United States. The November 1927 issue of the *Annals of the American Academy of Political and Social Science* gives the national income and the tax collections in a number of countries for the year 1924 or thereabouts. The chart is based upon these figures. It shows the percent of national income paid in taxes in various countries in 1924.

Figures are not available for all countries represented in the chart for years subsequent to 1924. Estimates for some of these countries indicate that the percents of income paid in taxes in years since 1924 approximate those given in the chart. For example, estimates given in the *Washington Star* for 1926 are as follows:

Country	*National Income*	*Tax Collections*	*Percent*
	(000,000 omitted)		
United States	$89,682	$7975	8.89
Great Britain	16,996	4016	23.63
Italy	4860	948	19.51
France	7840	1548	19.74



Based principally on data from *The Annals of the American Academy of Political and Social Science*; November, 1927, Chapter V, pages 38 to 57.

If we define effort to support public services as the percent of income allotted for the support of these services, it is evident that the tax bill of the United States requires considerably less effort than that of other nations. So far as figures are available not a country in the civilized world is paying as small a percent of its income in taxes as is the United States. The disparity between the effort made by the United States and that of other countries is probably greater than the chart indicates. A man with a yearly income of ten thousand dollars pays ten percent of his income in taxes with less effort than a man with a yearly income of one thousand dollars. In the first case the payment of a ten percent tax usually involves little personal sacrifice, that is, reduction in what a man eats, wears, or otherwise consumes. The payment of such a tax by the man of small income does involve such a sacrifice, since his amount of income is close to the level of subsistence. The United States is in the position of the man with a large income. Its per capita wealth and per capita income outclass that of any other country. The expenditure of 18.6 percent of its income for public purposes by the United States, which is the average percent of expenditure of the countries listed in the chart not including the United States, would involve less effort than does the expenditure of this percent by the countries listed in the chart.

In studying the chart one should have in mind a number of modifying factors affecting the comparability of the figures. First, the difficulty of assembling accurate figures as to incomes and tax payments is almost insuperable in most countries. The percents of the chart in some cases involve a degree of error due to this factor. Second, the burden of the war debt is heavier in most countries than in the United States. Third, the scope of public activities differs widely in different countries. Fourth, expenditures by governments, particularly in any one year, often differ considerably from the amount collected in taxes. In the United States in 1924, less than eight billions were collected in taxes, while ten billions were expended by the federal, state, and local governments. These and other factors not developed in this article counsel caution in interpreting the figures of the chart.

A proper evaluation of such factors, however, would probably not invalidate the principal indication of the chart, namely that the percent of income expended for public purposes is considerably less in the United States than in other nations. Even if the United States expended as large a percent of its income for public service as other countries, the effort involved would be less because of our far greater per capita income.

Whether it would be desirable to expend a larger percent of what we have for public purposes is a question which cannot be answered here. This article is content with the easily defended conclusions: first, that the tax burden in the United States is much lighter than that in other countries and second, that if the public welfare seems to justify, the amounts expended for public purposes, such as the support of schools, can be considerably increased before the effort required to meet the nation's tax bill will be as much as that of other countries.—John K. Norton.

Builders of Our Profession

ONE EVIDENCE of professional spirit is the choice of teaching as a life vocation; another evidence of professional spirit is life membership in the national professional organization for teachers.

The teaching profession is making marked progress because in increasing numbers young men and women of ability and promise are choosing teaching as their life work. The National Education Association is growing stronger because teachers of ability and promise, who have chosen teaching as their life work, are allying themselves for life with their National Association.

In 1925, there were approximately 200 N. E. A. Life Members; today, there are more than 1000. The life Membership fee—$100—payable in one payment or ten—goes to the permanent fund of the Association and thus remains intact, a continuing memorial to the member and a lasting guarantee that the N. E. A. will continue its service to the profession.

Program for June Faculty Meeting

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

1. The Teacher's Philosophy of Education. What is your philosophy of life and of education? How do the four points of Dewey's philosophy agree with your own? How is his philosophy suited to life in a democracy?

2. Elementary Rural Teaching as a Career. In what ways can educational opportunities be equalized? What constructive work is being done in rural education? How are the needs in this field being met in your state?

3. Sunshine Camp in Cambridge. Why do a few weeks of camp life as described by Dr. Day make such great changes in children? What conditions in modern life cause subnormal health? How can you use the information in this article in your own school?

4. A Notable Junior High School. What are the progressive features of this school? Can you develop any of these ideas in your school?

5. American Education Week. What plans for Education Week should be made now?

6. Selecting the Best Textbooks. How would such a study be valuable to the teachers making it? To the school?

7. Educational Cooperation. Have you read the Curtis-Reed bill in the January issue of THE JOURNAL? If your congressman should ask your opinion of the bill, could you give its essential proposals?

New Life Enlistments

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

ARKANSAS—Mrs. Ella B. Andrews, James B. Ewart, Pearl Williamson.
CALIFORNIA—Ada E. Blanchard, Perry O. Cole, McKee Fisk, Elizabeth McK. Moore.
CONNECTICUT—A. Louise MacMasters, Leon Carver Staples.
DISTRICT OF COLUMBIA—George W. Hodgkins.
FLORIDA—Mrs. Mae Larsen
ILLINOIS—Kate O. Guenther, E. Pauline Lacy.
INDIANA—Maude E. Birkey, Donald DuShane, Elizabeth H. Scott, Hollace C. Sherwood, W. A. Smith.
IOWA—W. A. Brindley.
JAPAN—C. A. Mitchell.
KANSAS—Lela Eggleston, Vera I. Evans, Bertha Scholl, Eva N. Welsh.
KENTUCKY—Mrs. Annabel R. Price.
LOUISIANA—Mrs. Johnnie May Gray Baum.
MASSACHUSETTS—Mary L. Bryant, Elsie E. Turner.
MINNESOTA—C. C. Baker.
MISSOURI—Mary V. Clarke, W. W. Clement, R. L. Denning, Mrs. L. R. Doolin, Ruth E. Norris.
MONTANA—Urban F. Isaacs.
NEBRASKA—Gertrude Beers, Luviey M. Hill, Natalie C. Long, H. F. Stone.
NEW YORK—Robert E. Minnich, Iva Louther Peters.
NORTH CAROLINA—Mrs. G. P. Hamrick, Mrs. Annie W. Holland.
NORTH DAKOTA—George W. Hanna, A. W. Mehus.
OHIO—Henry Claude Dieterich, John R. Patterson, H. L. Rawdon, William H. Rice, T. M. Wiant.
OKLAHOMA—Grace A. Day, Mrs. Grace J. Thornton.
PENNSYLVANIA—Edythe K. Boyd, Lee L. Driver, Mary L. Gordon, Gertrude M. Ramsey, Thomas Woody.
SOUTH CAROLINA—Ralph S. McChesney.
SOUTH DAKOTA—William I. Early, R. E. Rawlins.
TEXAS—Howard R. Boles, H. H. J. Fling, J. M. Gordon, Mrs. Mae Healer, D. C. McIntosh, Herman D. Thomason.
VIRGINIA—William E. Parsons.
WASHINGTON—G. A. Clumpner, John A. O'Rourke.
WYOMING—Ida B. Hull.

Hundred Percent Counties

THE VISION of a united profession is spreading among teachers in rural communities. County superintendents who have caught this vision encourage their associates to merge their strength with that of state and national associations.

The following counties have reported the enrolment of all of their teachers in the National Education Association for the year 1927-28:

State	*County*	*Superintendent*
Florida	Brouard	J. S. Ricards
	Dade	C. M. Fisher
	Palm Beach	J. A. Youngblood
	Pinellas	R. S. Blanton
Maryland	Queen Annes	T. G. Bennett
Ohio	Cuyahoga	A. G. Yawberg
	Logan	Glenn Drummond
	Wood	H. E. Hall
Pennsylvania	Berks	A. F. Kemp
	Bradford	J. A. Morrow
	Delaware	Carl G. Leech
South Carolina	Laurens	Kate V. Wofford
Tennessee	Shelby	Sue M. Powers
Utah [1]	*Alpine Dist.	David Gourley
	Davis	H. C. Burton
	Grand	D. S. McCorkle
	*Jordan Dist.	D. C. Jensen
	*Juab Dist.	O. L. Barnett
	Morgan	J. R. Tippetts
	*N. Summit Dist.	Ernest Jacobsen
	*S. Sanpete Dist.	E. T. Reid
	Wasatch	R. F. Nilsson
	Weber	B. A. Fowler
West Virginia [2]	McDowell	Mrs. L. C. Anderson

[1] Utah operates under a consolidated system. For the most part, counties and school districts are identical. The districts marked with an asterisk represent one-half counties.

[2] McDowell County is divided into six school districts, five of which are 100 percent in N. E. A. Membership—Adkin, Big Creek, Browns Creek, Northfork, and Elkhorn.

Completed Enrolments

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

Six Years or More

ILLINOIS—*Rock Island*, Washington Junior High.
OHIO—*Cincinnati*, Vine.

Five Years

WASHINGTON—*Spokane*, Willard.

Three Years

MICHIGAN—*Detroit*, Hillger.
PENNSYLVANIA—*Pittsburgh*, Gladstone Junior High and Elementary.
TEXAS—*Dallas*, Mount Auburn.
WASHINGTON—*Spokane*, Finch.

Two Years

IOWA—*Webster*, Webster Consolidated.
MAINE—*Rockland*, McLain, Purchase Street.
MARYLAND—*Dickerson*, High.
MICHIGAN—*Ionia*, Emerson.
NEW JERSEY—*Ventnor City*, Oxford Avenue.

Current Year

CALIFORNIA—*Oakland*, Franklin, Merritt High.
CONNECTICUT—*Collinsville*, Grammar; *East Norwalk*, Roger Ludlow Junior High.
ILLINOIS—*Springfield*, Matheny; *Waynesville*, Grade.
IOWA—*Bouton*, Public; *Cedar Rapids*, Madison.
MASSACHUSETTS—*Bedford*, Union; *Whitinsville*, Center.
MICHIGAN—*Muskegon*, Pillsbury; *Saginaw*, Wadsworth.
MINNESOTA—*Faribault*, McKinley; *Gilbert*, Technical; *Hutchinson*, High; *Jordan*, Jordan Public Schools; *Little Falls*, Columbia, Hawthorne, Lincoln, Washington; *Minneapolis*, Marshall High, Richfield-Roosevelt; *Saint Paul*, Como Park; *Winona*, Central, Jackson, Kosciusko, Lincoln, Sugar Loaf.
MISSISSIPPI—*Jackson*, Davis.
MISSOURI—*Kansas City*, Gladstone.
NEW JERSEY—*Lyndhurst*, Lincoln; *Newark*, Elliott Street.
NEW MEXICO—*Albuquerque*, Armijo.
NEW YORK—*Kenmore*, Kenmore Public Schools, Junior High.
OHIO—*Rocky River*, Kensington.
OREGON—*Jordan Valley*, Grade.
TEXAS—*El Paso*, Dudley.
WASHINGTON—*Keyport*, Public; *Spokane*, Columbia, Emerson, Hawthorne, Washington.
WYOMING—*Thermopolis*, Hot Springs County High.

THE TECHNIC OF LEADERSHIP—A leader will look upon his own position as a temporary one for which he shall develop others more competent than himself knowing that his days are but few.

He will set goals, to attain which he will encourage all sane and practical experimentation. He will aid where aid is needed; advise and restrain the overzealous and encourage where failure looms.

He will free himself from detail to apply himself to the greater things of his job. He will keep an open and tolerant mind, training himself to be above personalities and to recognize ability and achievement wherever shown.

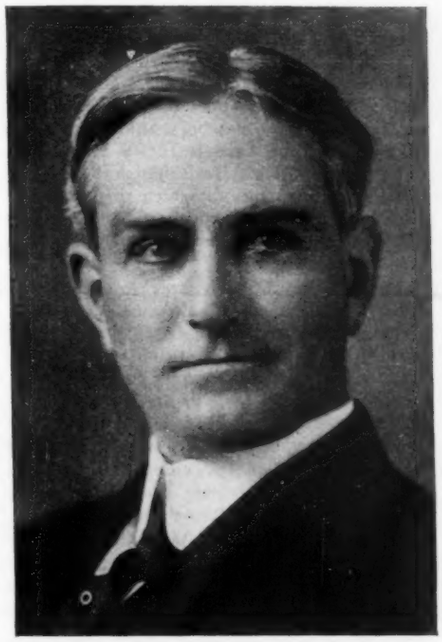
Recognizing that progress is like a mighty stream which, diverted by bar and rock and dam, yet flows steadily onward, he will labor with patience to remove temporary obstacles with faith in ultimate success. When he ceases to serve he will relinquish leadership with the same courage with which he received it.—Warren A. Roe, principal, Belmont Avenue School, Newark, New Jersey.

Proposed Amendments to the Bylaws

FEW ORGANIZATIONS, even in this land of phenomenal growth, have increased in membership as rapidly as the National Education Association. The ten years' increase in growth from 10,000 in 1918 to 181,000 in 1928 has been an occasion of satisfaction to the members of the Association. It has also been the occasion of necessary changes in organization and administration.

Committee work started—In 1924 a committee was appointed to study the problems of the Association growing out of the increased membership. At the Philadelphia convention in 1926, the Representative Assembly authorized the discharge of this committee and the appointment of another with more inclusive powers, to be known as the Committee on Appointment of Delegates and Kindred Questions. At this time it became evident that many of the Association's bylaws were out of harmony with the provisions of the charter and accordingly needed a thorough revision. Supt. P. P. Claxton, of Tulsa, Okla., chairman of the committee, called it together at Dallas in February, 1927. Fourteen members were present at the three meetings held. Dr. F. G. Blair, then president of the Association, was also present. Discussion by members of the committee revealed four outstanding questions to be considered: (1) bringing the bylaws into agreement with the charter; (2) clarifying and bringing into agreement and harmony the bylaws with themselves; (3) reducing the size of the Representative Assembly; and (4) providing a method for the selection of delegates to the Assembly that would be equitable and yet eliminate the "duplicate representation" provided by the present bylaws. At the close of the Dallas convention the complete minutes of the committee sessions were sent each of the twenty-four members of the committee.

A follow-up—A subcommittee was appointed by the chairman to meet before the Seattle convention to formulate recommendations to the committee as a whole. This committee met in Chicago on May 20 and 21, 1927. Seven members including the chairman were present. As a result of the five meetings held at this time and numerous suggestions forwarded by other members, a detailed statement of amendments was prepared and presented in July, 1927, at the Seattle convention with the recommendation that the proposals be held for action at the 1928 meeting of the Representative Assembly. These proposals are printed in full in the 1927 Proceedings of the National Education Association, pp. 1025 to 1045.



PHILANDER P. CLAXTON, *former United States Commissioner and now superintendent of schools, Tulsa, Oklahoma, is serving the Association as chairman of the Committee on Appointment of Delegates and Kindred Questions.*

Although most of the proposals relate to changes that will bring the bylaws into conformity with each other and the charter, several relate to a reduction in the size of the Representative Assembly and to a change in the methods of selecting delegates. During the past year these proposals have been widely discussed and growing out of this additional study the committee has modified its recommendations. The issues which most concern the members of the Association at large involve sections 3, 4, 5, 6, 7, and 10 of Article II of the Bylaws now in force. These sections read as follows:

Sec. 3. The State Teachers Association or Educational Association of a state, territory, or district, may become affiliated with the National Education Association and shall be designated an Affiliated State Association. Each Affiliated State Association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated State Association shall be $10 for each delegate to which said state shall be entitled, with a maximum of $100. Said Association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of Proceedings, reports of committees, and all special bulletins and announcements when issued.

Sec. 4. A local educational association or teachers organization within a state, territory, or district, may affiliate with the National Education Association and shall be designated an Affiliated Local Association. Each Affiliated Local Association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated Local Association shall be $5, which shall entitle said Association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of Proceedings, reports of committees, and all bulletins and announcements when issued.

Sec. 5. Each affiliated association, both state and local, shall be furnished a certificate of membership and shall be entitled to the active assistance and support of the National Education Association in promoting the interest of such affiliated association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its charter. The secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession.

Sec. 6. Each affiliated state association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated State Delegates.

Sec. 7. Each affiliated local association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated Local Delegates.

Sec. 10. Delegates shall file their credentials with the secretary of the Associa-

tion on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting. The Secretary shall turn over such credentials to the Credential Committee, when appointed, with such information thereon as may be obtained from the records of the Association. The Representative Assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. Meetings of the Representative Assembly shall be open to the active members of the Association who shall be privileged to address the Assembly on subjects pertaining to the Association. The Representative Assembly shall adopt rules of procedure which shall not conflict with the charter and bylaws of the Association. It shall recommend an equitable plan for paying the expenses of delegates to the annual business meeting of the Association.

In its Seattle report the committee proposed that sections 3, 4, 5, and 10 be made to read as follows:

Sec. 3. The State Teachers' Association or Educational Association of a state, territory, or district may become affiliated with the National Education Association and shall then be designated an affiliated State Association. The annual dues of an affiliated State Association shall be $5. Said Association shall receive, without application or other condition, all regular publications of the National Education Association.

Sec. 4. A local educational association or teachers' organization within a state may affiliate with the National Education Association and shall be designated an Affiliated Local Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated Local Association shall be $5, which shall entitle said Association to receive, without application or other condition, all regular publications of the National Education Association.

Sec. 5. Each affiliated state association shall, together with the local affiliated associations within the state, constitute a state unit and as such shall sit in the Representative Assembly.

Sec. 10. The Representative Assembly shall be composed of the President and the twelve Vicepresidents of the National Education Association and 500 delegates elected from the several states in the proportion which the number of their active members in the National Education Association bears to the total number of members of the Association, provided that every state shall be entitled to at least one delegate.

The ratio for computing the number of delegates to which the several Affiliated Associations are entitled shall be determined by dividing the total number of active members of the Association by five hundred.

The secretary of the National Education Association shall compute this ratio annually at the close of the membership year and shall on or before the 10th day of September, certify the same to the secretary of each State Affiliated Association, together with a statement of the number of delegates for the ensuing year to which each of the states is entitled. He shall also transmit to the secretary of each State Association a list of all the Affiliated Local Associations in that state, together with the number of active members of the National Education Association recorded as members of each of the Affiliated Local Associations.

The delegates in the Representative Assembly to which any state shall be entitled shall be apportioned to the local Associations affiliated with the National Education Association and to the active National Education Association membership in the state not so affiliated in the ratio of their respective numbers. Local Affiliated Associations having a National Education Association membership entitling them to one or more delegates shall name such delegate or delegates and certify them directly to the secretary of the State Association for election as delegate.

Each local affiliated organization whose total active membership in the National Education Association is less than the ratio, but not less than fifty members, shall be entitled to nominate one delegate; and from these nominees the State Association shall elect the number of delegates to which this group of local organizations is entitled. All nominees not elected as delegates shall be placed on the alternate list.

The election of delegates to which the State National Education Association membership, not members of Local Associations, shall be entitled, shall be provided for by the State Association in a manner consistent with the Charter and Bylaws of the National Education Association, provided that such delegates shall not be members of any affiliated local association and provided that with the approval of the Executive Committee of the National Education Association, any state may, through its State Association, modify the plan herein set forth for electing the delegates to the Representative Assembly of delegates.

In Boston at the time of the Department of Superintendence convention the committee held several meetings and again in Chicago April 14, 1928. At the Chicago meeting 36 committee members were present. Some minor word changes in nine or ten different sections were made and sections 3, 4, and 10 of Article II were redrafted in the light of the discussion. The proposals of the committee as they now stand would amend sections 3, 4, and 10 of Article II so that they will read as follows:

Sec. 3. A state teachers association or education association of any state may become affiliated with the National Education Association, and thereupon shall be designated an affiliated state association, *and as such shall be entitled to elect one delegate and one alternate to the Representative Assembly for each two hundred (200) of its members or major fraction thereof, who are active members of the National Education Association. Such association shall be entitled to elect such other delegates and alternates as are assigned to it under the provisions of Sec. 10 of this article. Should any affiliated local association within a state fail to elect any or all of the delegates assigned to it by the Secretary of The National Education Association, the State Association may elect such delegates and alternates and certify them.*

The annual dues of an affiliated State Association shall be five dollars, which shall entitle said association to receive without application or other condition all regular publications of the National Education Association.

Sec. 4. A local education association or teachers organization within a state may affiliate with the National Education Association and thereupon shall be designated an affiliated Local Association, and as such shall be entitled to *elect one delegate and one alternate to the Representative Assembly for each two hundred (200) of its members or major fraction thereof, who are also active members of the National Education Association. The names of such delegates and alternates shall be certified by the secretary of each affiliated local association to the secretary of the State Association, who shall in turn certify them, together with the complete list of delegates and alternates from the state, to the secretary of the National Education Association. A copy of such certificate shall also be transmitted by the secretary of the affiliated Local Association to the secretary of the National Education Association.*

The annual dues of an affiliated local association shall be five dollars, which shall entitle said association to receive without application or other condition all regular publications of the National Education Association.

Sec. 5. Each affiliated state association shall, together with the local affiliated associations within the state, constitute a state unit and as such shall sit in the Representative Assembly.

Sec. 10. The Representative Assembly shall be composed of the President and the twelve Vicepresidents of the National Education Association and *delegates elected from affiliated state and local associations as herein provided.*

The secretary of the National Education Association shall provide enrolment blanks with designated space for the name of the affiliated association through which each active member wishes representation, and in computing the number of delegates and alternates to which a state is entitled no active member shall be counted in any affiliated association other than the one so designated.

The secretary of each affiliated local association shall furnish to the secretary of the National Education Association and to the secretary of the state association a list of its members.

The secretary of the National Education Association shall compute annually at the close of the membership year the total number of active members of the National Education Association in each state and also the number of active members accredited to each affiliated State and Local Association as designated on the enrolment blanks within each state for that year.

Upon such data the secretary of the National Education Association shall determine the quota of delegates and alternates to the Representative Assembly to which each state is entitled as follows: A. To each affiliated association within each state one delegate and one alternate for every 200 active members of the National Education Association or major fraction thereof, designating

(Continued on page A-176)

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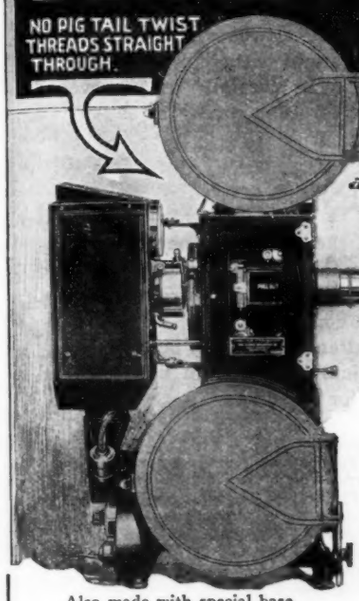

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DEPARTMENT OF SUPERINTENDENCE—CLEVELAND, FEBRUARY 24-28, 1929

President Frank D. Boynton of the Department of Superintendence has announced that the fifty-ninth annual convention of the Department and allied organizations will be held at Cleveland, Ohio, February 24 to February 28, 1929.

For the convenience of those desiring hotel sleeping accommodations for the meeting a list of hotels and their rates is given below. Requests for reservations should be forwarded to Mr. Albert C. Eldridge, Chairman, Hotel Committee, Department of Superintendence, 1604 Terminal Tower Building, Cleveland, Ohio. Applications should indicate date of arrival in Cleveland and names of all parties to be accommodated in the rooms requested. The larger downtown hotels in a convention city are usually reserved to capacity soon after initial announcement is made. This is true at Cleveland as elsewhere. Applicants, therefore, should express two or three choices of hotels for the guidance of the Hotel Committee.

HOTELS IN CLEVELAND

MEMBERS CLEVELAND HOTEL ASSOCIATION AND CLEVELAND CONVENTION BOARD

NAME	LOCATION	Total Number Rooms	ROOM ONE PERSON		ROOM TWO PERSONS	
			With Bath	Without Bath	With Bath	Without Bath
Allerton Club	Chester and E. 13th St	530	$3.00 to $3.50	$2.00 to $2.50	$5.00	$3.00 to $4.00
Auditorium	E. 6th St. and St. Clair	295	2.50 to 4.00		$3.50 to $5.50	
Alcazar	Derbyshire and Surrey Roads	198	4.00		6.00	
Belmont	3844 Euclid Avenue	148	2.00 to 3.00		3.00 to 6.00	
Bolton Square	Carnegie and E. 89th St	300	3.00 to 5.00		5.00 to 8.00	
Clarendon	3 St. Clair Ave. N. E	50		1.25 to 2.00		2.00 to 3.00
Cleveland	Superior Ave. and Pub. Sq	1000	3.00 to 8.00		5.00 to 12.00	
Colonial	Prospect and Colonial Arcade	150	2.50 to 5.00	2.00 to 3.50	4.00 to 7.00	3.00 to 5.00
Del Prado	4209 Euclid Avenue	118	2.00 to 2.50		3.50 to 6.00	
Devon Hall (women)	1588 Ansel Road	239		1.50 to 2.00		3.00 to 4.00
Doanbrooke	1924 E. 105th St. N. E	120	2.50 to 5.00	1.50 to 2.50	4.00 to 7.00	2.50 to 3.50
Euclid	Euclid and E. 14th St	200	2.50 to 3.50	1.50 to 2.50	4.00 to 5.00	2.50 to 3.50
Fenway Hall	Euclid and E. 107th St	384	4.00 to 8.00		6.00 to 15.00	
Fern Hall	3250 Euclid Ave	135	2.00 to 5.00	2.00 to 3.00	3.00 to 5.00	3.00 to 4.00
Gillsy	E. 9th at Chester	350	2.50 to 3.00	1.50 to 2.50	4.00 to 5.00	3.00 to 4.00
Gordon Square	Detroit and W. 65th St	89		2.00		3.00
Hollenden	Superior and E. 6th St	1000	3.00 to 6.00		6.00 to 12.00	
Mecca	1866 E. 9th St	120	1.50 to 2.50	1.50	3.00 to 3.50	
Mount Royal	4311 Prospect Ave	105	2.50		3.50 to 6.00	
New Amsterdam	Euclid and E. 22nd St	350	2.00 to 3.00	1.50 to 2.00	4.00 to 6.00	3.00
New Erie	1441 E. 9th St	350	2.50	1.50 to 2.00	3.50 to 4.00	2.50 to 3.50
Olmsted	Superior and E. 9th St	300	2.50 to 4.00		5.00 to 6.00	
Park Lane Villa	E. 105th at Park Lane	500	4.00		6.00 to 10.00	
Regent	10539 Euclid Ave	150	2.50 to 3.00	1.75 to 2.00	4.00 to 5.00	3.00 to 3.50
St. Regis	Euclid at E. 82nd St	161	2.50 to 5.00		3.50 to 6.00	
Sovereign	E. Blvd. at E. 105th St	400	2.50 to 8.00		4.50 to 10.00	
Stag	1834 Prospect Ave	38		2.00 to 2.50		4.00 to 5.00
Statler	Euclid and E. 12th St	1000	3.00 to 8.00		4.50 to 10.00	
Wade Park Manor	E. 107th and Park Lane	400	4.00 to 5.00		7.00 to 8.00	
Westlake	(Rocky River Sta.) Cleveland	370	3.00 to 4.50		5.00 to 8.00	
Winton	Prospect near E. 9th St	600	3.00 to 5.00		4.50 to 7.00	

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(*Continued from page* 198)

representation through such association. B. To the affiliated state association of each state one delegate and one alternate for every 200 active members of the National Education Association or major fraction thereof designating representation through that association. C. He shall also assign to the affiliated state association of each state one delegate and one alternate for every 200 active members of the National Education Association or major fraction thereof in such state who have not designated representation through any affiliated association within that state. To this number of active members in each state not designating any affiliated association in that state he shall also add the unrepresented active members in the minor fractions of the affiliated associations of that state.

On or before the tenth day of September of each year, he shall certify to the secretary of each affiliated state association the number of active members of the National Education Association accredited to the state association, asking representation in the General Assembly through such association, and the number of active National Education Association members accredited to each local association within the state, together with their names and addresses. He shall transmit to the secretary of the affiliated state association the number of delegates and alternates which are to be elected by the state association and by the local associations in that state.

He shall also transmit to the secretary of each local association within the state a list of the active members of the National Education Association credited to such association who desire representation in the Representative Assembly through such local association, together with the number of delegates and alternates which such association is entitled to elect on the above basis.

Provided that any state, upon a vote of the active members of the National Education Association in that state, taken by its State Association, may modify the details of the plan herein set forth for electing the delegates and alternates to the Representative Assembly assigned to that state. Such action when taken shall be certified by the secretary of the State Association to the secretary of the National Education Association and to the Local Associations within the state.

In a letter from Superintendent Blair of Illinois, whose indefatigable cooperation with the committee has been noteworthy, we quote:

"In conclusion, I want to summarize what I think these amendments will accomplish:

1. They will reduce duplicate voting to the very minimum, if not entirely obviate it. The putting in of the names and addresses of the members had to be done in order to make sure that there would not still be some duplicate voting.

2. They will reduce the size of the Representative Assembly from a possible 1700 to somewhere around 1000, but in doing this there is no rigid number set. My guess is that if these bylaws are adopted that the first assembly under them will have somewhere between 1000 and 1200 delegates.

3. If adopted they will tend to knit together the state delegations into a larger degree of unity than ever before.

Announcement— A three-column statement of the bylaws is being printed for use at Minneapolis. Column 1 will contain provisions as they are in present bylaws; Column 2, proposals made by the committee at Seattle; Column 3, proposals made by the committee at its Chicago meeting. Delegates wishing to make themselves familiar with the bylaws will be furnished copies of this statement on request.

ONE OF THE interesting exhibits at the N. E. A. convention in Minneapolis this summer will be a little volume called, *Glints in the Sand.* This book is a collection of poems, essays, stories, and a one-act play and is being issued by the English department of South High School, Minneapolis. The contents of the book covering a period of some years is entirely the work of pupils of the school.

Notes and Announcements

A CONFERENCE of presidents of departments of the National Education Association will be held at Minneapolis to discuss such questions as the following: How to organize to make all groups in the department feel at home at the annual meeting and in the work of the department during the year? To what extent to undertake committee work? How to prevent overlapping of programs at the winter and summer meetings? To what extent should departments have fulltime secretaries at headquarters? Is there not danger of putting out too many department publications? Which is the better policy for the selection of officers, that of arranging for promotions from one office to another and finally to the presidency, or to elect the president and other higher officers on their qualifications for these particular offices? How to avoid the claim of clique control? In some cases the conference may wish to express its views in a motion, but in most cases the question should be freely discussed without any formal action.

CHARTS AND POSTERS on the Education Bill, which are being prepared by teachers' organizations and groups in a number of schools, for the exhibit of the Legislative Division at the Minneapolis convention, should be sent as soon as possible to John N. Greer, Principal, West High School, Minneapolis. Mr. Greer will have charge of mounting the exhibit.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS to meet at Geneva—The following letter from President Augustus O. Thomas gives information about the World Federation which will be of interest to JOURNAL readers:

We have finally decided on Geneva, Switzerland, for the next meeting of the Federation, July 25 to August 4, 1929, and plans are well under way. Most of the divisions were organized at Toronto and will carry on. The Herman-Jordan Committees were reformed somewhat in the light of our experience at Toronto, taking in persons who showed interest and cooperation.

Mr. E. J. Sainsbury is made Secretary for the European region and will work with Mr. Pierre Bovet and Miss Marie Butts of the International Bureau of Education at Geneva in the interests of the coming meeting of the Federation.

(*Continued on page* A-178)

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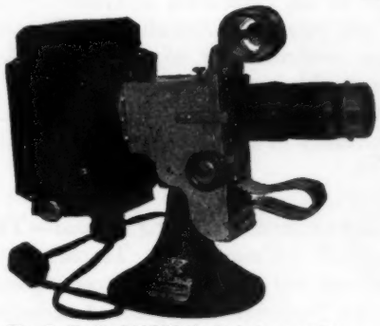

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(*Continued from page* A-177)

Many new organizations have applied for membership since the Toronto meeting and the work of the Federation is gradually growing.

To secure further information in regard to the Federation at Geneva write to the president, Augutus O. Thomas, state commissioner of education, Augusta, Maine, or to the secretary, Charles H. Williams, 101 Jesse Hall, University of Missouri, Columbia, Missouri.

FOR TEACHERS traveling abroad—The National Union of Teachers of England and Wales, which corresponds to the National Education Association of the United States, is prepared to extend various courtesies to members of our Association who are traveling abroad, particularly during their stay in England, including letters of introduction to prominent educational workers, advice relative to visits to schools and colleges, information about vacation courses in English and foreign universities and honorary membership in the National Union, including the use of its headquarters. The N. U. T. has especially appointed Miss E. Langley Spence to look after this matter. Teachers wishing to do so may address her care English Speaking Union, 37 Berkeley Square, London.

THE USE of the schools by private or selfish interests for propaganda purposes is considered in a letter sent by J. W. Crabtree, secretary of the National Education Asociation, to state superintendents of public instruction. The letter follows:

I see by the Washington papers that certain propaganda has been widely distributed in your state by the lobby of public utility organizations. Such material as this has been as widely distributed in other states and for the purpose no doubt, of using the schools to promote corporate and selfish ends. I am wondering whether teachers have been misled as much as the corporation promoters expected. Why might it not be a good plan to investigate to see whether after all teachers have not as a rule handled the information in a way to prevent children from getting wrong notions.

As a teacher in the country school for six years I used to get advertising material put out by industrial agencies to add interest to geography and other subjects. We were able to get excellent help from the harvester companies, and from the cotton and silk manufacturers. We have often since then encouraged teachers to find material of this type to put life into the work of the school. It seemed to be one way of making

(*Continued on page* A-179)

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(*Continued from page* A-178)

contacts between the work of the schools and what is actually going on outside.

Although certain organized business has seized upon this as a way of promoting selfish ends, I wonder whether they have after all been able to get very far in their designs. The high ideals of our profession would, it seems to me, enable the teacher as a rule to discriminate fairly well between that which is proper and wholesome and that which is not wise to teach.

I know that it is possible to impose upon teachers and especially upon the youthful and only partially prepared part of the profession. I realize also the need of protection for teachers and the schools by leaders in the profession and particularly by state superintendents and other school authorities.

Is there enough in this to make it advisable for the National Education Association to take a hand in the matter? At the recent hearing on the Education Bill I heard the opposition to the bill ask why we should not be willing for the foundations and other outside agencies to do the research that we would have done by a department of education. In this situation we have an answer.

We also have the answer in the research and study by the Manufacturers' Association in the educational program which was evolved and which at a cost of thousands of dollars has been distributed throughout the nation. This program would release children from the school at fourteen or after finishing the sixth grade, and it would release those not doing satisfactory work in the schools. There is no question but that the Manufacturers' Association thought its program was good, looking at it largely from the needs of factories for child labor. The motives of the public utilities lobby are doubtless even more selfish and more designing.

In all this we must remember that by far the greater number of our leading business men would not stand for this propaganda that their organized lobbies are putting out if they really understood the meaning and purpose of it. They will justify fully our seeing that the schools are protected from vicious and bad influences.

What do you plan to do? What should our Association do?

HOMER H. SEERLEY has resigned in his eightieth year from the presidency of Iowa State Teachers College where he has been for forty-two years. He will be made president emeritus for life. A celebration of the years Dr. Seerley has given to Iowa State Teachers College will be held in connection with commencement there the first week in June. Plans are under way now to make this an occasion on which the whole state will join in both honoring Dr. Seerley and reviewing the history of Iowa education with which Dr. Seerley's life has been synonymous.

DEMOCRACY IN EDUCATION by W. H. P. Faunce was ranked first by JOURNAL readers in reports received for

(*Continued on page* A-180)

Modern schools add one C to the three R's

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Authorities agree that it is as essential to establish habits of cleanliness in children as to teach them the multiplication table. The child who has been taught the value of brushing his teeth, of washing his hands before meals, of taking frequent baths and of wearing clean clothes, has learned fundamental lessons that will mean as much through life as the knowledge that two and two make four.

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(*Continued from page* A-179)

April. Articles receiving first place for previous months are: March, *Growth through Reading;* February, *Growth in Understanding Children;* January, *The Human Side of Teaching;* December, *Sources of Ethical Character;* November, *Cincinnati Sets the Pace;* October, *The American Melting Pot.*

THE SEVENTH YEARBOOK of the Department of Elementary School Principals has just come from the press and is being distributed at two dollars per copy by the Department's office at 1201 Sixteenth Street Northwest, Washington, D. C. The book contains 512 pages and deals with the training requirements and the professional standards of the elementary school principalship. It is expected to have wide use among university classes in education.

CITY OF OAKLAND HONORS PAST PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION—Fred M. Hunter, who was president of the Association 1920-21 leaves Oakland on July 1 to become president of Denver University. During his period of service in the Oakland schools they have developed in a way that has won the admiration of the teaching profession. That the citizens of Oakland appreciate Dr. Hunter's great professional services to the city is shown by their expressions of appreciation to him during the closing weeks of the school year as he prepares to leave the city for his larger opportunity at Denver. A friend of the Association in Oakland writes:

> Doctor Hunter has been feted on every hand by educational, civic, and fraternal organizations that have wished to honor him before it is too late to say, "We thank you for what you have done for us. We wish you well in your new work, but we hate to see you leave."

Among the interesting testimonials to Dr. Hunter's achievements as an educator is a plaque presented to him by the Oakland Chamber of Commerce which bears the following tribute:

> For unselfish service, for unstinting devotion to the public welfare, for his splendid example to our children and his unvarying attention to their development in the public schols of our city, the excellence of which schools he made notable throughout the nation, this plaque is accorded Frederick Maurice Hunter by the Chamber of Commerce of Oakland, Calif., as a sincere expression of the great regard in which his fellow citizens hold him. Because of his coming among us, we are made a new people.

From his coworkers on the Oakland Board of Education came another testimonial in the form of a diploma bearing a list of his accomplishments while superintendent of schools. To quote from the diploma:

> Your record here has been one of remarkable achievement uniting the entire school force so that in an outstanding way a democratic organization has been attained in which the functions of teaching, supervision, and administration are in full and sympathetic accord, working hand in hand for the betterment of school conditions for children. During your administration to an unusual degree initiative on the part of the teacher in the ranks has been fostered. Professional improvement has become a constant aim as evidenced by the educational preparation in connection with higher institutions of learning carried on while in service during the past year by approximately three fourths of the certificated staff.
>
> While notably high professional and educational standards of achievement have been maintained, sound and economical policies of business administration have been inaugurated and operated with growing satisfaction, and extensive building programs amounting to $15,000,000 have been set up and carried through, furnishing the most modern housing for our schools at a minimum of expenditure. This has been due to organizational policies for which you have been responsible.
>
> The growth of this city during your official term, as shown by the increase of the teaching force from 979 to 1980 with a corresponding increase in school population, has furnished complicated problems which have been effectively and satisfactorily solved under your leadership.
>
> You have been an acknowledged force in all the educational councils of the state and of the nation, the reorganization of the National Education Association having been accomplished under your leadership. You have shown yourself a leader, not only in education but in civic affairs as well, and your advice has been sought by all agencies concerned with making Oakland a greater and better city. At the same time that you have made this remarkable record in educational administration and community leadership, you have, by your personal qualities, endeared yourself to those with whom you have worked, not only to your own staff officers, but also to teachers and to citizens generally.

OPPORTUNITIES IN SUMMER SCHOOLS which appeared in the JOURNAL for May has proved a popular feature and will be developed further in one of the spring numbers of the JOURNAL for 1929. Among additional notices which have come to the JOURNAL office since that list appeared are the following:

> An unusual summer course is offered in the City of London Vacation Course in Education to be held from July 27 to August 10, 1928. The most striking feature of the course is a series of after-luncheon ad-

(*Continued on page* A-182)

'Round the Campfire—Listening to the Stories of the Forest Rangers

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After the N. E. A. convention in Minneapolis, hundreds of teachers plan to continue West.

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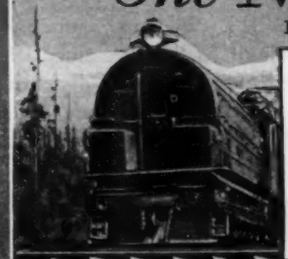

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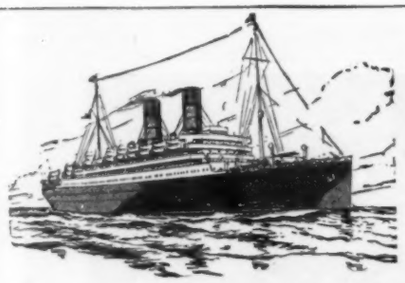

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(*Continued from page* A-180)

dresses by distinguished men and women of England. Special attention will be given to sightseeing trips about London, conducted by wellknown people. Three series of lectures will be given: First, the General Course in Education, the general theme of which will be English Life and English Institutions; second, lecture demonstrations of teaching method and practise; third, special classes for foreign students.

The Austro-American Institute of Education in Vienna will conduct a summer school for American students at the University of Vienna, July 16 to August 12. The language courses, excursions, and lecture courses will be conducted in English and will be intended to give an outline of European, particularly Austrian civilization. Further information regarding the school may be obtained from The Institute of International Education, 2 West Forty-fifth Street, New York City.

The University of Minnesota offers an Institute dealing with library problems of elementary schools from July 9 to July 20 inclusive. It will be under the general charge of Frank K. Walter, University Librarian, to whom requests for more specific information should be addressed. Other special courses for educators to be offered by the University are: "Winnetka Plan" demonstration school, practical observation of the working of the plan; special courses for visiting teachers; institute of higher education for college and university administratives.

Carnegie Library School, Pittsburgh, Pa., will give courses of special interest for library teachers in elementary schools. These will be: Book selection for children, including story-telling; reference and administration; cataloging and classification. For further information write to Frances H. Kelly, principal, Carnegie Library School, Pittsburgh, Pa.

A summer course for teachers of printing is to be held at Kansas State Teachers College of Pittsburgh. The session, which begins on May 28 will be held in connection with the regular summer school and will be nine weeks in length. For details, write to R. N. Coffelt, head of the School of Printing, Kansas State Teachers College, Pittsburgh, Kans.

Superior State Teachers College of Superior, Wis., announces a six weeks' summer school to begin June 18 and close July 27. Prominent educators from the universities will give special lectures.

IN OPPORTUNITIES IN SUMMER SCHOOLS in the May JOURNAL the Bureau of special education for teachers of mentally deficient children of Miami University, Oxford, Ohio, is given as being at Dayton. This address is incorrectly given. It is located at 939 Harrison Avenue, Columbus, Ohio.

WALTER S. GIFFORD president of the American Telephone & Telegraph Company, in an article, *Does Business Want Scholars?* in *Harpers* for May concludes:

> If studies by others corroborate the results of this study in the Bell System and it becomes clear that the mind well trained in youth has the best chance to succeed in any business it may choose, then scholarship as a measure of mental equipment is of importance both to business and to business men. Business will have a surer guide to the selection of able young men than it has used in the past, and the young men who train the muscle of their brains can feel reasonably certain that such training will add to their success in business and, in all probability, to the fruitful and happy use of the leisure which success in business will give them.

A FRIEND of the JOURNAL sends in this interesting quotation:

> If parents understood their children as well as children understand their parents perhaps parents could manage their children as well as children manage their parents.

The original source of the quotation has been lost. If anyone knows the source the JOURNAL would be glad to receive word of it.

THE NATIONAL CAMPAIGN of education and necessary legislation to protect children and youth from the cigaret habit, which is being led by the Anti-Cigaret Alliance of America—a union of organizations—is now working in fifteen states. They are federating all sympathetic organizations for the campaign and find most people opposed to the use of cigarets by youth and anxious for their protection. They have a fine line of leaflets, booklets, books, and placards, and have on their staff those who have given years of study to the subject, doing much scientific investigation and research to learn the actual effects and results of cigaret smoking, especially on youth where results are quickly seen. These specialists are ready to address organizations and schools who desire special, authentic instruction regarding the results of cigaret smoking. They will be glad to hear from all those who want the truth about this great and rapidly growing evil, or desire to promote this national campaign of child protection. Address the Anticigaret Alliance of America, 26 South Detroit Street, Xenia, Ohio.

MILTON G. POTTER, superintendent of schools of Milwaukee since 1914, has been reelected without a dissenting vote with a salary increase from $10,000 to $12,000. Mr. Potter demonstrated his ability in Idaho Falls, Colorado, and in Pueblo, and St. Paul before going to Milwaukee.

W. N. TAYLOR, of Jackson, Mississippi, executive secretary of the Missis-

(*Continued on page* A-184)

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PROF. EDWIN LEE—University of California—Vocational Education.

PROF. CLAIR TURNER—Massachusetts Institute of Technology—Health Education.

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(*Continued from page* A-182)

sippi State Teachers Association, has again been elected senator from his county. The appreciation of the people for Mr. Taylor's services is shown by the large majority which he received, which was thirty of the thirty-six voting districts.

THE RADIO CORPORATION OF AMERICA has completed arrangements for a special series of twenty-four educational orchestral concerts to be broadcast next season, beginning October 26. The new RCA Music Education Hour will be under the direction of Walter Damrosch, the dean of American musicians. Mr. Damrosch's explanation of his purpose in the hour follows:

> The purpose of the RCA Music Education Hour will be primarily to arouse enthusiasm and a better understanding of music as an artistic expression of human emotions. Secondly to encourage selfexpression in music among the pupils and, therefore, the study of music in the regular curriculum of the schools. This should develop, first of all, singing, a knowledge of musical notation, and in the high schools and colleges, the formation of school orchestras. My experience of over thirty years in this field has proved to me that all these things come inevitably and naturally.

EIGHT $1000 FELLOWSHIPS and eight tuition scholarships in educational sociology have been made available to the Department of Educational Sociology of the School of Education of New York University. They are offered for a three-year study of the effect of a boys' club program upon a local community and its boy problems in New York City. To secure application blanks or further information write to Professor Frederic M. Thrasher, director of the Boys' Club Study, department of Educational Sociology, New York University School of Education, 100 Washington Square East, New York City.

THE SEVENTH Annual Conference on Printing Education, sponsored by the United Typothetae of America, will be held at the Carnegie Institute of Technology, Pittsburgh, Pennsylvania, June 25, 26, 27, 1928. Some forty speakers and discussion leaders, consisting of leaders in the printing industry, editors of printing trade journals, educational administrators, and teachers of printing, have agreed to take part on the program. The University of Pittsburgh is cooperating with the Carnegie Institute of Technology in summer courses for teachers and printing craftsmen. The courses will dovetail with and be a part of the conference. To obtain additional information about this conference, write to Fred J. Hartman, director of Department of Education, United Typothetae of America, Chicago, Ill.

A COURSE in aeronautics will be added to the studies at Washington and Lee High School, Clarendon, Virginia. An airplane has been given them and everything in connection with flying will be taught except that there will be no flights. The Bureau of Naval Aeronautics through whom the plane was secured has exacted a promise that it will be kept on the ground.

THE BOARD of Education at Montclair, New Jersey, has recently reelected Superintendent Frank G. Pickell at a salary of $9000 the first year, $10,500 the second year and $12,000 the third year. This action was taken even though Superintendent Pickell's former contract had a year to run.

THE HAZY IDEAS which most of us seem to have concerning our island territory of Hawaii is causing deep concern to the people there. Hawaii is a territory of the United States, not a possession nor a protectorate and so enjoys the privileges of American citizens. In an attempt to straighten out the misunderstanding current about them the Teacher Council of Honolulu has sent the following letter to state superintendents of public instruction throughout the mainland:

> Dear Fellow-Workers: May we ask a great favor of you to please help us broadcast the fact that the Hawaiian Islands is a territory of the United States. Hawaii is not a possession nor a protectorate but an integral part of the United States as much as any other state or territory in the Union.
>
> We people in Honolulu receive letters addressed to "Honolulu, Philippine Islands;" "Honolulu, Samoa;" "The American Consul, Honolulu, Philippine Islands," etc., etc.

DIED ON THE FIRING LINE—A letter from Secretary Frank E. Reynolds, of the Ohio State Teachers Association, tells of the sudden death of Dr. Oscar T. Corson, who was president of the National Education Association in 1900. Dr. Corson was addressing the Educational Conference at Ohio State University on April 14. He had taken exception to certain criticisms of education, which, he thought, might mislead the public in its appreciation of the schools, and "had begun his main talk and had said there were three things necessary for education: First, adequate financial support; second, and then he dropped dead."