

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

The Peace Pact	231
"Sanctified Squander" in Cleveland— <i>R. G. Jones</i>	233
Making New Citizens for China— <i>Y. C. James Yen</i>	235
A New Plan of Naturalization— <i>C. C. Kelso</i>	237
Ben Blewett Intermediate School— <i>Crecelius, Mecker, and Sackett</i>	239
"Externs" in Teacher Training— <i>Lois M. Drake</i>	241
The Principal Studies His Job—The Growth of an Ideal, The Duties of the Principalship, Improvement in Service, The Economic Position of the Principalship	243
Geneva: A World Capital of Human Affairs	247
Editorial: <i>Educating the Whole Child</i>	250
Way Down South in Dixie— <i>Where next summer's meeting will be held</i>	251
National Education Association Officers, 1928-29	252
The Meaning of the Peace Pact— <i>Sidney L. Gulick</i>	253
Making School Administration Responsible	254
The Vital Organs of the Mind— <i>Daniel Wolford La Rue</i>	255
Radio and Music Education— <i>Walter Damrosch</i>	256
Interpreting the Schools—The Citizen and the Schools, The Newspaper and the Schools, The Community and the Schools, A Calendar of Interpretation	257
An Experiment in Character Training— <i>Agness Boysen</i>	261
The Lefthanded Child— <i>Rose S. Hardwick</i>	263
Growth of Summer School Attendance	265
The Budgeting of Professional Dues	266
The Russian Pioneers— <i>Lucy L. W. Wilson</i>	267
Vitalized Group Study and Faculty Meetings	269 ✓
Builders of Our Profession	270
Notes and Announcements	A-234
Atlanta Hotel Information	A-240

Contents of previous issues of The Journal of the National Education Association can be found by consulting the Readers' Guide in your library.

Published monthly, except July, August, and September, by the
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

Entered as secondclass matter October 28, 1920, at the postoffice at Washington, D. C., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

For Character-Building

THE ATLANTIC READERS

Edited by DR. RANDALL J. CONDON
Superintendent of Schools, Cincinnati, Ohio

Book I	The Understanding Prince	Grade IV
Book II	High and Far	Grade V
Book III	The Wonderful Tune	Grade VI
Book IV	The Great Conquest	Grade VII
Book V	Outward Bound	Grade VIII

These books are the outgrowth of a profound personal conviction that soul culture is the most important and most necessary phase of education, and that the development of personal character is the thing of greatest concern.

The books are filled with material of ethical importance, new to school readers. They are also full of the natural interests of developing childhood. Even the notes make delightful reading.

Mailing price of each volume, 85 cents

LITTLE, BROWN & COMPANY

34 Beacon St., Boston 221 East 20th St., Chicago

A NEW BOOK

in the American Education Series

The Individual Pupil

in the Management of Class and School

By PAUL R. MORT, Associate Professor of Education, Teachers College, Columbia University. 432 pp. \$1.60

AN ANALYSIS of the manner in which classroom instruction may be adjusted to the varying abilities of individual pupils through the use of modern mental measurements, educational psychology and a study of environmental conditions. Typical examples and solutions of problems which every teacher meets are given, with sample record cards, etc.

Fresh plans for classroom teaching, practical suggestions about discipline and management, new solutions for perplexing problems, inspiring ideas for professional growth—are these not worth an hour or so a day spent in serious reading? These treasures, and many more, can all be found in the AMERICAN EDUCATION SERIES.

Send for descriptive list

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

WINSTON

Away—from—the—ordinary SUPPLEMENTARY READERS

IF you need supplementary readers, or will have occasion to order later, become acquainted now with a list that offers you a large and varied choice. The books described in the Orange Booklet have much to commend them. Each title is a new or recent publication. Mechanically, they set a new standard. Their prices are within the reach of all.

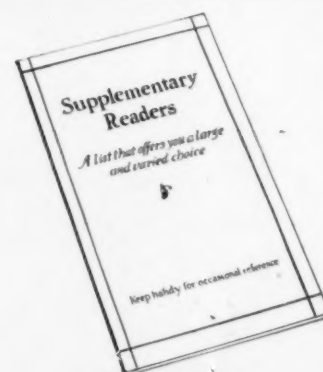
ONE OF THE NEW SERIES, fully described, illustrated, and graded, in the Orange Booklet.

THE CHILD'S GARDEN OF CHARMING BOOKS

A Child's Garden of Verses Little Lame Prince
Rip Van Winkle and The Legend of Sleepy Hollow
Æsop's Fables Jackanapes Dog of Flanders
Cinderella, Little Red Riding Hood, Jack the Giant Killer
Beautifully illustrated in colors. Reinforced bindings.
The price of each book is astonishingly low, \$0.52,
which is subject to the usual school discount.

THE JOHN C. WINSTON COMPANY
WINSTON BUILDING PHILADELPHIA
CHICAGO ATLANTA DALLAS SAN FRANCISCO

FOR TEXTBOOKS



Send for the
Orange Booklet

Every title listed is a supplementary reader. The titles are arranged and described first in series, then according to grades. Classification of titles is entirely professional, having been graded by curriculum committees, the Carnegie Foundation, the Bureau of Education, and other groups well qualified to judge books.

"A list worth having"

November, 1928

THE PEACE PACT

(Pacte Générale de Renonciation à la Guerre)

The President of the German Reich, the President of the United States of America, his Majesty the King of the Belgians, the President of the French Republic, his Majesty the King of Great Britain, Ireland, and the British Dominions beyond the Seas, Emperor of India, his Majesty the King of Italy, his Majesty the Emperor of Japan, the President of the Republic of Poland, the President of the Czechoslovak Republic,

Deeply sensible of their solemn duty to promote the welfare of mankind; persuaded that the time has come when a frank renunciation of war as an instrument of national policy should be made, to the end that the peaceful and friendly relations now existing between their peoples may be perpetuated;

Convinced that all changes in their relations with one another should be sought only by pacific means and by the result of a peaceful and orderly process, and that any signatory Power which shall hereafter seek to promote its national interest by resort to war should be denied the benefits furnished by this Treaty;

Hopeful that, encouraged by their example, all the other nations of the world will join in this humane endeavor and, by adhering to the present Treaty as soon as it comes into force, bring their peoples within the scope of its provisions, thus uniting the civilized nations of the world in a common renunciation of war as an instrument of their national policy;

Have decided to conclude a treaty, and for that purpose have appointed as their respective plenipotentiaries: . . . Who, having communicated to one another their full powers, found in good and due form, have agreed upon the following articles:—

ARTICLE I.—The High Contracting Parties solemnly declare, in the names of their respective peoples, that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

ARTICLE II.—The High Contracting Parties agree that the settlement or solution of all disputes or conflicts, of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

ARTICLE III.—The present Treaty shall be ratified by the High Contracting Parties named in the preamble in accordance with their respective constitutional requirements, and shall take effect as between them as soon as all their several instruments of ratification shall have been deposited at Washington.

This Treaty shall, when it has come into effect as prescribed in the preceding paragraph, remain open as long as may be necessary for adherence by all the other Powers of the world. Every instrument evidencing the adherence of a Power shall be deposited at Washington and the Treaty shall, immediately upon such deposit, become effective as between the Power thus adhering and the other Powers parties thereto.

It shall be the duty of the Government of the United States of America to furnish each Government named in the preamble and every Government subsequently adhering to this Treaty, with a certified copy of the Treaty, and of every instrument of ratification or adherence. It shall also be the duty of the Government of the United States of America telegraphically to notify such Governments immediately upon the deposit with it of each instrument of ratification or adherence.

In faith whereof the respective plenipotentiaries have signed this Treaty in the French and English languages, both texts having equal force, and hereunto affixed their seals.

Done at Paris the 27th day of August in the Year of Our Lord one thousand nine hundred and twenty-eight.

THE PEACE PACT may easily be the dominating document of the twentieth century. The typographical form in which it appears here follows *The Schoolmaster*, the official organ of the National Union of Teachers in England. Next to the National Education Association, the National Union is the largest professional organization in the world. The fact that *The Schoolmaster* displayed this historical document in large type shows what our fellow teachers overseas think of it.

Describing the event from the point of view of one at the scene of action, H. E. Woolever, editor of *The National Methodist Press*, says:

The mind of the whole enlightened world was turned toward Paris on August 27, when fifteen of the principal nations of the earth signed the Kellogg-Briand Pact for the outlawry of war. This event, which took place in the great Clock Room (Salle de l'Horloge) in the Department of Foreign Affairs of the French Nation, is regarded in Europe as the most significant advance of civilization which has been registered in decades.

As one watched the various personages—the prime ministers and the ranking officials of the great nations—enter the

treaty room, and as he realized that some of these same officials who now assembled to lift the curse of war from mankind, in times past had helped unleash the forces of a war which had brought destruction to the world, he became conscious of the advance of the principles of the Prince of Peace. The "Pact of Paris" was made notable in the annals of the world by the rank of those who gathered to affix the signatures of nations to the document.

The ends of the world met here together in peaceful accord. It seemed a good omen that the first delegates to arrive in Paris for the purpose of denouncing war were those from Japan and from the United States. They arrived on the same morning, Count Uchida, Minister of State for Japan, about three hours before the Hon. Frank B. Kellogg, Secretary of State for the United States. Bent on the same high purpose, one had spent fifteen days crossing two continents and passing through Siberia, whereas the other had crossed a mighty ocean.

Editor William Frederick Bigelow of *Good Housekeeping* writes in the September number of that periodical on "The Man Who Ended War." Said Mr. Bigelow:

It is a great work the Secretary has done, and he is to be congratulated upon both his zeal for peace and his courage and ability in showing the world the way to accomplish it. For in spite of the skepticism, in spite of the sneers that

have—largely for partisan purposes—been aimed at the multilateral treaties, there has never been so effective a plan for world peace proposed as these same treaties provide.

And he needs your help—When the treaties have been ratified all around, the next step will be obvious—the scrapping of the implements of war. This is not a dream; Secretary Kellogg has made it tomorrow's possibility, and to be translated into reality it needs only the support, the wholehearted backing, of the man in the street, the woman in the home, the preacher in the pulpit, the teacher in the schoolroom, the editor in his paper or magazine. For the first time in the history of the world, worldwide and everlasting peace is to be had, if not exactly for the asking, at least by fighting for it before our treaty-ratifying bodies.

Teachers have a tremendous interest in peace and in the understanding and mutual co-operation which the nations of the world must have for the highest development of each and all. War, more than any other evil in modern life, competes with education, sapping the sources from which taxes are drawn and consuming energy which should go into constructive efforts to relieve ignorance and abolish disease and poverty.

"Sanctified Squander" in Cleveland

R. G. JONES

Superintendent, Cleveland Public Schools

SANCTIFIED SQUANDER" appeared about two years ago. The three Cleveland newspapers reviewed it briefly on inside pages at that time, but they have taken no further notice of it, editorially or as news, and I thought the pamphlet had disappeared from circulation until quite recently when I began to receive inquiries about it from widely separated parts of the country, especially from school superintendents and newspaper editors. I suspect, therefore, that Mr. James F. Walsh, president of the Association for Retrenchment in Public Expenditures, is attempting a national campaign, and I have been interested to note that the pamphlet is taken far more seriously by many of my correspondents than it has been taken here in Cleveland.

Cleveland has doubled in population in fifteen years, and its growth was especially rapid during and shortly after the war. At that time many of our finest office buildings were erected, but there is considerable evidence that the town was overbuilt. Private enterprise seems to have made a very bad guess as to the needs of the city, and I shudder to think what would have happened if the public school officials had made so wild a guess as to the city's future needs for schoolrooms.

With office space a drug on the market, many of the owners feel the burden of taxes very keenly, and I certainly do not blame them for seeking relief. Since the increase in school costs has been out of proportion to the increase in enrolment, it is assumed that something must be very wrong. Curiously enough, the less one knows about education the more likely is he to suspect that something is wrong.

The Building Owners and Managers Association, the Real Estate Board, and Mr. Walsh have been the sharpest critics of our school costs. The real estate people have been less consistent in their criticisms. Real estate operators of new allotments and around the outskirts of the city generally have seemed to think that attractive schoolhouses enhance property values. Those whose operations are limited to the downtown district have been far more cautious in advocating building programs. As superintendent of schools I have been glad that we have had a limited number of critics of school expenditures at large in the community. I am inclined

to think that they have a tonic effect on school officials generally, causing them to examine and constantly reexamine all their aims and purposes in the light of the public good.

Sanctified Squander may be summarized in just two criticisms. First, that school expenditures have risen out of all

Sanctified School Boards

THIS ARTICLE is a reply to the pamphlet called *Sanctified Squander*. Since the leading attack in that pamphlet is on the schools of Cleveland, Ohio, this statement by Superintendent Jones is especially timely. The pamphlet was first distributed in Cleveland, later in the state of Ohio and still later it has been distributed by the thousands in all the states. It contains such statements as the following:

Chief among the most reckless of the tax spenders are the various boards of education and school trustees. These bodies, acting in most cases under the direction of the school politician, are squandering public funds with an abandon never before known.

Much of it goes for extravagant salaries for school politicians.

A large part of the increase is worse than wasted in the most brazen abuse in the public school system. The school politician in the normal school, the normal college, and the teachers' college must have pupils or he will be compelled to earn a livelihood.

This can be done and it must be done if we are to insure our future against strangulation by taxation. The first step in this direction is to STOP electing to the various boards of education incompetent, hand-picked, old women of either sex, who have a vanity to gratify and who seek the adulation of the school teacher and the school politician at the expense of the child and the taxpayer.

—J. W. CRABTREE, *Secretary*.

proportion to the increase in population. The validity of this criticism must be admitted at the outset. Second, that despite higher costs, the quality of public education has deteriorated.

The human animal is the most restless of all living creatures. Whatever his state he always is sure that some other would be preferable. Most of our progress seems to have come out of this discontent. We cannot go back to the little red schoolhouse with its three R's unless we also are ready to unscramble all the social and economic forces that have landed us where we are now.

Current expenditures for the Cleveland public schools for the school year 1913-14 were \$3,601,320. For the fiscal year, 1926-27, the amount was \$16,480,197, a sum 4.6 times as great as the 1913 current expenditures. Enrolment in the thirteen years increased only 1.87 times. On this basis current expenditures for 1926-27 should have been \$6,734,468. It is the same as saying the cost of supporting my family—which has not increased at all in thirteen years—ought to be no more than it was in 1913.

School children are not statistics. They have a disconcerting habit of turning out to be flesh and blood and nerves. Since the war we have had a great influx of colored children from the south. Their educational needs are different from those of the child of German immigrant parents, and the needs of the foreign born are different from those of the wellto do native born.

Since 1913 Ohio has raised the compulsory school age to eighteen. In 1913 a very large number of children left each year upon completing the seventh or eighth grade; now the vast majority stay until the finish.

Since 1913 we have been trying to adapt the education to the individual needs of the child. This has meant special classes and special schools for crippled children, for the deaf, the blind, the wayward, the stammerers, the mental defectives, etc. I do not believe that even our sharpest critics wish us to resume the former practise of trying to teach all these children in the same classroom.

Since 1907 the elementary grades increased in enrolment only 63.8 percent. But the kindergartens increased 393.7 percent, the junior high schools 258.9 percent, and the senior high schools 445.3 percent. Special classes and schools increased 2601.4 percent! Analysis of the current expenditures for 1926-27 discloses that 84 percent of the entire \$16,480,197 was paid out in salaries. The largest single item in the payroll was \$10,220,425, which went to classroom teachers. This was 62.02 percent of the total current expenditures. The next largest item was that paid custodians and their helpers—\$1,176,815. Principals and

assistant principals received \$823,099. Salaries paid to those engaged in any way in general control totaled \$569,876, or 3.45 percent of the current expenditures.

Frequently we hear criticism that too much money is spent for supervision, but even if we could dismiss everyone connected in any way with supervision, the saving would not be large enough to give the taxpayer the relief which our critics desire.

The remainder of all the money spent for current expenditures is spent for the purchase of supplies, books, repairs to buildings, coal, etc. All of these things are purchased only after competitive bidding.

Salaries to teachers were increased here under a new schedule adopted in 1919. Private business was prosperous and was bidding against us for labor. It was clearly apparent that we would have to raise our bid if we wanted to hold our teachers and attract other properly qualified workers.

Under the 1919 salary schedule the pay of elementary teachers was increased to a minimum of \$1200. It was provided that those with standard qualifications might attain a maximum of \$2400 at the end of ten years of continuous service. Junior high teachers receive \$1300 to \$2700, and senior high teachers—the best prepared of the lot, since many of them hold master's degrees—may receive from \$1500 to \$3300. Not even Mr. Walsh, I think, has proposed any drastic cut in these salaries.

The high schools are under the constant inspection of the state department of education and the North Central Association of Colleges and Secondary Schools. If we increase the size of high-school classes we invite the charge that we have impaired the effectiveness of the instruction and therefore face the danger of having the certificates of the schools revoked. Thus we would be jeopardizing the chances of our graduates to enter college on equal terms with the graduates of other high schools.

There remains the question of "fads" and "frills." I have been engaged in educational work for more years than I like to contemplate and I have heard about fads and frills from my youth. I have yet to see one. I have seen physical education, medical service, lessons in thrift, temperance, and safety, domestic science, art, dressmaking, and a variety of other things come into the schools, most of which rest on large popular demand. And while any one of

us might consider some of these things frills, what may be a frill to me is not a frill to you.

It is perfectly amazing today to hear father and son talking about what is

Who Provides the Funds?

SANCTIFIED SQUANDER" is published and distributed by the Association for the Retrenchment of Public Expenditures. Why is not this Association incorporated? Has it any other officers or even any other members than its president Mr. James F. Walsh and its secretary Mr. Gilbert Morgan? Who actually wrote the pamphlet and would it be possible for him to give a fact basis for certain statements?

Who provides the funds for publishing and distributing this pamphlet? Are they provided by a local group, or by some foundation or other outside agency? If *Sanctified Squander* is put out for local political purposes then why so much outside distribution? These and similar questions put to Mr. Walsh are still unanswered.

—J. W. CRABTREE, Secretary.

under the hood of an automobile. Father not only does not know, but he probably never will. The son knows. And he knows radio, too, one of the most abstruse of inventions. He knows where the materials of the world come from; he knows more practical geography upon instant calling than his father will ever know. The son knows something about sanitation.

There is a decided difference in the sort of people going to high school now and twenty years ago. Today, high-school attendance is wellnigh compulsory for all children and we must do our best to educate them regardless of their abilities. To meet the diverse types of abilities and the differing attitudes of the pupils, we have broadened the high-school curriculum. We have given instruction which enables thousands who do not go on to college to make their way in the world.

There are forty or more colleges in Ohio and the standards of most of them are about as high as you are likely to find anywhere. Most of them admit as freshmen only those who have been in the upper third or the upper fourth of their respective high-school graduating classes. Last year psychological tests devised by Ohio State University were given to all freshmen in all the colleges and universities in the state. We gave exactly the same tests to all senior stu-

dents in the thirteen Cleveland high schools and found to our grateful surprise that their scores were higher on the average than the average scores made by the carefully handpicked college freshmen.

The owner of an office building who is trying to rationalize his instinctive aversion to taxpaying sees that we no longer teach children how to extract the cube root or to identify a greatest common divisor. That we are teaching the children the bedrock essentials in arithmetic as we always did, and also teaching them how to repair the family auto and how to live in good health in the artificial environment of a highly congested city does not weigh in our favor because the taxpayer is unable to associate anything with school except the three R's, tedious drills, the dunce's cap, and perhaps the whip. For my part I would exchange a cube root for an automobile in working condition any day.

Underlying all of the controversy over school expenditures are two conflicting social philosophies. One is aristocratic in character. It holds that only the few of exceptional ability are worth educating. The other is democratic. It holds that education is for all the people and that the safety of the state depends upon the greatest possible general enlightenment. I adhere to the latter view.

I have seen the wealth of the United States more than quadrupled in my lifetime. No one doubts the ability of the country as a whole to pay for whatever it wants. The question is not an economic one at all, as the author of *Sanctified Squander* would have us believe, but a social one. The only real question is what we wish to spend our money for. We can buy automobiles, diamonds, chewing gum, and tobacco with it. We can spend as much as we spend or more for education.

If I have not altogether mistaken the signs, society is attaching a higher and higher value to education every passing year and I do not look for any material reduction in the amount the people are willing to spend for it.

We may receive some criticism, but the public does not mind honest mistakes so long as it is convinced we are trying to discover and mend them. If we are honest and capable we have nothing to fear from those who investigate us. Our troubles come from those who denounce us without the slightest effort to inform themselves.

Let us get off the defensive.

Making New Citizens for China

Y. C. JAMES YEN

Director General, Chinese National Association of the Mass Education Movement

THE MISSION of the Chinese Mass Education Movement is not only to teach the unlettered masses of China to read but also to train them for modern citizenship. Hence the slogan of the movement is, "Eliminate illiteracy and make new citizens for China."

The Chinese Mass Education Movement began during the World War. When the Allies needed men to dig trenches, manufacture ammunitions, etc., they came to China and recruited about 200,000 laborers.

While attending Yale I was asked to go to France to help these Chinese laborers. Two days after my graduation I left for France. I was first put in charge of about 5000 workers in Boulogne. Living day and night with these men I came to know them in a way that I never could before. Intelligent and industrious as they were, most of them were unable to read or write even their own language. They were very homesick but they couldn't write letters to their home folks. They were very eager to know what was going on in the war but they were unable to read the newspapers.

I decided that the most essential thing that I should do for these men was to give them the fundamentals of Chinese language education. So right there in the labor camp I began my first Chinese class of forty laborers. There was no textbook, so I had to write it. There was no other man available to teach, so I had to teach. After about half a year I found, to my great surprise, these laborers, ranging from twenty to fifty years of age, not only eager but able to learn. They were soon able to write simple letters to their folks in China. Later, I published a small paper in very simple language, containing news about their home districts and the war. The work went on so well that I was asked to go to Paris to take charge of the educational work for our 200,000 laborers.

One day I received a very touching letter from one of the laborers who had learned to read in France. It read:

MR. YEN, BIG TEACHER: Ever since the publication of your paper, I began to know about everything under heaven. (That is the Chinese way of putting it!) But your paper is so cheap. It costs only one centime a copy.

Maybe you have to close down your work very soon. So I inclose herewith 150 francs which I have saved during my last three years of labor in France.

That was the biggest revelation of my life. Over there in the labor camps, I learned something of fundamental im-



Y. C. JAMES YEN whose pioneer work in educating the masses of China has roused the interest of the world.

portance which I could never learn in a Chinese or an American university. I realized as I never did or could before, the dire need of education of my fellow countrymen and at the same time their tremendous possibilities! We of the "student class" despised them and called them "coolies," or "lower classes." Belonging to a family of generations of Confucian scholars, I never associated with the laborers before the War. But in France I had the privilege of associating with them daily and came to know them intimately. I found out that these men were just as good as I. The only difference between them and myself was that I had had opportunity and they hadn't.

So right there and then I made the resolution that upon my return to China I was going to give my life to the education and enlightenment of the millions and millions of my fellow countrymen

who have been denied a normal opportunity of schooling.

One reason for this illiteracy is that China has been a monarchy for many centuries, and under a monarchy education for the entire people was not considered either necessary or desirable. In fact the idea of giving an entire people education is a comparatively recent one in any country!

Another reason is the Chinese language itself. For centuries the only recognized literary medium in China had been the classical language. To learn this means practically a lifetime of study and this automatically ruled out the great masses of the people, such as the farmers and laborers who are eighty percent of our entire population and who had to engage themselves in the winning of a "rice-bowl."

Fortunately for mass education there is another language in China, the "Pai-Hua." Thanks to the noble efforts of the leaders of the "new tide" movement, Pai-Hua has gained the prestige of a written language. It is most encouraging to see the large number of Pai-Hua publications that have sprung up during recent years in China in the form of newspapers, magazines, novels, and even school textbooks. It is unquestionably going to be the national language of the new China.

But it was quite clear that unless we could further simplify the Pai-Hua it would be still beyond the reach of the masses of China.

We collected more than two hundred different kinds of literature and publications in Pai-Hua, including novels, stories, magazines, accounting books, and official proclamations and counted the characters or words in each publication. Each character was ranked according to its frequency of use. After more than four years of statistical study we determined the minimum essentials of the Pai-Hua. From a total Chinese vocabulary of over 40,000 characters, we selected 1300 as the foundation.

Based upon these 1300 characters, four readers entitled *People's Thousand Character Readers* were prepared. In four weeks, by spending one hour a day in the classroom a busy laborer completes one reader which comprises more than 300

characters of Pai-Hua. So within ninety-six hours of classroom work the average man completes the entire course of the 1300 characters contained in the four readers, and the ideas and ideals which these characters are capable of expressing. Each reader costs the fabulous sum of three cents! So in all four months which constitute the full terms of the elementary mass education schooling, all that it costs the poor farmer or laborer is the price of four books, or twelve cents in all! Upon the completion of these readers in the "People's Schools," the average man is able to write business letters, keep accounts, and read Pai-Hua newspapers.

After this first "educational tool" was worked out, our next problem was how to put it within the reach of the masses. It was clearly understood at the outset that in promoting mass education of this kind no spasmodic or individual attempt alone would be of much avail. Organized and cooperative efforts in the form of a citywide mass education campaign are essential. Such a campaign aims at enlisting as many volunteer workers as possible and coordinating all the forces available in any given community. Each local committee is entirely responsible for the finance, staff, and equipment of the campaign of its locality.

The place chosen for the first education campaign was in the Province of Hunan in March, 1922. A few of the salient features of the campaign were:

1. *Organization*—Under the leadership of the local Y. M. C. A., a Mass Education Committee consisting of leading business men, editors, guild leaders, officials, pastors, teachers, and students was organized. Out of this general committee, five subcommittees on finance, recruiting teachers, recruiting pupils, securing school building, and publicity were appointed to set up the campaign.

2. *Publicity*—The Committee used 1500 posters picturing China's problem of illiteracy and the need for education; 600 official proclamations issued by the magistrate exhorting all citizens old and young to avail themselves of the opportunity to learn; 10,000 leaflets giving information concerning the "People's Schools"; and daily newspaper material. In order to arouse the interest of the unlettered public, over 5000 people, including business men, students, both men and women, gentry, scholars, and artisans, carrying large banners and lanterns participated in the parade.

3. *Recruiting*—Fifty-two teams of high-school boys and girls and college students were organized and sent out to canvass the fifty-two districts from home to home and shop to shop. We were told by the local people that we would not be able to recruit more than one hundred students. But in two afternoons the recruiting teams enrolled over 1400 illiterates. The youngest of those enrolled was ten and the oldest fifty-six years of age. The

great majority, however, were of the adolescent age. Eighty teachers, including gentry, business people, and faculty members of the schools were enlisted. These teachers received no salary. They taught for the regular school term of four months on an average of one hour each weekday.

4. *School buildings*—Fifty buildings were secured in all sections of the city. Primary schools, churches, guild halls, temples, club houses, private residences, police stations, Y. M. and Y. W. C. A.'s were all utilized.

5. *The Commencement*—Out of the 1400 students first enrolled, 1200 stuck to the last and had the courage to come for the final examination which was supervised by the governor of the province, and 967 passed the examination successfully. They celebrated a big commencement, the biggest in the history of that great province. The governor gave the commencement speech and distributed the diplomas for "Literate Citizens." These proud students had a big parade through the city with their diplomas in their hands. That aroused citywide interest.

That was just an experiment. The old scholars who insisted on teaching the classical language, who opposed us and attacked us in the newspapers, now came to our support. They said, "Now we must educate all the illiterate people in this province, and put this work on a more permanent basis by organizing a Mass Education Association for the province." They did. Up to 1925, before the Communists got in there, we had 150,000 students in that province alone.

As China is a continent in itself, we couldn't say that because we realized a certain measure of success in one province, our methods and principles would be equally successful all over China. We went to North China for our second campaign.

We had more experience and realized greater results. All schools and shops were closed. To have a boycott strike? No! They wanted to celebrate the big mass education day for wiping out illiteracy in their province. We had 1400 graduates this time and as many as four hundred included women and girls!

A good many of the classical high-brows were still so benighted that they could not see the fundamental importance of the work and openly poured contempt upon it. So when the time came for the graduation ceremony the local committee felt that a notable personage ought to be secured to give the commencement speech in order to give dignity to the occasion. Madame Hsiung Hsi-Ling, wife of the ex-premier, was the happy choice. I had the privilege of escorting her all the way from Peking. After the commencement she said:

Mr. Yen, you know I have attended many graduation exercises, but I never witnessed

one like this one today. In the first place I never saw 1400 students graduate at the same time before having both men and women. As these graduates walked up twelve at a time to receive their diplomas, I noticed on one side you would see an old man fifty or sixty years of age and on the other, you would see a little boy of about twelve. I never saw that before. Another thing that impressed me profoundly was that among the graduates one sees boys seventeen and eighteen years old all dressed up in Chinese fashion, and others barefooted in rags. I am president of the National Women's Red Cross and also president of the National Women's League—but I am going to resign from them. From now on I am going to devote my life to the Mass Education Movement.

Leading educators realized that in order to promote mass education work systematically and on a nationwide scale, the formation of a central organization was urgently needed. So the National Association of the Mass Education Movement was organized. Since its inauguration, thirty-two city selfsupporting associations have sprung up.

Based on the sales of our books, the Movement has today about five million students. This has been done in years of flood, famine, and war because of two reasons. First, is the tremendous eagerness of the people to get an education. There is a traditional respect for learning in our country. Education has been for centuries confined only to the scholarly few. But since education is now made possible for the people they come by the hundreds of thousands in spite of their keen struggle for a living. The other reason is that modern, educated men of today have come to realize as they never did before, that if China is to take her rightful place among the nations, her masses must be educated.

The entire nation is receiving an intellectual shock. It is a true Renaissance of the entire people. It is the beginning of a new life for the masses and the dawn of a new civilization in the East. But we realize that our real task of educating the people is just beginning.

It is my earnest hope that we who are engaged in the sacred calling of education in the two great republics, one on each side of the Pacific, will exert our influence to create a new mentality on the part of our youths, and to uphold and apply the great ideal of World Brotherhood which is embodied in the Christian teaching, "God has made of one blood all nations," and is beautifully expressed by our sage, Confucius, "Under Heaven there is but one family."—FROM stenographic report of an address before the National Education Association at Minneapolis, July 5, 1928.

A New Plan of Naturalization

C. C. KELSO

Director, Department of Citizenship, Public Schools, Los Angeles, California

CITIZENSHIP classes were begun in the evening elementary schools of Los Angeles as early as 1910. English and civics were taught in these classes to persons desiring to pass the court examinations for naturalization. When social center activities in connection with Los Angeles High School began in 1912, it was suggested that there should be instruction in government for petitioners who did not need language. Soon after this class was started, the idea of the diploma plan of naturalization developed in order that there might be closer cooperation between the schools, the courts, and the Bureau of Naturalization in preparing petitioners for citizenship.

We suggested the diploma plan to the presiding judge of the Superior Court of Los Angeles, in which most petitions for naturalization were filed at that time. Judge J. P. Wood took the plan under consideration and, as he could find nothing in the law forbidding the acceptance of school diplomas as evidence of qualification, he took the matter up with the United States naturalization examiner, and promptly received from the Commissioner of Naturalization in the Department of Labor at Washington, a letter, part of which follows:

Inasmuch as the law makes no provisions as to the character of the evidence which shall be used to enable the court to satisfy itself upon this point, the Bureau can have no objection to the court adopting the plan specified, particularly as the court is not committing itself absolutely to such a plan, but only until future events shall show that such certificates, for any cause, are not worthy of acceptance.

The Bureau quite agrees that the proposed method will abbreviate and at the same time render more satisfactory the examination upon this point, and it is disposed to rest in the assurance that the court will use every precaution to prevent substitution or other imposition which might occasion abuse of the plan.

Thereupon Judge Wood issued an order to the effect that school diplomas would be accepted as evidence of mental qualification for citizenship. In 1914 the first class presenting school diplomas were admitted by the Superior Court without examination on the Constitution, history, and government of the United

States. Since then the plan has been developing in Los Angeles.

A course of instruction approved by the courts and the United States Naturalization Examiner has been worked out. This course includes American his-

HOW THE naturalization classes are appreciated can be seen from the following letter:

I wish to express to you my appreciation of your course on American citizenship. I enjoyed every lecture. The truth is, I dreaded the idea of having to attend the lectures on citizenship and tried to persuade myself that it was a foolish arrangement to make me, a university professor, take them. But I changed my mind completely as soon as I heard the first talk. It was a pleasure and a privilege to listen. Civics is now a life subject to me. I have just had the pleasure of voting on my first election and the intelligence with which I voted and received the returns after the election more than repaid me for the time put in getting my diploma.

tory and national, state, county, and city government. The first requirement for good citizenship is sufficient knowledge of American history for an understanding of how things came to be what they are in our American life and institutions. Then it is assumed that an understanding of the main facts and principles in the organization of our government is essential. The outlines of the course have been worked out by three agencies concerned in the actual experience of developing the plan. They are therefore being revised continually. So, by the cooperation of the courts, the Bureau of Naturalization, and the schools, there has been set up for the first time in the United States, here in Los Angeles, a definite standard for admission to citizenship. The national law does not yet make any definite requirement of mental qualification for citizenship.

The diploma plan of naturalization means the closest kind of cooperation between the courts, the Bureau of Naturalization, and the schools. A notice is handed to every petitioner in the naturalization office. The result is that the citizenship class is made up entirely of peti-

tioners sent from the naturalization office. As there are ninety days between the time of filing and the final hearing it is necessary that the work of the schools shall be completed within the time so as to make it possible for petitioners to present a diploma on the date assigned for final hearing. And in Los Angeles this cooperation has been so complete that nearly every petitioner presents a diploma. When it is not feasible for the petitioner to go to school in order to secure the diploma, an examination based on the school standard may be given. And so the responsibility for mental qualification for citizenship has been largely delegated to the schools.

The great problem is to meet the needs of all who file petitions, including men and women of all ranks, from day laborers with little education to educated people of all professions, as well as busy laymen. The diploma plan provides for a presentation which magnifies the importance of citizenship. The instruction is given in ten informal lectures, with the outlines furnished to each member of classes in forenoon, afternoon, and evening groups. The informal lecture plan makes it possible to care for groups when necessary, especially in the evening.

Edward J. Henning, judge of the United States District Court, made this comment:

The service rendered by the Department of Citizenship of the public schools of Los Angeles has been of a high character and very satisfactory to the courts in their work as naturalization judges. Undoubtedly the plan here operated contains the germ of a big idea and should be encouraged in every way.

Then there are small study, review, discussion, and examination classes in which the entire course is covered by the use of review outlines, covering the course from three points of view; a bare outline of the three departments of government and their functions; the same outlines enriched by the most important facts; and the third includes more fundamental facts and principles with particular reference to the Constitution. In these smaller groups the method is by informal discussions in which all participate. Questions from the class are stimulated and encouraged. The discussions

are vital and interesting. The students are generally able to meet the informal tests with satisfaction to themselves and the instructor. The petitioner is invited to ask questions about anything that is not understood and these questions reveal earnest, studious attention to the main essentials. Anything like a formal routine or stereotyped treatment is strenuously avoided. An earnest effort is continually made to meet the needs of the individual, so that each one may acquire the necessary understanding of essentials as soon as possible.

There are special study classes for the benefit of those who, through lack of education, need more individual help. Through cooperation with the Naturalization office, such cases may be held over longer than the regular three months so that the result is that nearly everyone attains an understanding of the minimum requirements which are made for the diploma.

The instruction regarding the framework of government is vitalized continually by reference to current events and especially by being shot through and through by constant reference to and emphasis upon the great fundamental principles of democracy—justice, equality, liberty—set up in the Declaration of Independence and the Constitution of the United States.

On October 1, 1926, the law passed by Congress authorizing judges of the

Federal Courts to delegate more administrative functions to naturalization examiners went into effect. Under the new law it is not necessary for witnesses to appear in court at all unless there is a contested case. The administration under the new arrangement in Los Angeles has greatly simplified the process of becoming naturalized since the petitioner need appear only once with his witnesses and then if he has an approved school diploma, he appears in court alone to take oath and be admitted without an examination on the Constitution at the time of final hearing.

This new regime emphasizes the importance of the diploma plan as it provides for the cooperation of the public schools with the courts and the naturalization service in an endeavor to set up a more adequate standard for admission of aliens to our citizenship. It would seem that in the larger cities especially where the courts have delegated so much responsibility to the naturalization service, much might now be accomplished through the administration of naturalization procedure. Indeed, some steps have already been taken in that direction.

Judge Edward J. Henning, who has been conducting naturalization hearings in the United States District Court in Los Angeles, and who had been Assistant Secretary of Labor in Washington in charge of naturalization, has shown great interest in the diploma plan as being

worked out in Los Angeles. At his suggestion the Bureau of Education and the Bureau of Naturalization are making many plans for cooperation in working out the diploma plan throughout the nation.

There is, however, great need that some adequate standard for admission to citizenship should be set up in our national law, and that the diploma plan be legalized, so that there may be the fullest cooperation of the public schools in this important matter.

At the convention of the Department of Superintendence of the National Education Association at Boston in February, 1928, a resolution was adopted emphasizing the importance of such a standard. The resolution is as follows:

Appreciating the cooperation now existing between the Bureau of Education and the Bureau of Naturalization, and recognizing that training for citizenship is a phase of adult education necessary for candidates seeking naturalization, the need of closer coordination of effort on the part of the Federal Bureau of Naturalization, the local courts, and the public schools appears urgent. There should be a closer alignment of these three agencies to the end that the requirements for admission to American citizenship shall include a reading as well as a speaking knowledge of English and that there shall be an appreciable understanding of American history, American institutions, and American ideals on the part of aliens seeking citizenship in the United States of America. These standards should be nationwide.



A MEETING of the citizenship class. All types of foreigners attend these classes. Those who are highly educated have expressed their appreciation of the insight into American government which they receive there. They feel that the time required for the classes is well spent.

Ben Blewett Intermediate School

P. CRECELIUS, H. H. MECKER, AND C. H. SACKETT

THE BLEWETT Junior High School of St. Louis, Missouri, was organized in 1917 under the direction of P. W. L. Cox, the first principal. The progressive principles upon which the school was established caused it to become widely known as a pioneer effort in junior high-school procedure. Later the name was changed to Blewett Intermediate School but succeeding changes in administration were sympathetic with the underlying principles and the school has continued to develop, chiefly by refining the methods originally begun.

An attempt was made during the past year to evaluate the contribution of this school to its pupils as compared to the influence of the high grade elementary schools under the eight-four plan. It was felt by a large number of teachers and patrons that the Blewett had made contributions along the following lines:

1. Pupils have been grouped on the basis of ability.
2. Bright pupils have finished the work in less than normal time.
3. Slow pupils have been organized into separate groups and the work presented on a level possible for them.
4. Overage, retarded pupils have been given special attention and have stayed in school.
5. Schemes of high type pupil participation in school government have been organized.
6. Extensive competitive athletic activities within the school have been developed.
7. A high type of school spirit has been developed.
8. A varied type of auditorium activities has been developed.
9. An extensive offering of club activities has been organized.

10. Many exploratory or broadening and finding courses have been organized.

11. Pupil contacts with a greater number of personalities have been made possible.

12. The child's abilities have been challenged to a high degree by being matched in wellplanned competition.



ONE OF the activities of Blewett Intermediate School—the daily flag raising exercise.

13. Normal progress in terms of regular school subjects has been made but with a reduction of time to such activities.

14. A variety of new subject offerings has been made to enrich the work.

15. Pupils have received extensive educational and prevocational guidance.

16. A better trained teacher in sympathy with the adolescent child has been secured.

17. The influence of both men and women teachers has been secured.

18. A greater variety and amount of school equipment have been made possible.

19. For the child not going to college more practical offerings have been made possible.

20. The transition from the grades to the high school has been made easier.

21. Greater provision has been made to meet the individual needs of children.

22. Choices of high-school courses have been more wisely made.

23. More time and expert instruction in the special subjects have been secured.

24. Some freedom in the election of studies has been made possible.

25. A new environment in terms of co-operative government has usually made the troublesome boy a useful citizen.

26. The socialized program has developed a higher type of general allround social ability on the part of the pupil.

27. Failures have been diminished as a result of ability grouping and wise guidance.

28. The eighth grade no longer seems a reasonable stopping place.

29. Departmental teaching has increased teaching efficiency.

It is impossible to set forth in a short article the details on all of the above points. Therefore, two of the outstanding ones have been selected and are presented in some detail.

Pupils have been grouped on the basis of ability—In the method of classification the following factors are considered essential and are used: Mental age, IQ, chronological age, rank-in-class, dentition age, height and weight, social age, arithmetic fundamentals, reading rate and comprehension, and health.

A separate chart is made for each incoming pupil. This chart contains a record of all the data gathered, also a profile



BLEWETT was one of the pioneers in having student participation in affairs of the school. In the picture on the left students are registering for school elections and on the right they are voting for Cabinet members.

graph showing the pupil in relation to his fellows. A pictorial representation is a more effective method than an average or a composite score would be, for under this plan we do not attempt to combine apparently irreconcilable elements, we simply let each one speak for itself.

What use are we going to make of the charts now that we have completed them? Since we have learned that the IQ is probably the most important single factor for predicting success in school work we shall arrange our charts in the order of IQ with the highest one on top. Having determined the number of classes that we can afford to organize we proceed to divide the entire number of cards into that number of groups. We begin our work with the first two groups. Experience has taught us that rank-in-class is probably the factor that is second in importance in prognosticating future academic performance. Hence we remove the cards of those pupils who are not ranked in the upper third of their classes. From the remaining charts we next exclude, in the order named, cards of pupils showing a poor health rating, i. e. subnormal height-weight index or low dentition age, poor record in the fundamentals with special consideration to reading, or low social age. We now have two groups: One, the "A" group which consists of pupils who are highly intelligent, have been successful in school work, are socially and anatomically mature, and physiologically in excellent condition; the other group equally intelligent but containing all of the cases of immaturity of one kind or another. The first group should be intellectually fed as much and as rapidly as the pupils can take it. We need have little concern about their capacity to digest what we give them, nor need we worry about their ability to carry the load that is imposed. In working with such groups we have found that it is the teacher, not the pupil, who is worn out by mass of work accomplished.

We next turn our attention to the two groups of charts that came from the bottom of the pack. Among these will be found a number of large, mature, very slow, average girls and boys, frequently at a third or fourth grade level in reading rate and comprehension. Our experience has convinced us that they will do better in segregated groups—at least in their first two years in the junior high school. The girls often display an all-absorbing interest in the opposite sex, the boys frequently look upon the girls with scorn. They have almost no interests in common except one—both find academic

work difficult and tiresome. Such pupils are placed to their best advantage in groups where their attention cannot be distracted by members of the other sex and where the work can be organized around their particular interests.

The remaining groups may be organized from the cards that are left. Since the range of differences has been greatly narrowed by the removal of the extremes, the groups will be found to be quite homogeneous if these points are kept in mind in making the classification: IQ, rank-in-class, and chronological age.

Schemes of high type pupil participation in school government—Advisory groups—Blewett was one of the early schools to emphasize pupil participation. From its organization one full period daily in the seventh grade has been devoted to the activities of the advisory group. First looked upon as perhaps an excessive amount of time to be taken from the formal school work the period has proved to be only too short. Some years there has been a rather definite program for it but more often it has been allowed to develop according to the needs of the particular group and according to the ingenuity of the adviser. It has always been strictly a guidance period in which the adviser has been alert in studying the needs of the pupil.

Grade congresses—In place of the usual student council, because of the size of the school, each grade is represented by a council of its own, known as the grade congress. The congress meets regularly twice a month and discusses the problems of the grade. It offers an opportunity for interchange of ideas between the groups, and presentation of matters before the entire school by way of the Cabinet.

Cabinet—The Cabinet is the highest representative body and is composed of eighteen members; the principal, two faculty members—one man and one woman—chosen by the faculty, and fifteen pupil secretaries elected by the entire school. These secretaries represent every noncurriculum phase of the pupils' school life such as: publications, corridor officer force, bank, lunchroom, paper collection, athletics, clubs, library and study halls, seventh, eighth, and ninth grade congresses, auditorium, honors, girls' lockers, boys' lockers. The Cabinet meets every two weeks and gives the principal opportunity to be in touch with every phase of school life, to initiate any procedures he wishes carried out, and in turn to receive from the pupils ideas that it is desirable to have reported back to the grade con-

gresses and by them to the advisory groups.

Blewett "B" Council—This is a small body of faculty members and pupils chosen from the congresses which grants awards in citizenship, scholarship, and athletics. Three awards may be earned in both citizenship and scholarship. An award may be earned after one semester's enrolment. It is the purpose to make the first award in citizenship possible of attainment by a large number. A certificate bearing several signatures is granted and a bronze pin or button with an embossed "B" is given. Its intrinsic worth is only fifteen cents but it is greatly valued. The second award is another "B" in oxidized silver and the third one in washed gold. Different styles of felt letter "B's" are awarded in athletics.

Corridor officers—This group is responsible for the orderly passing of classes in a building not originally built for large numbers and where the problems are considerable, and is also responsible for conduct in the lunchroom. To be appointed to the force a pupil must get the recommendation of his adviser and three other teachers and be accepted by the teacher sponsor. There is always a large waiting list. Officers are identified by a metal badge similar to that of a police officer.

Intramural athletics—Athletics are now entirely between groups within the school. During the present year, among the boys thirty-seven group teams were organized in baseball and thirteen groups organized second teams also; in volleyball sixty-six teams were formed; in basketball sixty-nine teams were formed. These teams play the corresponding teams within their grade for grade championship and the grade champions play for the school championship. A baseball series is played in the fall and in the spring. The girls also organize a series in volleyball.

Clubs—At the beginning of the semester a teacher appointed to administrate the clubs secures from each teacher data concerning the club he will sponsor. This includes the name of the club, its objectives, activities to be carried on, qualifications as to membership, and capacity. This is issued in mimeographed form to advisers, and pupils make their first choices. These are given to the club administrator who individually makes up the membership of each club. This tends to make each club more representative of the entire school than if membership were made up by the individual club sponsors. During the past year there were forty-five club offerings.

"Externs" in Teacher Training

LOIS M. DRAKE

IN 1923 THE State Board of Regents of South Dakota stated that the type of training to be offered by teachers colleges was: The preparation of teachers and supervisors in the rural, elementary, and junior high schools.

After this action by the regents, President Higbie of Eastern South Dakota State Normal School immediately began the formulation of principles, one of which is as follows:

The training of a teacher should not be conceived of as finished when a course or curriculum is completed. Further attention should be given by the institution to his successful functioning on the job, in order that both teaching success and a progressive, growing attitude may be assured.

It was this principle which led to the establishment of the Eastern follow-up service, which in turn has brought about a policy of careful selection of students to receive training. It has considerably changed the organization of the training department, and influenced the placement of graduates.

In order to keep in touch with students after graduation, it was necessary for some plan to be worked out which would function; and, so far as can be learned, Eastern State Normal School is a pioneer in the organization which finally developed.

Soon it was felt that if graduates were to be placed who could be guaranteed to give satisfaction in the schoolroom, some plan of helping them over the difficulties they would encounter during

their first years of teaching must be devised. Accordingly, Miss Effie Bathurst (who is now working on her doctorate at Columbia University with



AN OBSERVATION LESSON—Student teachers observing an assistant supervisor teaching primary children at Eastern South Dakota State Normal School.

the Eastern South Dakota State Normal School followup of graduates as a thesis subject) was chosen director of field service. It was her work to visit students while they were teaching and advise with them as to how problems might be

solved, the aim being twofold: To help the teachers adjust their training experience to their own particular teaching jobs; and to keep the faculty of the institution in touch with the South Dakota field situation, in order that the instruction and training of given students might be more practical.

Briefly, the plan is now as follows: Each quarter the regular faculty supervisors of student practise are sent out for a week to the towns and counties where graduates are teaching, to visit them and to help them in their work. Only one supervisor is sent at a time, and while she is away, her classes in the institution are cared for by the director of field service and the teachers in the training school. The aim is to send at least eight supervisors into the field each quarter, but the number sent is governed somewhat by the amount of work to be done in the teachers college and the amount of money allowed for traveling expenses.

The first duty of the supervisor on entering the city or town where the graduate is teaching is to confer with the superintendent. She then visits the graduate and observes her teach for a half-day or a day, according to the need of that student and the time at the disposal of the instructor. She follows this with a helpful conference, giving the student advice and suggestions that will tend to help her out of any difficulty in teaching technic or classroom management. Often



THE PICTURE on the left shows the campus training school. This houses the consolidated school and junior high school. On the right is a view of a free activity period in the training school.

the supervisor takes the class for the student in order to show by example how to correct certain deficiencies in teaching procedure. At the end of the visit she leaves with the student a list of suggestions which bear directly upon her teaching situation. She also leaves a duplicate copy of these suggestions with the superintendent and sends a report regarding the needs of each graduate visited to the director of field service. As these suggestions of needs come in, they are tabulated, summarized, and leaflets based upon them are made up which are sent to the teachers. When the supervisor returns, she makes a verbal report of each graduate visited to the supervisor who had that particular student in charge during her practise teaching period, and the supervisor concerned then writes a letter of encouragement to the student.

Although the object in extending the training of students over the probationary period of actual teaching in the field is to help the students, in the end the institution itself is benefited. It is given a chance to test its own methods, to see the degree to which they will function under actual classroom conditions, and to evaluate the service it is giving to the community. Other results are attempts to make the product more fit by choosing them carefully from the standpoints of health, intelligence, morality, and a better-balanced professional training.

Quite early the administration decided that one way of improving the quality of graduates it was sending into the field would be to lay more stress upon careful selection, and accordingly the following announcement was made in 1927:

Eastern State Normal School aims to deal with a highly select group of students only—students with good health, high native intelligence, special teaching interest and ability, leadership qualities, a sense of humor, and a basic desire to render social service. Appropriate to this purpose, the institution requires three things of each student: Good scholarship, a natural aptitude for teaching, and good conduct. Students unable or unwilling to meet these requirements or to cooperate in their development will be asked to withdraw whenever, in the judgment of the staff, the general welfare demands it. Eastern is undertaking to scrutinize carefully each student's record, conduct, and special abilities, in order to insure as far as may be advisable and possible a highly select and carefully prepared product to serve in the schools of the state.

As a result of closely adhering to this policy, at the end of the second term this year, after six months in residence, ten percent of the total student body have been advised to withdraw and have done

so; five percent more have dropped out for other reasons—marriage, financial difficulties, and illness. The administration feels quite sure that such a policy on its part will increase the social efficiency of the graduates and eliminate the waste occurring from training and allowing to be certificated persons unfit for the schoolroom.

The change in the plan of handling training, which is also an outgrowth of the followup work, is chiefly observable in the rural education department. South Dakota is a state in which the principal occupation is agriculture; consequently, it has a great many rural one-room, consolidated, and village schools. The teachers colleges of the state offer courses which lead to certification as teachers in one, two, and four years. By far the largest number of students in training fall into the one-year class. Nearly all of these must of necessity teach in one-room rural or consolidated schools and to care for their training a consolidated school is provided in the campus training school, to which children are transported to and from the rural districts adjacent to Madison, and in a one-room rural school four miles from town.

The consolidated school on the campus approaches as nearly as possible the average consolidated school in the state in regard to materials and equipment, and students who get their training in this school have the very best procedures put before them by the supervisors in charge. The one-room rural school is average in every respect. The building is a one-room structure with a basement which contains a furnace and the long tables used in serving wintertime hot lunches. In this school are eight grades and twenty-four pupils. The teacher is a graduate of a two-year college course who has had experience and is trained for supervision work. She lives in the country near where she teaches and is constantly in contact with the children in the school.

Early in the year a training schedule is worked out whereby eight of the one-year students are relieved from other class work in order that they may do observation and teaching in the rural school for two weeks. At the end of this time they return to classes and make up the work they have missed, and eight others are sent to the school.

The first week of the time the students are in the country is given over to getting used to the pupils and teacher and in observing how the teaching is done. Assignments are made and the students assist in minor ways such as performing

room duties, preparing materials, and supervising the playground. During the second week they practise teaching the classes they have observed and have conferences each day with the supervisor of rural education who goes out from the college or with the assistant supervisor who is in charge of the children. At the end of the two weeks, they return to the college and continue their practise teaching there.

While Eastern State Normal School has originated a philosophy and organization designed to make it strictly regional in character, there has been considerable demand this year for training while on the job. Mrs. Hazel H. Ott, director of rural education at the institution, has spent three months this year in Lyman County acting as visiting teacher in an experiment in teacher-pupil improvement, with the idea of ascertaining how much the efficiency of the rural schools would be improved by such help.

Mrs. Ott began the work by giving tests to determine whether pupils were properly classified and to discover their strength and weakness in various subjects and grades. Intensive work was then done in the various schools to raise the standards of pupils and to help the teachers in their problems. Finally, a meeting was held in the county seat, where the teachers were given an opportunity to observe several demonstration lessons in silent reading, poetry appreciation, language, etc., conducted by Mrs. Ott. Next spring achievement and intelligence tests will be given by the county superintendent in order to determine what the progress of the pupils has been with the aid of the visiting teacher, and whether sufficient advancement has been made to justify the adopting of the visiting-teacher idea as part of a statewide program.

It is extremely difficult for one within an organization to evaluate with any degree of accuracy anything that may be accomplished by that organization. However, statements by prominent educators, schoolboards, county superintendents, and others who are outside the organization seem to show that any claim Eastern State Normal School may have to educational leadership is based upon the fact that it has worked out for itself a philosophy; that it is most carefully selecting students for training, placing them with discrimination, and then following them up on the job in order to insure their success. The teacher-training institution of the future may be the one which is most successful in rendering this important service!

The Growth of an Ideal

THOUSANDS OF PRINCIPALS, superintendents, college experts, and research students contributed to the Seventh Yearbook of the Department of Elementary School Principals of the National Education Association. The result of their study is a carefully indexed volume of 512 pages containing information of interest and value to teachers and principals.

The classroom teacher will see in this volume a lifting of the principalship to a higher level of professional service. One can readily visualize in the near future the vital leadership which will come from an administrator who studies his problems. Such a forward movement arouses the hearty interest and support of the teacher.

A progressive and positive philosophy runs through the chapters dealing with the principal's relationship to other school officials. The superintendent and principal are described as serving in complementary positions. Emphasis is placed upon the principal as the responsible head of the school and the one to be held accountable for the educational program in a given community. By thus magnifying the principalship the superintendent exerts a direct influence in improving the working conditions of pupils and teachers.

Special and general supervisors become expert advisers of the principal. They assist him in developing skills in teachers and pupils. From the wealth of ex-

perience and contacts they bring demonstrations of the most effective teaching technics. Their leadership depends more upon expert professional knowledge than upon administrative authority. In the

THE DEPARTMENT of Elementary School Principals has issued a yearbook that will make 1928 famous in the history of the principalship. Like the yearbooks of the Department of Superintendence this volume has been developed by a committee in cooperation with the Research Division of the Association.

To those who have had a part in this excellent achievement, including the chairman of the committee, W. T. Longshore, the faithful members of his committee, and all who have worked with him, the profession owes a debt of gratitude, for they have given to a pivotal group a new sense of direction and high purpose. The benefits will be universal and permanent.

Frank W. Hubbard, Assistant Director of Research, worked with the committee during the last two years of the study. In this and the following three pages Mr. Hubbard presents for JOURNAL readers materials from the yearbook which concern all.

Seventh Yearbook supervisors are urged toward a program of creative supervision in cooperation with principals.

College experts will find the Seventh Yearbook a ready reference for their classes. Data and problems essential in

the training of elementary school principals are presented for further and more detailed research. Practical suggestions are offered on the improvement of professional courses. Survey data of the availability and nature of training programs should prove of service to those interested in professional curriculums.

Elementary school principals will find the Seventh Yearbook a major contribution to the practical effectiveness of their work. The principal who is studying the nature of his activities will find lists of duties based upon actual situations and evaluated in terms of progressive theory. One of the most complete summaries of research on the principal's time allotment has been presented for comparisons in local situations. Data are presented to show the relative professional status of the elementary school principalship as to training and experience. Emphasis is placed upon the importance of study and research as a means of raising the principalship to a high level of professional performance.

Committees of principals' organizations will wish to secure the Seventh Yearbook. Problems of time allotments for a given community, of an adequate salary schedule, of the most worthwhile duties, of the delegation of responsibility to clerks and the like lend themselves to group study and investigation. The data in the Seventh Yearbook are presented for more specific study and application by local groups of principals.

Then and Now in the Principalship

THE SLAVE OF ROUTINE

1. He organizes and manages the school almost entirely from his office.
2. His teachers are told to produce results or they will lose their jobs. No one shall say he hasn't made his teachers work.
3. He runs the school according to his own hobbies and theories. Pupils and teachers must submit themselves to his ideas of educational procedure.
4. He considers his original professional training as self-rejuvenating and perpetually sufficient. He believes recent developments in education to be fads.
5. He thinks of himself primarily as an administrator who should not be seriously concerned with supervision. Petty administrative and clerical duties absorb most of his time and energy.
6. He is easily satisfied. The principalship becomes a retreat from regular teaching and a plateau of professional stagnation.

THE LIBERATOR OF TEACHERS AND CHILDREN

1. He may be found at work among teachers and pupils.
2. His teachers receive practical aid and vital inspiration. He considers the failure of a teacher as a reflection upon his supervisory skill.
3. He welcomes the advice and suggestions of others. By delegating simple responsibilities, he develops his associates and secures more time for the major work of the school.
4. He knows that professional leadership depends upon continuous study and research. He admires the achievements of students of education and uses new knowledge in improving his everyday work.
5. He knows that many routine duties are necessary, but subordinate to the technics of improving instruction. He seeks constantly to increase the number and quality of his supervisory activities.
6. He is never satisfied. In the principalship he has a constant challenge to help teachers and pupils with their work.

The Duties of the Principalship

IN THE STUDY of his own duties the principal has an opportunity to enrich the quality of his work. New functions may be discovered to replace those that have become relatively unimportant. Particular emphasis may be given to the problems of teachers and pupils. In short, the whole character of the principal's work may be elevated through the sifting action of careful evaluation and close scrutiny.

The general divisions of work. According to studies reported in the Seventh Yearbook the specific duties of the elementary school principalship may be classified under certain general heads. McMurray used three groups: (1) clerical duties, (2) routine and semi-skilled responsibilities, (3) the technical functions. Other writers have used as many as seven classifications. The Committee on Standards and Training found five heads satisfactory for practical purposes: Supervision, administration, clerical duties, teaching duties, miscellaneous duties.

The time allotment. The principals replying to the questionnaire gave estimates of their time allotment to the general phases of their work. The average of the estimates gave the following approximation of actual practise:

Supervision	34.00 percent
Administration	30.00 percent
Clerical	19.00 percent
Teaching	4.00 percent
Other duties	13.00 percent
Total	100.00 percent

The principals who replied to the Committee on Standards and Training were also given an opportunity to state an *ideal* time allotment. The average of the estimates was as follows:

Supervision	51.56 percent
Administration	24.87 percent
Clerical	5.99 percent
Teaching	5.71 percent
Other duties	11.87 percent
Total	100.00 percent

Briefly, the Committee's conclusions were:

1. That the time allotments determined by national investigations should be applied and adjusted to local situations. Individual

principals should find them suggestive of good practise. Groups of principals could use the data as bases for further study.

2. School boards should formulate and support progressive policies which seek through clerical help and other means to improve the time allotments of principals.

3. Superintendents occupy a strategic position in providing the professional leadership and tangible assistance essential to the wise conservation of the principal's time.

THE KIND OF ACTIVITIES and the amount of time given to each by the principal are matters of concern to pupils, teachers, and citizens of the community. It may mean the difference between healthy, happy pupils and children too ill to profit by instruction. It may mean spirited and industrious teachers, or an indifferent staff of time-servers. It may mean a community actively contributing to the school, or one in which petty strife handicaps the educational program. These differences cause the thoughtful principal to study his job. Every activity needs to be evaluated as to its worthwhileness in terms of limited time and energy. Petty problems in administration and clerical work must give way before the greater demands of pupil learning and teacher improvement.

Research studies. The data of William O. Hampton, as set forth in the Seventh Yearbook, were secured from principals' diaries kept for a period of several weeks. In these reports principals noted every few minutes the exact nature of their work. The resulting statements of activities were studied and classified as to their purposes and the percent of time devoted to each. The main headings with the time given to each were as follows:

I. Supervision of instruction.

A. Direct supervision, (Observation, etc.)	15.18
B. Stimulating professional study and growth	.18
C. Improving conditions for teaching, (Curriculum revision, etc.) ...	4.72

II. Administrative activities.

A. Related to supervision	7.57
B. Care of plant	5.24
C. Health and welfare work	1.15
D. Programs and exercises	4.60
E. Miscellaneous conferences	12.11
F. Discipline	6.25
G. Business affairs of school	4.59
H. Extracurriculum activities	7.54
I. Time saving devices, (Telephone, bulletin board, etc.)	2.43
J. Miscellaneous	13.88

III. Social activities of principals.

A. Visiting homes	.64
B. General social work, (Clubs, charity, etc.)	1.62

IV. Teaching duties.

A. Regular teaching	2.33
B. Substitute teaching	1.17
C. Examinations	.10
D. Teaching extension classes	.31
E. Special or undefined	.03

V. Clerical work.

A. Making or checking records	1.55
B. Reports	4.18
C. Attending mail	2.29

VI. Miscellaneous.

Including professional study, school time used for private work, etc.	.34
Total	100.00

Principals were asked to state their authority on several matters that are usually shared with the superintendent. The majority answers were as follows:

1. Selection and assignment of teachers to school—Principal and superintendent cooperate in some assignments.
2. Direction of the janitor—Principal has full authority.
3. Making rules for the school—Principal may make any rule not in conflict with those of superintendent or board.
4. Selection of textbooks and supplies—Principal limited to standard materials furnished all schools.
5. Placement of pupils—Principal responsible.
6. Making daily school program—Teachers with the principal's approval.
7. Determining time allotments—Superintendent's committees.
8. Determining content of studies—Teachers on superintendent's committees.
9. Determining specific methods—Principal and teacher.

Principal and the supervisor. There are in the school systems of the country many general and special supervisors. Data reported in the Seventh Yearbook indicate that practise does not clearly distinguish between them. In some instances the authority of these supervisors is not clearly defined. As a result of these conditions principals frequently fail to capitalize the skill of supervisors. The data collected by the Committee on Standards and Training resulted in the following conclusions:

1. The special supervisor as defined in this report and as found in some cities is a technical adviser of the principal.
2. Interviews with principals indicate that they want special supervisors without administrative authority to assist them in supervising penmanship, music, art, and other specialized fields.

Improvement in Service

IN RECENT YEARS the rapid advances in elementary education have questioned the principal's right to hold a commanding position without adequate preparation. The answer to the question lies in continuous study and research in service. The replies to the Committee on Standards and Training as to the means of selfimprovement will prove suggestive to principals everywhere.

Recency of summer school attendance—The remarkable growth in summer school enrolments during the past few years has been a source of pride to educators. The reports in the Seventh Yearbook indicate that elementary school principals are taking part in this great movement:

1. Over fifty-one percent of the questionnaires showed summer school work within the past three years.
2. A total of sixty-four percent reported summer classes within the past six years.

A general conclusion of the Committee: That periodic attendance at summer schools at least every three years is desirable until a broad training and depth of experience has been attained.

Professional magazines read regularly—Many principals keep contact with educational progress through professional reading during the school year. The principals reported in the Seventh Yearbook 2061 magazines or approximately four each. Those taken or read most frequently were:

1. *The Journal of the National Education Association* was taken or read regularly by 57.5 percent of the supervising principals returning the questionnaire.
2. *The Elementary School Journal* was second with 40.2 percent.
3. *The Journal of Educational Method* was third with 18.6 percent.

Nonprofessional magazines taken or read regularly—An additional clue to activity of the principal in keeping up with community affairs is indicated by the nonprofessional magazines read regularly. A tabulation in order of frequency showed the following:

1. *The Literary Digest* was read regularly by 46.03 percent of the supervising principals returning the questionnaire.

2. *The National Geographic Magazine* was read by 36.6 percent of the principals.

Most helpful books read during the past year—The Seventh Yearbook reports another index of the professional interest of elementary school principals as shown by the most helpful books read during the past year. Since the questionnaires were mailed early in the calen-

A CONTINUOUS need of our schools is vitalized professional leadership of the teaching staff—a leadership, not based upon authority, but inspired by professional study and research. Elementary school principals hold the key position in the work of teacher improvement. They can make suggestions on teaching methods, on the handling of refractory pupils, and on the adjustment of the curriculum to classroom problems. They can give to teachers the spiritual gifts of a supervision. But continuous leadership upon this high level depends upon extensive use by principals of their opportunities for selfimprovement.

dar year 1927 this would include the school year 1925-26 and the early months of 1927. Approximately 300 individual books were reported. The following were most frequently mentioned:

1. Cubberley, *The Principal and His School*
2. Gist, *Elementary School Supervision*
3. O'Shea, (Editor) *The Child: His Nature and His Needs*
4. Anderson, Barr, and Bush, *Visiting the Teacher at Work*
5. Barr and Burton, *Supervision of Instruction*

Membership in professional organizations—The purpose of professional organizations is to improve the attitudes and resources of the individual. Through personal contacts and exchange of information it is possible to receive a type of training hardly procurable in school. Some interesting points set forth in the Seventh Yearbook are:

1. Of the general group of principals 77.2 percent were members of the National Education Association. More than 92 percent of a selected group of outstanding principals held the same membership.
2. Approximately 22 percent of the unselected principals and 66 percent of the selected group held memberships in the De-

partment of Elementary School Principals of the National Education Association.

3. The parent-teacher association was mentioned by many principals.

Study or school work outside of school day—It has been generally recognized that the classroom teacher's time for work does not stop with the closing of the school day. Is this also true for principals? The analysis of the replies in the Seventh Yearbook shows:

1. The median supervising elementary principal spends 7.43 hours per week in study or school work in addition to the regular school day. Since the median school day is 8.68 hours, the total daily time devoted to school work would approximate ten hours on a five-day basis.
2. At least 88.9 percent of the replies show extra hours given to school work.
3. Principals in the larger cities tend to devote more time to extra work than the principals in small cities.

Professional articles—Only recently has the value of professional writing been recognized. After visiting a number of outstanding principals personally the Committee concluded:

1. Statistical data are not available on the number or kind of professional articles written by principals, although observation shows that outstanding principals contribute to professional magazines as a means of selfimprovement.
2. Superintendents realizing the value of written statements frequently require principals to submit detailed descriptions of the work of their respective schools.
3. Professional magazines are constantly searching for wellprepared articles of interest to elementary school principals.
4. Principals should not become so absorbed in routine activities as to fail to set down in writing the procedures and results of research. The necessity of describing experiments in concise statements is excellent personal training. Practical articles of this sort are among the most potent factors in improving the work of other principals.

Additional reading along the lines of improvement in service will be found in the following:

The Elementary School Principalship, *Seventh Yearbook*, Department of Elementary School Principals, National Education Association, 1928, Chapters XIV, XV, XVI, XVII, XVIII, XIX, XX, XXI, XXII and p. 146-154.

The Economic Position of the Principalship

THE OFFICE of the elementary school principalship, as defined in the Seventh Yearbook, demands a leadership of a high order. An important factor in recruiting persons who can meet these demands is the question of financial return. The answer given to this question by local communities will largely determine the professional status of the principalship of the future.

What is the present status of the principalship? The median salary of teaching principals in cities is \$1666, according to Chapter XXIV of the Seventh Yearbook. The median salary of city supervising principals is \$2839. In communities under 2500 in population a median salary of \$1860 was reported for elementary school principals. The range of salaries for all city elementary school principals is from less than \$1200 to \$7000. In rural schools, a range from less than \$1200 to \$4000 has been reported.

After presenting data to show that the wages of professional workers in the United States ranged from \$2000 to \$8000 the Committee concluded:

1. Approximately 42 percent of the principals of the country receive salaries of \$2000 or less. This is lower than the minimum suggested as a professional wage, and less than the average income of the nation's gainfully employed persons.

2. Although 68 percent of the elementary school principals receive salaries above \$2000, it cannot be said that this percent is on a professional wage scale, since they reached this salary only after long years of service, rather than beginning at \$2000 and progressing from this beginning toward the higher rates.

3. No principals reported salaries in the \$6000, \$7000, and \$8000 classes suggested in this chapter as approaching the upper limits of the incomes earned by the nation's professional workers.

4. The incomes of elementary school principals compare unfavorably with those generally received by professional workers. The elementary school principalship at the present time does not rest upon what may be called a professional economic foundation.

Placing the principalship upon a sound economic basis. The Seventh Yearbook suggests two alternatives since there is evidence that the elementary school principalship does not offer a professional wage. The specifications for a considerable percent of the nation's elementary school principals can be kept low. Such

principals can be expected to function principally as clerks and manipulators of routine administrative activities. The second alternative is gradually to lift the specifications for principals to the

PERSONS of firstclass ability have a right to expect firstclass wages. If the elementary school principalship is to attract and retain trained persons it must pay a wage commensurate with the qualifications demanded. Teachers are being deprived of necessary professional help by the tendency of higher salaried positions to draw away leadership from the elementary school. No community can afford to starve its schools by paying low salaries. Efforts to pay principals a professional wage do not mean that the intangible rewards are forgotten, but simply that the financial return must be such as to assure reasonable satisfaction as to the material needs of life.

professional and technical level advocated in the Seventh Yearbook and concurrently to provide the scales of compensation for this office which would of necessity accompany such increased standards. Wise public policy calls for acceptance of the latter alternative.

In determining whether the nation can afford to pay the principalship an adequate salary, the committee developed a tentative salary scale. The scale was not presented as a model for local school systems, but it contained features worth mentioning:

1. The beginning salary of an elementary school principal was not less than \$2000. This was the minimum income suggested above for professional workers in the United States.

2. The tentative maximum was set at \$7000, although miscellaneous factors in particular cities might justify a higher wage.

3. The principle is accepted that smaller increases over a long period of time, rising to a higher maximum, are preferable to large increases and an earlier and less substantial maximum.

4. Professional preparation is used as an important criterion.

5. The salary increments cease after a reasonable time if a principal cannot demonstrate professional progress.

6. The differentiation between schedules for schools of different enrolments is not large. The theory underlying this is that children attending small schools deserve the same professional attention as those in large schools.

On the basis of the tentative schedule and certain supplementary expenditures, the Seventh Yearbook presents an estimated cost of placing the elementary school principalship upon a professional wage scale. The total added cost for salaries of principals, teachers, and clerks was estimated at 1.6 percent for the current expenditures for public elementary and secondary schools in 1926. Since the resources of the country are adequate to meet the increased cost, the Seventh Yearbook advocates a professional wage in the interests of increased school efficiency.

The next step. The achievement of the program of a professional wage, as suggested in the Seventh Yearbook, will require a long period of years. Meanwhile there is an opportunity for principals to demonstrate their need and fitness to receive this additional compensation. Committees of principals will want to study the conditions in their local communities. Proposed schedules should be based upon proved criteria. The Seventh Yearbook will prove to be a valuable source of help in this work.

References for further study are:

1. The Elementary School Principalship, *Seventh Yearbook*, Department of Elementary School Principals, National Education Association, 1928, Chapter XXIV.

2. *Teachers' Salaries in New York City*, McGaughy, James R., Bureau of Publications, Teachers College, Columbia University, 1927, p102-178, 181-195.

3. Research Bulletin, "Salaries in City School Systems," *Research Bulletin of the National Education Association*, Vol. V, No. 2, March, 1927.

4. Research Bulletin, "The Scheduling of Teachers' Salaries," *Research Bulletin of the National Education Association*, Vol. V, No. 3, May, 1927. Contains a bibliography on salaries and salary scheduling.

EDUCATION has made a definite advance toward becoming more scientific. Although unscientific procedures still exist in many quarters, enough progress has been made in replacing guesswork with exact knowledge that the elementary school principal has a large body of scientific facts and technics at his disposal. His activities in guiding the educational development of children can be based upon reliable knowledge.—*Research Bulletin of the National Education Association*, March, 1928.

Geneva: A World Capital of Human Affairs¹

Where the World Federation of Education Associations Meets in August, 1929

GENEVA has put nearly all her eggs in an odd basket; she plies a curious but, as it turns out, a profitable and growing trade.

As Detroit devotes herself to automobiles; as Manchester, in England, lives for and by cotton thread and spindles; as Minneapolis fattens—municipally speaking—on her flour mills; as Paris flaunts her *luxe* trade in gowns, jewels, perfumes, and powders, so Geneva on Lake Leman has apprenticed herself as chief tinker to this world of ours.

Her full title runs, "Geneva: International Consulting Engineer in Human Mechanics."

When friction occurs where nations' boundaries touch, the League of Nations at Geneva gets a hurry call. When someone throws a wrench in the gears of Asia Minor and more Armenians starve, Geneva directs the salvage. Every nurse, every Mason, every Red Cross chapter, every treaty, every tariff, every case of anthrax, is Geneva's concern. An earthquake shakes Japan, the opium trade continues in Persia, poison gas gets loose in Hamburg, the white slavers trade with South America, the black slavers trade in Ethiopia—Geneva's jobs all. In the language of the repairmen, Geneva is "trouble shooter" along every longitude and latitude line of earth.

Forty organizations working on world problems are the forty enterprises engaged in Geneva's principal industry. They range from the League of Nations with a budget of \$5,000,000 per year, down through the International Red Cross Committee, the Inter-Parliamentary Union, the International Masonic Association, the International Council of Nurses, and the International Bureau for the Defense of the Rights of Nations. In the field of education alone are these:

International Bureau of Education

The International Commission on the Teaching of Mathematics

The International Bureau of New Schools

The International Esperanto Association

Students' International Union

The International Conference of Psychotechnics as Applied to Vocational Guidance and Organization of Labor.

To the permanent secretariats, institutes, unions, bureaus, and headquarters, must be added the transient, once-a-quarter, once - a - year, biennial, quadrennial congresses, commissions, committees, con-



THE GENEVA LIGHTHOUSE.—*The level of the waters of Lake Leman is subject to curious fluctuations, known as "seiches." During these disturbances the whole mass of water in the lake swings rhythmically from shore to shore. A "seiche" has been known to cause a fluctuation of six feet in the level of the water at Geneva. One explanation advanced for this phenomenon is the sudden variation in atmospheric pressure on the surface of the lake.*

claves, conferences, and congregations, not to speak of conventions.

Geneva during a single month has hummed with a League of Nations Assembly bringing in representatives of fifty-two countries, an international conference on intoxicants, the commissions on white slavery and opium, the malarial conference, the congress on unfair competition, and the International Congress of Towns.

Let us examine more closely the leviathan of Geneva's millennial industries—the League. Benevolent though its purpose, the League will give many a headache to students of civics. A sculptor might represent it by combining the multiple features of the many-armed Buddha and the many-headed Hydra.

The League operates through three main agencies: the big Assembly, the smaller Council, and the permanent Sec-

retariat or headquarters staff. The Assembly has six important committees. The Council supervises eleven important commissions. The Secretariat has ten important divisions working on such vital subjects as health, disarmament, and communications. One of these divisions, health, operates through fourteen subcommittees. But the story is by no means ended; there are ten additional intramural divisions of the Secretariat relating to the library, translation, publications, etc. We must not forget the International Labor Office with five divisions, nor the permanent and semi-permanent technical organizations of which there were nineteen in 1926; there may be more by now!

Yet the peace that is its profession is the essence of the city. Quiet beauty hangs over Lake Leman, sits on the mountains, lolls by the quays, and resides on the wellmannered, modern streets in close shuttered houses. Geneva is a whispering, tiptoe town; a genteel, white-collar city of weighty enthusiasms, where the continuous rustle of leaves in the parks—and in the libraries—has not yet been drowned by traffic.

Especially is its character and its site revealed to the visitor who comes by steamer down the lake which Genevans call Leman and nearly everyone else Geneva. The town rises up like a dam between the mountains. In the clear, upland air the waterfront hotels stand shoulder to shoulder in the barrier. Over them is blue nothingness. Surely, the traveler thinks, the water that escapes the lake through Geneva must drop off the rim of Switzerland.

To the right of the harbor is the Palais des Nations, once a hotel, now temporary home of the Secretariat of the League, until the new Palais, the designs for which have been accepted, rises on a site still farther to the right. On the left, behind the green trees of the Jardin Anglais, are the roofs of more hotels, and above them the roofs of houses, and above them the roof and twin towers of the Cathedral. The lake steamer passes from the open water between the jetties to a dock near the Pont du Mont Blanc. It is then the visitor discovers that something has happened to the peaceful blue lake down which he has steamed. Within the harbor the lake has been meta-

¹ Prepared especially for The Journal of the National Education Association by the National Geographic Society.

morphosed into a rushing river that splits the town and sends streets and buildings rolling up the low hills on either hand. At Geneva thus begins the French Rhone.

Geneva comes by the prosperity of her particular trade honestly. Skilled labor is necessary for the remaking and repairing of civilizations and to specialists with visions Geneva opened her gates four centuries ago. She has liberally shared the freedom won from the Dukes of Savoy with others oppressed. What is more, Geneva has shared her hard-won freedom with no shrewd thought that the traffic in reform would one day build a city where dwell 127,000 people.

Such a mixed company has accepted Geneva's hospitality! The reformers, John Calvin and John Knox; Ludlow and the other regicides who fled England when Charles II came to the throne; impractical Jean Jacques Rousseau of French Revolution fame; caustic Voltaire; the brilliant Madame de Staël with her salon; Saussure, the geologist; the English poets Byron and Shelley; Madame Lebrun, the French royalist artist; Cuvier, the famous French naturalist; Schlegel, originator of the modern school of criticism; George Eliot, the English novelist; Henri Dunant, organizer of the Red Cross; and now the host of practical idealists who have come with the League of Nations: Viscount Cecil, Sir Eric Drummond, the Secretary General, Dr. Nansen, and Dame Rachel Crowley.

Geneva has been to individuals what Holland has been to nationalities, a refuge and a goal. Nevertheless, we must admit that the *Welcome* on the city mat has not always shone as brightly as it does today. There were exceptions and lapses.

Climb the Rue de la Corraterie from the river, cross a corner of the Place Neuve to the Rue de la Croix Rouge, and one comes upon a massive white marble rampart set in a remnant of the city wall. Four giant, stern-visaged, bearded, prophetic-eyed, robed figures stand side-by-side, facing Rome, their backs to the wall; Farel, Calvin, Beze, and Knox. Plainly the sculptor has sacrificed lifelike representation to portray a spirit of stubborn, they-shall-not-pass resoluteness. Farther to the left and right on the wall stand other figures, among them Roger Williams, who takes his place beside a low relief plaque of the Compact of the *Mayflower*.

But on these four, Farel, Calvin, Beze, and Knox, we can concentrate. They

made Geneva, a village of 12,000, the Rome of the Protestant world.

Of the vineyard in which they labored, John Knox wrote: "This place (Geneva), where I fear no shame to say, is the most perfect school of Christ that ever was in earth since the days of the Apostles. In other places I confess Christ to be truly preached; but manners and religion so sincerely reformed I have not yet seen in any other place beside."

Regulations for the conduct of the "most perfect school of Christ" which so impressed the refugee from Scotland, would not meet with such acclaim today. The laws and statutes of Geneva dictated by Calvin give a picture of his city:

"Item, that no women, of what quality or condition soever they be, shall wear any verdingales, gold upon her head, quoises or gold, billiments or such like, neither any manner of embroidery upon her sleeve.

"Item, that no manner of person do sing any vain, dishonest, or ribaldry songs, neither do dance, nor make masques, mummeries, or any disguisings in no manner or sort whatever it be, upon pain to be put three days in prison with bread and water.

"Item, that none shall be so hardy to swear by the name of God upon pain for the first time to kiss the ground; and for the second to kiss the ground and three shillings; for the third time three score shillings, and three days in prison with bread and water; for the fourth time to be deprived and banished the town for a year and a day."

In the university Calvin fathered a régime in keeping with the "reformatory" laws. Prayers, rollcall, and lessons began the school day at 7 a. m.; 8:30, half an hour's rest during which the pupils were instructed to "eat bread, praying while they did so, without making a noise;" 9 to 10, more lessons, terminating with prayers; 10 to 11, dinner; 11 to 12, psalm singing; 12 to 1, more lessons prefaced by prayers; 1 to 2, rest period; 2 to 4, more lessons, and at 4 o'clock the punishment parade was held in the great hall.

Assuredly, the four stone men at the Reformation Wall do not give forth the spirit of generous welcome that we expect and receive from modern Geneva. They do not typify freedom; rather discipline, sacrifice, and hardness. Although the modern liberal leaders coming from many nations have made more Christlike "the most perfect school of Christ," Geneva retains the grim earnestness with which Calvin endowed her.

"Geneva seems never to have had a childhood," comments Sir Frederick Treves, "much less a frivolous youth."

To "the perfect school" there came in 1758, the bad boy of all Europe. True, Voltaire was sixty when he settled down on the outskirts of Geneva, yet he still retained his passion for placing literary tacks in the chairs of the most serious persons and drenching the most sacred traditions with pails of hot invective. Not more than a few months after he became a property owner in the Republic he promised d'Alembert, the Parisian encyclopedist, that he would "lead the ministers a pretty dance," and the dance began at once. When the Consistory asked him to come to their aid, the old rogue philosopher, tongue-in-cheek, assured them that he knew nothing of d'Alembert's critical description of Geneva's Calvinist faith; that he, Voltaire, wanted nothing but a quiet life, for himself and for everybody else, including "Trinitarians, Unitarians, Quakers, Moravians, Turks, Jews, and Chinamen."

The scene of his "quiet" life was Ferney, a run-down, tax-ridden, pauper village with a run-down chateau looking on Lake Lemman. At least, thus it was until Voltaire came. He tore down the chateau and on the site built the home which is an object of literary pilgrimage today. He rebuilt the town of Ferney, assured the natives good wages, got their taxes lowered, and initiated the weaving of silk stockings, the first pair of which he sent to the Duchesse de Choiseul. Good salesman that he was, Voltaire sent with the gift a pretty compliment to the Duchesse's pretty foot!

When some Geneva watchmakers voted to walk out, he encouraged them to locate at Ferney. So successful was this latter venture that the poet, philosopher, critic, and dramatist, concentrating on a direct mail advertising campaign of his own writing, sold at a profit in a single year 4000 watches.

The contemporary visitor finds Ferney a pretty, empty little village—a husk of a town seemingly built for a motion picture company which never arrives. There is in Ferney a statue of Voltaire as Ferney knew him—a bent, emaciated, keen old man. It really seems as if he might step off his pedestal and shuffle to his garden in "old gray shoes and stockings, a long vest to his knees, the black velvet cap and the huge drooping plume which hung from his head like a spade." "Educa-

Outside the town the visitor upon the unpretentious chateau of

ney, closely shuttered after the French style. South from the terrace spreads the lake with Mont Blanc and its attendant peaks in the background. Behind the chateau rise the Jura Mountains. Close down in front of the manor stands the little chapel with its famous inscription, *Deo erexit Voltaire*. The only church he said, erected to God alone.

Here for twenty-four years lived Voltaire with his stout niece, affectionately known as Madame Roundabout, who dominated as housekeeper, and Belle-et-Bonne, a young adopted girl whose real name was quite regular, together with the stream of distinguished and curious visitors, who constantly sought him out. Here this man of the city became overnight a country gentleman, managed a farm with fifty cows and five hundred beehives, ran a town as supermayor, built its houses, marketed its products, received at a perpetual salon, organized and directed an amateur theater that both scandalized and lured Geneva, and yet had time to write more prolifically than Shakespeare.

The next person to take some of the starch out of Geneva was Madame de Staël. As Voltaire left France because he was unwelcome to the court, Madame de Staël lived away from her beloved Paris because of the deep enmity between her and Napoleon. After wide travels throughout Europe, this clever woman and heralded authoress of *Corinne*, settled at Coppet, where her father, Jacques Necker, finance minister under Louis XVI, had purchased the chateau. She gathered around her a sort of living hall of fame—and notoriety—a salon as fa-

mous as any in Paris. Her home, which lies also on the north side of the lake, is twice as far from Geneva as Ferney, a fact of more than passing significance. It is even more interesting to visit than



A MARINE BUTTERFLY sailing in the shadow of the Swiss Alps. The advent of many commodious saloon steamers on Lake Leman has not banished entirely these picturesque craft with their lateen sails of red. The first steamer to ply the waters of the lake was the "Guillaume Tell" built in Geneva by an Englishman ninety-six years ago.

Voltaire's manor, because Coppet's interior has not been despoiled. Everything is as she left it.

To the imaginative who climb the wide stone stair to the second floor, Madame de Staël, green branch in hand,

still receives of an evening in the candle light of her salon. She strides up and down in her Empire dress, waving the branch; or she speaks from her special sofa. Indeed, the original furniture remains in the room. And it is upholstered in the red and white that Madame ordered. One can picture the brilliant visitors and her favorite, continuous guests, listening to her words as, from the sofa, she led the sparkling discourse: Madame le Brun, who made the painting of her that still charms; Madame Récamier; Prince Augustus of Prussia; Benjamin Constant, the "inconstant" beau of many courts; Bonstetten and Schlegel, the philosophers; Werner, the German poet; Karl Ritter, the German geographer; George Tichnor, the American traveler; Pictet, editor of the *Bibliothèque*; Cuvier, and many others. Anyone was welcome who was not stupid. That was the first and last test.

Possibly the conversation of Madame de Staël's illustrious guests would not be considered brilliant today. There is reason to believe that their discourse, like the French furniture of the period, glittered too much for modern taste. Nevertheless, we cannot cure ourselves from a kind of envy of the chosen admitted to the Coppet salon, even as we envy those fortunate enough to live in Athens in Pericles' day. Accompanying envy comes a resignation that no one living can recapture the spirit of that diverse faculty of men and women at Coppet, who occupied themselves with Parisian gossip, dusty science, amateur theatricals, and romance, only a few miles outside of Calvin's Geneva.



GENEVA, astride the river Rhone where it issues from Lake Leman is shown on the left. This view of Geneva shows the Coulouvrenière Bridge and a flotilla of laundry boats anchored in the Rhone with linen hung out to dry on the decks. On the right is one of the many interesting parades to be seen in Switzerland. This photograph shows some Swiss students' guild marching one of the beautiful lake promenades at Lucerne.

The Journal of the National Education Association

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

President, Uel W. Lamkin

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.

THE JOURNAL is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

Entered as secondclass matter October 28, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103. Act of October 3, 1917, authorized January 26, 1921.

Joy Elmer Morgan

Editor

Harold A. Allan

Business Manager

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

Educating the Whole Child

THE CHILD of an earlier day, when the typical community was rural, was usually assured certain opportunities which contributed largely to his growth. Among them:

- An abundance of fresh air
- Plenty of sunshine
- Quiet and freedom from overstimulation
- Companionship with brothers and sisters
- Knowledge of the habits of domestic animals with responsibility for the regular care of them
- Opportunities to construct, create, and explore

Today the typical community is urban, and blessings which once could be taken for granted now become the object of conscious thought and deliberate planning. It is now necessary for both teachers and parents to keep in mind the whole child in the arrangement of home and school activities.

The determination to educate the whole child for a fair start in life is finding expression in many directions:

1. There is increasing effort to develop the child centered school which shall give full attention to individual differences and which shall take into account the total home-school-community situation of each pupil. The teacher in the smaller community has much general information about children without special effort. The teacher in the city is able to obtain complete understanding of each

child only through systematic records and careful study.

2. The importance of liberally trained teachers receives increasing emphasis. Summer sessions grow both in enrolment and in quality of their offerings. More time is given to preservice preparation of teachers and the idea that there shall be a continued program of inservice training is becoming almost universal. Through their organizations teachers are working on their problems with full appreciation that if they are to inspire in the children broad life interests, their own contacts must be broad.

3. The study of the curriculum is bringing to whole cities and states a new attitude toward learning. Teachers and principals are discovering that they can build up in the local setting a live body of activities which will inspire the interest of children and contribute toward child growth. Teachers are becoming more critical of what they teach. They are realizing that nothing is good just because it is old and that the best which is produced today in literature, music, architecture, and other phases of life will be the classics of tomorrow.

4. In city and regional planning, better provision is made for playfields around school buildings. The standard has been set at two and a half acres for elementary schools, five acres for junior high schools, and seven and a half acres for senior high schools. Some of our best educational thinkers regard this as the minimum and point to the possibility of flying fields in connection with high schools as the day comes when all youth must be taught to fly. It is pointed out that such instruction is beginning as a commercial enterprise just as business training passed an apprenticeship before it was taken into public schools.

5. Parent-teacher units are multiplying and are developing more effective methods of cooperation between home and school. Teachers and principals are coming to see that parents have a large contribution to make and parents grow increasingly appreciative of the training and special skill of teachers. Child research centers are multiplying, nursery schools are throwing new light on the problems of childhood, and the movement for parent education is spreading.

6. The significance of American Education Week as a permanent worldwide movement is winning its way to wider appreciation. The program of this week, built around the seven cardinal objectives, is helping people to see education as guided growth which must touch the

whole life of the child on the one hand and the whole life of society on the other.

7. The National Congress of Parents and Teachers conducts each year a summer roundup of the children, whose aim is to bring every child into the great adventure of school free from remediable defects. The time may well come when we shall have another roundup of adolescents which will occur in the fall and which will make sure that every youth who is not in school shall have found his place in industry or some other constructive activity. Unless the needs of young people who are dropping out of school are kept in mind, they must drift into idleness or petty crime. It is undoubtedly from this class that much of the cost for crime arises and we need always to bear in mind that the crime bill is too high, that by careful attention it could probably be cut in half within a few years, which would mean sufficient saving to pay every teacher in the United States an annual salary of \$5000. The importance of this economical aspect is insignificant as compared with the human aspect—the happiness and safety which would come from training into useful and constructive channels the lives which are now wrecked and broken.



Frank Moore Studio

LINDA A. EASTMAN, president of the American Library Association for 1928-29, is head of the Cleveland Public Library, considered by many the finest system of public libraries in the world. This Association and the National Education Association work in close cooperation. Every city or county should spend at least one dollar per capita for free library service.

Way Down South In Dixie

ONE OF the finest cities in Dixie is making big plans to welcome the convention of the National Education Association next July. Atlanta is popularly known as the Gate City. It is the converging point of railroads. It is located on the divide between the Atlantic and the Gulf at the base of the Blue Ridge near the Chattahoochee river.

Even before the Civil War Atlanta had become an important commercial center. It was used by the Confederate army as a base for supplies. In 1864 the city was the objective of Sherman's campaign from Chattanooga.

While badly devastated by the war the city was quickly rebuilt because of its strategic location as a commercial and transportation center. Today the wholesale and retail trade amounts to more than \$200,000,000 annually.

Dixie is only another way of spelling hospitality, and Atlanta is making elaborate preparations. The city is served by a group of excellent hotels. Following is a list of the leading hostels, the figure after each indicating the number of rooms:

Hotel Ansley 400	Hotel Hampton 100
Atlanta-Biltmore 560	Imperial Hotel 119
Hotel Aragon 200	Kimball House 400
The Cecil 312	Piedmont Hotel 400
Robt. Fulton Hotel 300	Hotel Seoville 50
Georgian Terrace 256	Wilmot Hotel 100
Henry Grady Hotel 500	Hotel Winecoff 200

Room reservations may be made direct to the hotel or by writing to Fred Houser, Executive Secretary, Atlanta Convention and Tourist Bureau, 218-

222 Wynne-Claughton Building, Atlanta, Georgia. Make your plans early.

The city's most attractive homes will also be opened to the visiting teachers. Here will be furnished en-

Heroic Lives

THE POWER to give yourself wholly to an end, to lose yourself in the work in hand, not to know whether you are building the house or the house is building you, whether you are carrying the ball or are merely the one in the mud at the bottom of the heap so long as the ball is pushed across the line; to fight on in the cause regardless of cost or consequence: this is the power of all others that conquers pain and makes drudgery accepted so long as it leads toward the goal—*From Play in Education*, by Joseph Lee.

tainment of a kind that only the "Land where the cotton and taters grow" can offer.

Regardless of the manner of travel they may choose, or their direction from Georgia, visiting teachers will be fascinated by many attractions of scenic beauty. Stone Mountain is sixteen miles east of Atlanta. Here a mass of solid granite rises 700 feet above the surrounding level, with a vertical cliff of 300 feet on the north, where giant figures representing scenes of the Civil War are being carved.

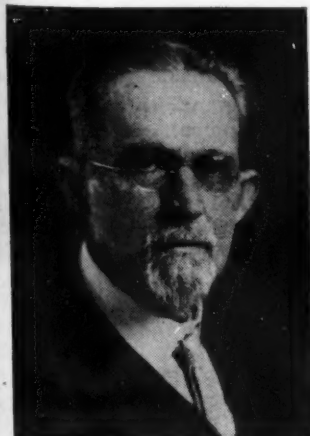
There are many ways to reach Atlanta and already plans are underway

in most of the states for special excursion parties. Some will go by water through the Panama canal. Others will travel the circuit taking the historical southern cities enroute, and the historical centers of the north on the return trip. The usual special rates are expected to be available. There will also be heavy auto travel and special plans are underway to care for those who wish to drive their own cars over the wonderful highways of the southland.

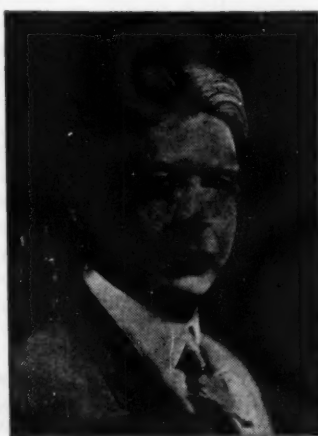
The convention provides opportunity for the pooling of resources; it brings together the educational experts of the country; it gives a nationwide dissemination of the foremost educational thinking. It affords concrete evidence of the profession at work—the outgrowth of professional ideas and ideals. "Professional knowledge may be found in libraries," runs a sentence in the Secretary's report for 1928, "but professional ideals come largely from the inspiration of personal contacts such as these meetings and educational conventions afford."

The program which President Lamkin is developing for the Atlanta convention will have many unusual features. There will be a wonderful array of program talent, both from America and other countries. Special interest is being manifested in the convention by southern teachers. There will be something for everyone who comes that will send him away with new inspiration and vision.

MEN WHO ARE MAKING BIG PLANS TO ENTERTAIN THE CONVENTION



M. L. Duggan, State Superintendent of Schools



Willis A. Sutton, Superintendent of Schools, Atlanta



Kyle T. Alfriend, Secretary Georgia Educational Association



George Harris Webber, Georgia State College for Women

National Education Association Officers for 1928-29

Uel W. Lamkin, President, State Teachers College, Maryville, Mo.
J. W. Crabtree, Secretary, 1201 Sixteenth Street N. W., Washington, D. C.
Henry Lester Smith, Treasurer, Dean, School of Education, Indiana University, Bloomington, Ind.

Executive Committee

Uel W. Lamkin, President, Maryville, Mo.
Cornelia S. Adair, Vicepresident, Teacher, Bainbridge Junior High School, 2121 Park Avenue, Richmond, Va.
Walter R. Siders, Chairman, Board of Trustees, State House, Augusta, Me.
Henry Lester Smith, Treasurer, Bloomington, Ind.
Frank E. Reynolds, Member by Election, Secretary, Ohio State Teachers Association, 428 Chamber of Commerce, Columbus, Ohio.

Board of Trustees

W. R. Siders, Chairman, Augusta, Me.
Uel W. Lamkin, President, Maryville, Mo.
J. M. Gwinn, Superintendent of Schools, San Francisco, Calif.
Kate V. Wofford, Superintendent of Laurens County Schools, Laurens, S. C.
Joseph H. Saunders, Superintendent of Schools, Newport News, Va.

Vicepresidents

George A. Allen, Jr., State Superintendent of Public Instruction, Topeka, Kans.
Ira T. Chapman, Superintendent of Schools, Elizabeth, New Jersey.
James P. Coates, Secretary, South Carolina Teachers Association, 314 State Office Bldg., Columbia, S. C.
J. J. Early, Supt. of Schools, Sheridan, Wyo.
Charles R. Foster, President, State Teachers College, Indiana, Pa.
Anna Græme Fraser, Viceprincipal, Oakland High School, Oakland, Calif.
Florence M. Hale, State Agent for Rural Education, Augusta, Me.
Elizabeth R. McCormick, Principal, Timothy O. Howe School, Superior, Wis.
G. H. Madden, Supt. of Schools, Winslow, Ariz.
C. B. Turner, Supervisor of Schools, Baton Rouge, La.
Caroline S. Woodruff, Principal, State Normal Training School, Castleton, Vt.

BOARD OF DIRECTORS

Directors ex officio

The president, first vicepresident, treasurer, chairman of the Board of Trustees, and the secretary, are Directors Ex officio.

Life Directors

Cornelia S. Adair, Richmond, Va.
Robert J. Aley, President, Butler University, Indianapolis, Ind.
Francis G. Blair, State Superintendent of Public Instruction, Springfield, Ill.
Board of Education, Nashville, Tenn.
Mary C. C. Bradford, 1735 Bellaire Street, Denver, Colo.
Elmer Ellsworth Brown, Chancellor, New York University, New York City.

Nicholas Murray Butler, President, Columbia University, New York City.
P. P. Claxton, Supt. of Schools, Tulsa, Okla.
H. A. Graham, East Broadway, Mt. Pleasant, Mich.
Frederick M. Hunter, Chancellor, University of Denver, Denver, Colo.
David B. Johnson, President, Winthrop Normal and Industrial College, Rock Hill, S. C.
Olive M. Jones, Principal, Public School No. 120, New York City.
David Starr Jordan, Chancellor Emeritus, Stanford University, Calif.
James Y. Joyner, Ass't Manager, Prudential Insurance Co. of America, 304 E. Jones St., Raleigh, N. C.
Mary McSkimmon, Principal, Pierce School, Brookline, Mass.
Jesse H. Newlon, Professor of Education and Director, Lincoln School, Teachers College, Columbia University, New York City.
Carroll G. Pearce, Representative of F. E. Compton Co., 4315 Lisbon Ave., Milwaukee, Wis.
Josephine C. Preston, State Superintendent of Public Instruction, Olympia, Wash.
State Teachers Association of Illinois, Robert C. Moore, Secretary, Carlinville, Ill.
George D. Strayer, Professor of Education and Director, Institute of Educational Research, Teachers College, Columbia University, New York City.
A. R. Taylor, 225 N. Fairview St., Decatur, Ill.
Teachers Institute, Philadelphia, Pa.
John J. Tigert, President, University of Florida, Gainesville, Fla.
Charles G. White, President, Isbell Missionary College, Martin, Tenn.
Charl O. Williams, Director, Field and Legislative Division, National Education Association, Washington, D. C.

State Directors

ALABAMA—J. D. Williams, Principal, Avondale School, Birmingham.
ALASKA—William K. Keller, Superintendent of Schools, Juneau.
ARIZONA—Herman E. Hendrix, Superintendent of Schools, Mesa.
ARKANSAS—J. P. Womack, State Superintendent of Public Instruction, Little Rock.
CALIFORNIA—A. R. Clifton, Superintendent of Schools, Monrovia.
COLORADO—W. B. Mooney, Secy., Colo. Educ. Assn., 530 Commonwealth Building, Denver.
CONNECTICUT—Gordon C. Swift, Superintendent of Schools, Watertown.
DELAWARE—David A. Ward, Superintendent of Schools, Wilmington.
DISTRICT OF COLUMBIA—Harry English, Secretary, Board of Examiners, Franklin School Building, Washington.
FLORIDA—W. S. Cawthon, State Superintendent of Public Instruction, Tallahassee.
GEORGIA—M. L. Duggan, State Superintendent of Schools, State Capitol, Atlanta.
HAWAII—F. E. Howard, Principal, Public Schools, Hamakua, Maui, T. H.
IDAHO—Charles F. Dienst, Superintendent of Schools, Boise.
ILLINOIS—A. L. Whittenberg, Secy., State Examining Board for Teachers Certificates, Springfield.
INDIANA—Charles F. Miller, Superintendent of Schools, Indianapolis.

IOWA—Mary A. Lord, Teacher, Woodrow Wilson Junior School, Sioux City.
KANSAS—M. E. Pearson, Superintendent of Schools, Kansas City.
KENTUCKY—R. E. Williams, Secy., Kentucky Educ. Assn., 1122 Starks Bldg., Louisville.
LOUISIANA—C. B. Turner, Supervisor of Schools, Baton Rouge.
MAINE—William B. Jack, Superintendent of Schools, Portland.
MARYLAND—William Burdick, State Supervisor of Physical Education, Baltimore.
MASSACHUSETTS—Annie C. Woodward, Teacher, High School, Somerville.
MICHIGAN—Webster H. Pearce, State Superintendent of Public Instruction, Lansing.
MINNESOTA—Effie MacGregor, Principal, John Burroughs School, Minneapolis.
MISSISSIPPI—H. V. Cooper, Superintendent of Schools, Kosciusko.
MISSOURI—Thomas J. Walker, Editor, *School and Community*, Columbia.
MONTANA—R. J. Cunningham, Secy., Montana Educ. Assn., Room 9, Kohrs Block, Helena.
NEBRASKA—M. C. Lefler, Superintendent of Schools, Lincoln.
NEVADA—Jennie A. Curieux, Tonopah.
NEW HAMPSHIRE—Perley L. Horne, Principal, Pinkerton Academy, Derry.
NEW JERSEY—Alexander J. Glennie, Principal, Miller Street School, Newark.
NEW MEXICO—Mrs. H. F. Brock, Supt. of McKinley County Schools, Gallup.
NEW YORK—William H. Holmes, Superintendent of Schools, Mount Vernon.
NORTH CAROLINA—T. W. Andrews, Superintendent of Schools, Box 517, High Point.
NORTH DAKOTA—Minnie J. Nielson, 901 5th Avenue, Valley City.
OHIO—A. C. Eldredge, Assistant Superintendent of Schools, Cleveland.
OKLAHOMA—John G. Mitchell, President, Central State Teachers College, Edmond.
OREGON—Nettie Mae Rankin, Teacher, High School of Commerce, Portland.
PENNSYLVANIA—J. Herbert Kelley, Secy., Penn. State Educ. Assn., 400 N. 3d St., Harrisburg.
PORTO RICO—Francisco Vizcarrondo, Assistant Commissioner of Education, San Juan.
RHODE ISLAND—Agnes M. Bacon, State Supervisor of Americanization, Providence.
SOUTH CAROLINA—George W. Wannamaker, Superintendent of Schools, St. Matthews.
SOUTH DAKOTA—N. E. Steele, Secy., S. D. Educ. Assn., Room 3, Perry Building, Sioux Falls.
TENNESSEE—P. L. Harned, State Commissioner of Education, Nashville.
TEXAS—L. W. Rogers, First Assistant Superintendent of Public Instruction, Austin.
UTAH—B. A. Fowler, Supt. of Schools, Weber County, 2324 Adams Ave., Ogden.
VERMONT—Clarence H. Dempsey, State Commissioner of Education, Montpelier.
VIRGINIA—C. J. Heatwole, Secy., Va. Educ. Assn., 202-203 Goddin Hall, Richmond.
VIRGIN ISLANDS—Arthur E. Lindborg, Director of Education, St. Thomas.
WASHINGTON—Arthur L. Marsh, Secy., Wash. Educ. Assn., 707 Lowman Bldg., Seattle.
WEST VIRGINIA—Joseph Rosier, President, State Normal School, Fairmont.
WISCONSIN—E. G. Doudna, Secretary, Board of Regents of Normal Schools, 2017 E. Monroe St., Madison.
WYOMING—A. A. Slade, Supt. of Schools, Laramie.

The Meaning of the Peace Pact

SIDNEY L. GULICK

THE PEACE PACT of Paris may mean much, or little, or nothing. All will depend on how much in earnest the governments and also the peoples are to put an end to their existing war system. Do they, especially the powerful nations like the United States, Great Britain, and France, really wish to settle all their disputes by methods of peace, even though the disputes may be settled adversely? If so, world peace will be assured. Powerful nations hitherto have developed bad habits of making their wills prevail by occasional resort to force or by backing with huge armies and navies their diplomatic negotiations.

M. Briand's interpretative address before the signing of the Pact was highly significant. "War," he said, "as a means of arbitrary and selfish action shall no longer be deemed lawful. Thus its threat shall no longer hang over the economic, political, and social life of peoples. Thus shall the smaller nations henceforth enjoy real independence in international discussions."

Significant also are the words in the preamble: "Convinced that all changes in their (the peoples') relations with one another should be sought only by pacific means and be the result of a peaceful and orderly process."

If the nations take these ideas in earnest, they will deal with each other on the basis of reason, justice, and mutual-ity. Battleships and bayonets, airplanes, poison gas, and submarines will play no valid part, even implicitly, in discussions dealing with disputed rights and needs.

How much in earnest the nations really are in this matter will shortly be shown by their next steps. What are they?

1. With war ruled out as a means for cutting Gordian knots by the sword, the nations will need to proceed with skill and zeal in perfecting the agencies, institutions, and processes for the peaceful settlement of disputes. In the economic development of nations, keen rivalries and hot disputes are certain. The nations should therefore hasten to develop the technic for peaceful settlements. They should endow the Permanent Court of International Justice with effective jurisdiction in all matters with which it is competent to deal. Codification and enforcement of international law should be pushed. Commissions of inquiry, concili-

ation, and arbitration should be kept in good working order. The *habit* of peaceful settlements, even of the most difficult questions, must be cultivated.

2. If the possibility of war is really out of the picture, huge armies and navies, impregnable fortresses and naval bases, great arsenals, poison gas factories, and all "preparedness" programs will be needless. The rapidity therefore with

I AM confident that the simple provisions of this treaty will be accepted by all nations because I am sure there is everywhere a will for peace. It is a great forward step in the preservation of peaceful relations between the nations and therefore will, I know, prove to be a historic document in the history of civilization. It has been a privilege to the United States to contribute to the success of this movement, a satisfaction to have been associated with France and other peace-loving nations in thus writing into international law one of the deepest aspirations of the human conscience.—Calvin Coolidge in a letter to Gaston Doumergue, president of the French republic, August 26, 1928.

which disarmament takes place will be the acid test of the world's earnestness in assuming the pledges of the Multilateral Treaty.

Rapid disarmament will beget mutual confidence and goodwill between the nations. Failure to disarm will, on the contrary, create increasing distrust and will make the Treaty seem an empty gesture.

3. With the menace of future war out of the picture and the colossal waste of war preparations removed, the nations in a spirit of mutual goodwill should promptly adjust by reducing to a minimum Germany's reparation payments and the inter-Allied war-debts.

The economic benefit to each nation of the abolition of the war menace would make such adjustments easy. Their actual adjustment would call forth in a wonderful way the mutual goodwill and confidence of the nations in each other's purposes and make more certain the permanent validity of the Peace Pact.

4. Freed from the menace of a possible war, the great industrial nations would no longer live under the urgent necessity of achieving complete economic and industrial independence by monopolistic

control of the raw materials needed for their industrial development and especially for food and munitions in time of war. The urge for economic, militaristic imperialism will steadily grow less. The need for monopolistic control of raw materials will be reduced. The "freedom of the sea" will be assured.

5. Hitherto, throughout history, a nation's greatness, glory, and survival value have depended on its military power. Hereafter, if the nations take seriously the antiwar treaty, their greatness, prestige, influence, and glory will depend on their positive achievements in the essentials of civilization, in such matters as:

1. A more equitable distribution of the profits of industry
2. Friendly cooperation of labor and capital
3. Steadily rising standards of living
4. Abolition of poverty and the slums
5. Abolition of all child labor
6. Universal education
7. Increasing scientific understanding of nature and utilization of her power and resources
8. Universal popularization and enjoyment of culture and of nature
9. Recognition of the equal rights of all races and colors
10. Increasing achievement of personal character, liberty, and opportunity for all

When the moral, mental, and economic powers of a people are no longer wasted on payment for past wars and on preparations for future war, but are turned to the achievement of the essentials of civilization suggested in the foregoing paragraph, what that nation will accomplish can hardly be imagined. The test of a nation's real greatness and glory and of its place and influence among the nations will be the speed with which it gives itself to the realization of these ideals and goals.

Achievement will depend on mental clarity, integrity, and energy, on moral sincerity and earnestness and, above all, on the will-to-brotherliness of the millions who constitute the people. In these areas the schools and the churches have great responsibilities and opportunities.

The next step, therefore, for the nations in the march of humanity toward the Promised Land is to take in downright earnestness the Multilateral Treaty for the Renunciation of War. And the peoples as well as the governments must take this step with joy, hope, and determination.

Making School Administration Responsible

A MODERN SCHOOL system proposes to offer to each pupil enroled those unique opportunities for acquiring skills, for practise in precise thinking, and for growth in power of appreciation which are attainable by one of his intelligence. In the administration of a school system that seeks to achieve this desirable end, problems of personnel, of pupil records, of diagnostic and achievement test programs, of attendance and health service, of courses of study and curricula, of the planning, maintenance, and operation of the school plant, and of the financing of the school system, must be integrated by the executive who relates each administrative procedure to the realization of the purposes for which the schools exist.

The efficient administration of our schools depends upon the recognition of the distinction in function between the school board as a policy-determining and legislative body and the superintendent of schools as its chief executive officer. The members of a school board render their most important service when they select the ablest executive available; having rendered this service, they may continue to serve the public best by advising with him concerning the schools, by interpreting for him the will of the people whom they represent, and by requiring of him from time to time a record of the work done by the school system and proposals for its further development. The superintendent of schools, if he be competent, will present his program to the board of education and will demonstrate the wisdom of the policies which he advocates.

In recent years it has been suggested that the business administration of schools can to advantage be divorced from their professional management. It has been argued that the construction of school buildings, their maintenance and operation, the purchase, storage, and distribution of supplies, the making of the budget, and the like, can be best handled by one trained in business affairs. In a considerable number of school systems the business manager has been made an officer coordinate with the superintendent of schools, reporting directly to the board of education. This type of organization ignores the fact that every act of the business manager is worthy of approval only as it contributes directly to the fur-

therance of the educational program adopted by the board of education.

A budget should be adopted only after the most careful consideration of the educational program which it proposes to

DID YOU ever know a school board to build a building without consulting with the teachers who are to use it or the principal and superintendent who are to manage it? Such cases are all too common in the smaller schools and have their counterpart in some of the larger systems. To manage the material side of the school system without constant care for the needs of children and teachers is to defeat the very objects for which schools exist.

finance. A school building is wellbuilt only when it has been planned to serve the needs of a school offering a program of education which has been proposed by the superintendent of schools and accepted by the board of education. In our modern school systems it will seldom happen that any two buildings will accommodate exactly the same educational program. In the maintenance and operation of the building, the health and convenience of teachers and pupils are matters of primary importance. In the purchase of supplies, the needs of teachers and pupils, and the demands of the educational program furnish the only sound basis for determination of the quantity or quality of materials to be purchased.

Where the business executive has been given a place coordinate with the superintendent of schools, this action has been taken upon the assumption that better business practise would prevail and that economies would be effected. A thoroughgoing investigation covering the states of New York and New Jersey has proved that this assumption is not true, and there is no reason why it should be true. The board of education that places responsibility upon the superintendent of schools for the complete administration of the school system and requires the assistant in charge of business affairs to report through him, may reasonably expect to secure as high efficiency in the business office as could be attained were the head of this division to be given a position coordinate with the superin-

tendent. Other investigations have established the fact that misunderstandings and inefficiency are bound to occur where a dual system of administration has been adopted. Indeed, it not infrequently happens that under dual control the superintendent of schools, who certainly must be the leader in the educational program, supported by the board of education, spends a large part of his time in making adjustments with the business office, often on a personal basis. No good can come from this waste of the time and energy of the man responsible for the development of an efficient school system.

All affirm the necessity for adequate business procedures in the administration of a school system. The board of education in our larger communities should elect, upon the nomination of the superintendent of schools, an assistant superintendent in charge of business affairs. This man should be highly trained as a business executive and should cooperate with the superintendent of schools in the making of the budget, in the development of plans and the supervision of the construction of buildings, in the purchase, storage, and distribution of supplies, in the handling of the payroll, and the like. His efficiency will be increased by virtue of the relationship which he bears to the chief executive officer of the board of education. The administration of the school system will profit from a relationship which is sound in theory and which has been successfully established in practise.

REPORT of a committee of the National Council of Education on The Fundamental Bases of the Relation of the Business and the Professional Aspects of Educational Administration, George D. Strayer, chairman, professor of education and director, Institute of Educational Research, Teachers College, Columbia University, and the following members: John A. H. Keith, state superintendent of public instruction, Harrisburg, Pennsylvania; J. A. C. Chandler, president, College of William and Mary, Williamsburg, Va.; Frank W. Ballou, superintendent of schools, Washington, D. C.; Frank G. Pickell, superintendent of schools, Montclair, New Jersey; David E. Weglein, superintendent of schools, Baltimore, Md.; J. Cayce Morrison, assistant state commissioner of elementary education, Albany, New York.

The Vital Organs of the Mind

DANIEL WOLFORD LA RUE

IF WE neglect our bodily examination, how much more do we shrink from the mental! Further, the science of mental inspection and diagnosis is far from standardized. In the running of the mind, one must perforce be not only his own chauffeur, but also, in large measure, his own repairman.

The church, through its confessional, may help, and in time each school system and social unit will have its "mind doctor" or psychiatrist, and perhaps its mental hygienist as well. But even then, each of us should be able to recognize the cylinders of his mental motor, control them and keep them from racing, and clean an occasional dirty spark plug.

Our present quest is of that very nature. It is an attempt at job analysis in the project of selfmanagement.

Professor William McDougall has given us most enlightenment here. The heart of the human personality, its "cylinders," are the primary emotions, such as fear, anger, elation. Remove these says McDougall, and we should be, mentally, like springless clocks or fireless steam engines. Let us pass in brief review the fourteen types of feeling.

1. *Fear*. This is the nucleus of the instinct of danger, avoidance, escape. It is the mother of worry, of more of our religion than we care to admit, and of many of those mental-nervous troubles, such as hysteria, which are known as psychoneuroses. Every one of us should brush out of his mind the cobwebs of fear that have clung there since childhood and give himself a graded course in courage.

2. *Anger*. Here we have the emotional representative of the instinct of combat, aggression, pugnacity. Under primitive conditions, it had victory value. Now, the angry man is usually a defeated man. Don't seize the cave man's club and strike out to lick the whole environment. Mental hygiene requires that we learn the more excellent way of patience and resourcefulness.

3. *Disgust*. This may expand from a bad taste to a chronically disgusted disposition, determining a certain kind of habitual "knocker." The healthy mind learns to tolerate the looks, voices, and behavior of others. It can even enjoy an ordinary dose of hard luck. The saving in nervous energy is at compound interest rates.

4. *Tender emotion*. This signifies love in the higher sense, the heart of the parental, protective instinct. It is the basis of altruism, and of our understanding of "divine love." It is the outstanding characteristic of our greatest teachers. In its hygiene, we must avoid sentimentality—avoid, as Pat put it, "good

deeds that are harmful." If it is rightly directed, we can hardly have too much of it, for it not only "casts out fear," but should form the very core and harmonizer of the personality.

5. *Distress*. Here appears the instinct of appeal, springing from a feeling of helplessness. It leads us to appeal to the Divine Par-

	1	2	3
1. Fear -----			
2. Anger -----			
3. Disgust -----			
4. Tender Emotion -----			
5. Distress -----			
6. Lust -----			
7. Curiosity -----			
8. Subjection -----			
9. Elation -----			
10. Loneliness -----			
11. Appetite -----			
12. Ownership -----			
13. Creativeness -----			
14. Amusement -----			

IN Column 1, grade yourself on the strength of each emotion, using the letters, A, B, C, D, E, as in marking papers. E denotes a very low degree. Recall your past. Score each feeling as it has shown itself in ordinary, everyday situations, especially such as arise in your professional practice. In doing this, compare yourself with others who have low, medium, and high degrees of the trait. In Column 2, have some good friend score you impartially. In Column 3, average the two previous ratings. (By using more columns, a group of teachers who are acquainted can score each other without revealing individual estimates.) The results will give suggestive indications as to your emotional traits and what to do about them.

ent. As usual, we must guard against extremes, neither falling into the tramp attitude which too readily acknowledges its inferiority by begging for support, nor the shut-in habit which prevents one from seeking help, especially with mental difficulties, when it is vitally needed. The golden mean is a happy selfassurance.

6. *Lust*. Sexual emotion, improperly called love, has to do with the pairing, mating, reproductive instinct. The term implies no moral quality, good or bad, and the instinct has nothing necessarily to do with the parental. The only suggestion that can be offered here as to its hygiene is to strengthen other emotions, other interests, so as to preserve "balance," leaving lust largely unstimulated—a hard thing to do in decaying Rome and in modern America.

7. *Curiosity*. This ranges all the way from the "mystery" of religion to the pursuit of

science for the sake of science. The hygienic watchwords are "Satisfaction" and "Guidance." Our major curiosity has much to do with determining our life work, with all its potentiality for mental health and illness.

8 and 9. *Subjection and elation*. Here we have the basis of two instincts, submission and assertion. In the relations of the sexes, woman has long overdone one, and man the other. On the first is built the widely-known "inferiority complex," and on the second the less discussed but more dangerous superiority complex. The aim is to steer between the Scylla of extreme subjection and the Charybdis of overweening elation, arriving at a reasonable selfassurance based on objective achievement.

10. *Loneliness*. The social, gregarious instinct gives us a longing for others. In the presence of a group, most of us stand alone uneasily, either physically or figuratively. The healthy mind, as the great Eliot put it, has "a decent respect for the opinions of society," but doesn't let that interfere with its "personal declaration of independence."

11. *Appetite*. This feeling energizes food-seeking and hunting. Its hygiene is for the most part rather obvious.

12. *Ownership*. Here is that which at once inspires the miser, prevents the success of many cooperative enterprises, and leads to much crime. It is prominent in the plot of success stories and of breakdowns both bodily and mental.

13. *Creativeness*. The instinct of construction underlies that "joy in work" which ranges from well digging to world saving. We must avoid the error of the professor who worked himself sick investigating the laws of health.

14. *Amusement*. The instinct of laughter affords us our much-valued "sense of humor." The great danger is in the blue lack of it.

The management of these fourteen emotions, or tendencies, is our major problem in mental health. Everyone has them all, but each emotion may vary greatly in strength from person to person—and hence the variety of our dispositions and the ease or difficulty of maintaining our balance. It is the exercise of these feelings that determines the expenditure of our nervous resources and has most to do in determining whether we shall enjoy a reserve or suffer exhaustion.

We cannot do a wiser thing than to check up on the strength of each of these forces in our own personality, and to see just how it comes that the fault is not in our stars but in our selves if we are underlings in psychic sanitation.

Radio and Music Education

WALTER DAMROSCH

I CONSIDER myself fortunate in being alive and active as a musician at a time when radio offers me such a marvellous opportunity to reach the millions of American children. They by this means can be brought into contact with music, the most beautiful and spiritual of all arts.

Thirty years ago I came to the realization that if a love and appreciation of the finest music were to be developed among the people of America, we must begin with the children. They must be led into the magic land of music during their formative years. So I started my symphony concerts for children at Carnegie Hall with the New York Symphony Orchestra. I am happy to say they were a tremendous success.

What I learned during those thirty years I intend to use as the basis for the wider field which radio has now permitted me to enter. Beginning October 26 I shall give during the present season forty-eight symphonic concerts for the schoolchildren of America. The Radio Corporation of America has made this possible by assuming the entire expense of so huge an enterprise.

The concerts are to be in four series—the first for children in the third and fourth grades, the second for children in the fifth and sixth grades, the third for the seventh and eighth grades, and the fourth for the ninth grade and junior high schools. Each concert will last for half an hour.

Following the plan which I worked out in my regular concert series for children at Carnegie Hall, I shall endeavor to initiate children into the field of music according to their age and mental capacity.

It is needless to say that it will be our endeavor to grade the programs in such a way as to lead the children gently along until they are able to understand and enjoy music of a more complicated character. During some of the concerts I shall have the various instruments of the orchestra play alone, so that the children can gain a good knowledge of their qualities and possibilities. I have found from experience that the results are remarkable. Many of the children take an enthusiastic liking for this or that instrument, and begin the study of it themselves and the natural result of this is even-

tually the formation of school orchestras.

Each concert will be supplemented by talks about the great composers and the forms which they used in creating their works. There will also be descriptions and proper illustration of the various instruments used in a symphony orchestra. It is my hope that in this connection the teachers will cooperate by showing the children photographs of the instruments—possibly the instruments themselves.

Another important feature of these concerts is the question and answer plan which we shall adopt to supplement them. I have prepared for each of the forty-eight programs a list of about twelve questions which embody the principal points of my explanatory comments and which will be sent to all the schools connected with us by radio so that the teachers may use them after each concert. We plan to send the proper answers to these questions to the teachers only, and follow these answers by additional information which the teachers can impart to their pupils at their discretion.

It was the favorable reception of the RCA Hour last season by an adult audience of ten million which suggested the enormous possibilities of educating an entire nation in music by means of the radio. The so-called musical population until now has numbered about one percent in the cities, and much less than that in the country districts. Radio is now bringing music to people who never thought that this magic world of music could become part of their lives but who are now irresistibly attracted by it. I confidently hope that the proposed educational concerts will lay the foundation for a nationwide perception and love of music among the youth of America, the like of which in its scope and importance has never been seen before.

Last spring the Radio Corporation of America broadcast three of my children's and young people's concerts as an experiment, announcement of which was given by radio and through various educational bodies all over the country. These concerts were transmitted through all available stations east of the Rocky Mountains. The response was electric.

The first of the experimental concerts, on one of our RCA Saturday nights, was designed for teachers, educational bodies, and parents; the second and third, on

Friday mornings, were for children in the grammar schools and young people in the high schools and colleges.

In hundreds of schools all over the country this announcement spread like wild fire. The children assembled either in their own auditoriums or in public halls. Radio instruments were either lent by the local radio dealers or other public-spirited citizens. With that remarkable adaptability which seems to be a characteristic of our people, the whole thing arranged itself naturally. The regular schedules of the schools were willingly interrupted by the teachers. In such cities as Kansas City, Indianapolis, Omaha, Des Moines, and many others, all the schoolchildren and faculty "listened in."

What particularly gladdened my heart were the responses received from the rural districts. These children perhaps are most in need of what an appreciation of music can give them, and if I could bring the "little red schoolhouse" all over the country within the sphere of our activities, I should consider it the crowning arch of our building. For two weeks appreciative letters from pupils, teachers, and parents poured in by the thousands every day. Over twenty-five thousand were received, including letters from over a thousand schools from all the states east of the Rocky Mountains.

The fundamental object of this radio hour will be to open up to the young mind the tremendous significance of music. I earnestly wish to arouse a general enthusiasm for music and a realization of the fact that it is not a mere amusement but a powerful and unrestricted medium for the expression of human emotion. I wish children to get an insight into the principles of its construction.

Of course, we are not going to start a sort of correspondence music school. But I intend to encourage the pupils to selfexpression through music. All educators believe in selfexpressional methods of development for the young mind, and music offers a medium which has not yet been employed in this direction. Children can be allowed to make their attempts in their own way, perhaps going no further than writing down their "reactions" to the music. I am confident that this will be a beginning of developments whose end we cannot even vaguely discern.

The Citizen and the Schools

EVERY CITIZEN who has children in school, or who employs graduates of schools, or who uses in his daily life products whose excellence and cost depends on the quality of work which graduates of schools are able to do is a beneficiary of the American public school system. Every citizen who pays taxes helps to support the schools. Everyone who enjoys peace and prosperity under good government enjoys one of the fruits of education. The people become more anxious to support education as they learn to know more about its work, aims, and ideals.

What should the citizen know about the schools?—The citizen should be acquainted with the child-centered curriculum, which consists of a series of activities based on the principle of guided growth resulting in sound health; worthy home membership; mastery of the tools, technics, and spirit of learning; faithful citizenship; vocational effectiveness; the wise use of leisure; and ethical character.

The citizen should know what buildings and equipment are needed to meet the requirements of the school program of his community. The modern school is built around the needs of the child and provides the tools with which the curriculum meets those needs.

The citizen should have some knowledge of the basic principles of school finance. The business man reports his progress in terms of cost and returns. Education must consider these factors

but it is interested, primarily, in the value to society of its product—the trained school graduate. The enlightened citizen insists that the financial management of his schools be placed in the hands of honest experts and he supports those experts by supplying them

THE SCHOOL IS the largest cooperative enterprise in modern society. Its highest success demands that many people work together—in full harmony and mutual understanding—on the common problems of childhood and youth. Merely to manage an enterprise which occupies thirty million people is a gigantic task. To manage the enterprise during a period when ideals and practises are in a state of change is a problem of such magnitude as to challenge the study of parents and citizens as well as teachers.

with the necessary funds to be used in behalf of the community's children.

The citizen should know the administrators of his schools. In electing the public officials who control the destinies of the school system he exalts the needs of the child above political selfishness and greed.

The citizen should know the teachers of his children. Since the coming of broader professional training among teachers, modern parents have been able to hold regular conferences with teachers regarding the mental and social growth of their children. Teaching children is

a cooperative enterprise. The child suffers if the task is regarded either by teacher or parent as primarily the responsibility of the other.

The responsibility for informing the citizen rests with pupils, teachers, and administrators who are in daily contact with the schools. The schools make their direct approach to citizens by means of public addresses, demonstrations, personal conversations, and publications.

Through its own publications the school has an opportunity for wide distribution of facts presented entirely in accord with the school's administrative policies. School publications may be produced by groups of pupils as weekly newspapers, monthly magazines, or annuals. The school which fails to use its student publications as interpreters fails to receive the full value of the money expended on those publications.

The annual report of the school executive is a widely used agency of interpretation. Reports are now used by the wise executive to tell, with the aid of photographs and charts, what the schools do.

Once every year the schools of the entire nation unite in a program presenting their aims, ideals, and needs to the public. The occasion is known as American Education Week. It is observed during the week in which Armistice Day (November 11) occurs, beginning Monday and closing on the following Sunday.

SALESMEN OF KNOWLEDGE—The future of America is in the hands of two men—the investigator and the interpreter. We shall never lack for the administrator, the third man needed to complete this trinity of social servants. And we have an ample supply of investigators, but there is a shortage of readable and responsible interpreters, men who can effectively play mediator between specialist and layman. The practical value of every social invention or material discovery depends upon its being adequately interpreted to the masses. Science owes its effective ministry as much to the interpretative mind as to the creative mind. The knowledge of mankind is advanced by the investigator, but the investigator is not always the best interpreter of his discoveries. Rarely, in fact, do the genius for exploration and the genius for exposition meet in the same mind. Many negro mammoths of the South can make a strawberry shortcake that would tempt the appetite of the gods, but they might cut sorry figures as domestic science lecturers. The interpreter stands between the layman, whose knowledge of all things is indefinite, and the investigator whose knowledge of one thing is authoritative. The investigator advances knowledge. The interpreter advances progress. History affords abundant evidence that civilization has advanced in direct ratio to the efficiency with which the thought of the thinkers has been translated into the language of the workers. Democracy of politics depends upon democracy of thought. "When the interval between intellectual classes and the practical classes is too great," says Buckle, "the former will possess no influence, the latter will reap no benefit." A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation. But where are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street? I raise the recruiting trumpet for the interpreters.—GLENN FRANK.

The Newspaper and the Schools

THE CHIEF reason for the interest of the newspaper in the schools is the fact that a majority of the members of any community have some sort of personal contact with the schools, as teachers, pupils, or as relatives of teachers and pupils. A city of 250,000 people probably will have a public school enrolment of about 40,000 and a teaching staff of nearly fifteen hundred.

One cause for the lack of interest in the schools by some newspapers, is misunderstanding on the part of teachers and school administrators as to the value of a newspaper's goodwill in promoting the welfare of the school. The newspaper is the medium of communication between residents of a community. The American Society of Newspaper Editors, in its *Canons of Journalism*, says, "The primary function of newspapers is to communicate to the human race what its members do, feel, and think."

The newspaper and the school are indispensable to each other. The school is the creator of the "newspaper reading public." The newspaper is the channel through which the school presents its achievements and needs to the taxpayers.

In many cities newspapers have voluntarily entered the field of school interpretation. Two New York City newspapers devote daily pages to education.

In smaller cities newspapers have established weekly school pages or tabloid sections of four or eight pages devoted to school activities. In some cases an educational or school editor is employed by the paper, although the school page or section is often edited by a teacher in the school system. The former method seems to be the more successful. Newspaper executives will take more interest in the products of their own staff. The principal advantage, however, is the degree of impartiality

that enters the editing when it is done by one who is not a part of the school system but who has an intelligent interest in its work.

THE EDUCATIONAL VALUE of the daily newspaper is beyond calculation. It is built into the daily lives of millions of people. It supplies the raw materials of thought and action with clocklike regularity and with a speed of manufacture that is one of the marvels of modern times. It makes the whole world one and helps to raise the standard of living by encouraging people to dress well, to live in better homes, to drive finer automobiles, to eat a more wholesome variety of food, to let their interests go out in a wider range of affairs.

Newspapers have been made possible by universal education, and as the schools improve the press will likewise grow better. Newspapers have made a significant gain during the past year by refusing to play up scandals as extensively as formerly. Press Associations and newspaper syndicates are giving more attention to education, health, science, politics, and geography. What eyes are to the individual, the newspaper is to society. They also teach who follow the reporter's beat, who write against time in editorial offices, who know not sleep, nor distance, nor fear, nor fatigue in their heroic search for news.

The weekly newspaper in the small town offers unusual opportunities for interpreting the schools because of the neighborly feeling which exists in such communities where people are well known to each other and where they follow with interest the work of individual pupils and teachers. Principals and superintendents in smaller communities wish to keep in close personal contact with the local editor even though they may designate certain pupils and teachers to gather news and material for

publication. Often this work becomes a special project in the English class under the direction of the English teacher.

A few large city dailies feel that school news is best treated on its own merits in the regular news columns every day in the week. Special newswriters are assigned to the schools but their work is printed without regard to fixed position. Under this plan there is always a certain amount of interesting material concerning the schools that is never printed. On the school page there is room for detailed accounts of the commendable achievements of pupils.

But there are specific instances in which the interests of neither the school nor the taxpaying public can be best served by the weekly school page. Such instances are those which give rise to what newswriters call "spot news." Meetings of the board of education or school election and the events leading up to them are examples of "spot news."

Newspapers usually take the initiative in presenting advance information about elections. The superintendent of schools and his staff help them by giving them free access to all facts which concern the schools. Superintendents who issue orders prohibiting newswriters from entering their schools, place the school system at a disadvantage. Most large cities have someone in the superintendent's staff assigned to the task of supplying information to the press, but that individual acts as a guide and not a censor.

In presenting through the newspapers the facts needed to convince the public of the necessity of a bond issue or tax levy for schools a certain amount of initiative must be assumed by the board of education and its officials. The school statistician will be called upon to interpret facts and figures to newswriters who are unfamiliar with them.

THE RIGHT of a newspaper to attract and hold readers is restricted by nothing but considerations of public welfare. The use a newspaper makes of the share of public attention it gains serves to determine its sense of responsibility, which it shares with every member of its staff. A journalist who uses his power for any selfish or unworthy purpose is faithless to a high trust.—AMERICAN SOCIETY OF NEWSPAPER EDITORS.

The Community and the Schools

IT IS THE duty of the school to keep a continual report of its work before the public but the citizens of the community owe to the school a certain active interest. In many American cities, lay organizations have rendered service of inestimable interpretative value. In this particular field of school interpretation, the National Congress of Parents and Teachers has assumed leadership. Many of its members are teachers but its program places major emphasis on nonprofessional interest in school progress. State and local parent-teacher organizations begin their annual program of interpretation in the summer months when most of the schools are closed. At that time the parent-teacher associations conduct their "Summer Roundup of Children." The ultimate aim of the summer roundup is to enable every child in the community to enter school in September free from remediable physical defects. To make this work as successful as possible the National Congress has enlisted the cooperation of the United States Bureau of Education, The United States Children's Bureau, The National Education Association, The American Public Health Association, The American Medical Association, and The American Dental Association.

Superintendents and principals have found the cooperation of the parent-teacher associations helpful in emergencies, such as tax levies or bond issues. The voters are inclined to be interested in campaigns conducted by nonprofessional bodies who have a vital personal interest in the schools.

The past decade has seen the creation in several of the large cities of bodies known as public school associations, whose members place major emphasis on the financing and administration of the schools. Public school associations in some instances have served to deliver

city school systems from the dominance of partisan politics and to emphasize the importance of professional leadership in public education.

Agencies of School Interpretation

The Child
The Teacher
Vitalized Commencements
The Parent-Teacher Movement
American Education Week
Newspapers
School Publications
Radio
Exhibits
Civic Organizations
Motion Pictures
Athletics

The Baltimore Public School Association has enlisted the interest of nearly fifty other lay organizations in the city to carry on its program in behalf of the schools. So long as public school associations respect professional and educational leadership they are an asset to the school system. If ever the program becomes one of interference the school suffers and the association defeats the ends for which it exists.

There are in America nearly a dozen national organizations which form local luncheon clubs for business and professional men. They aim to create goodwill and friendship among their members and to perform some definite type of community service. Service to childhood is popular among all of them. Some of the clubs maintain clinics and camps for crippled or tubercular children. Others specialize in welfare work for boys.

A few years ago the Rotary Club of

Columbus, Ohio, established a custom of entertaining, once each year, 150 of the "most representative high-school seniors" in the city. These boys and girls are not selected on the single basis of scholarship. The factors considered are dependability, faithfulness, spirit, effort, modesty, cooperation, conduct, promptness, appreciation, and willingness to serve. The program is similar every year. The pupils are honored as the city's most promising citizens of tomorrow. They respond with a few short talks and school songs.

Service for school girls similar to that performed for boys by the luncheon clubs is conducted by such groups as the League of Women Voters, The Federation of Women's Clubs, The Council of Jewish Women, and The Women's Trade Union League. These organizations, by providing scholarships for worthy students who wish to attend schools of higher learning and by encouraging nonscholarly pupils to complete the high-school course bring to the public a knowledge of some of the school's most vital problems.

Every local community contains branches or chapters of national organizations devoted exclusively to the interest of childhood and youth. Among these organizations are the Boy Scouts of America, The Y. M. C. A., The Y. W. C. A., The Boys Club Federation of America, The 4H Clubs (in rural communities), and The Camp Fire Girls. In some cases the activities of these organizations are regarded as extracurriculum activities of the schools and school time is devoted to their work. Whether other organization activities are carried on within or without the school, they are closely related to the school program in developing health, home membership, citizenship, vocational guidance, leisure interests, and character training.

BY LAW AND PUNISHMENT, by social agitation and discussion, society can regulate and form itself in a more or less haphazard or chance way. But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.—JOHN DEWEY.

A Calendar of Interpretation

SCHOOL INTERPRETATION can be most effective only when most carefully planned. On this page are suggestions for a continuous program of interpretive work. The topics under the headings for each month have been used effectively in presenting to the public the activities of schools in various communities. The best administrators realize the necessity of keeping citizens continuously acquainted with the activities, aims, and ideals of the school system. In this program of continuous interpretation many agencies will cooperate. Activities and relationships are indicated on this page. Contributions which these agencies are glad to make are mentioned on the page entitled *The Community and the Schools*.

September

Newspaper features

- The opening of schools
- New teachers
- The summer roundup of the children
- Health recommendations of the superintendent or the school physician

Demonstrations

- School work exhibits at county and state fairs
- School floats in Labor Day parade

Meetings

- Teachers Institute
- Parent-teacher association to welcome parents of beginning children

Publications

- Handbook for pupils
- Handbook for parents

Radio

- Talk by superintendent on evening before schools open

October

Newspaper features

- School enrolment figures
- How the school accommodates the increasing number of pupils
- Needs of the schools at November election
- Student selfgoverning bodies
- Opening of evening schools
- Recent additions to the school library
- Americanization programs (Columbus day, October 12)
- Honor rolls based on first six-weeks reports

Meetings

- Local teachers association
- State education association
- Board of education
- Parent-teacher association

Publications

- Monthly and weekly papers published by students
- Posters advocating bond issues on tax levies at November election.

November

Newspaper features

- Election of members to the Board of Education
- Bond issues and tax levies
- Illustrated article showing need of modern school equipment.

American Education Week Program
Education Week statements by leading citizens commending the schools
What the state spends for education

Demonstrations

Rededication of all schools during American Education Week

Meetings

City teachers association
Parent-teacher associations
Board of education

THE NATIONAL Education Association has as one of its major purposes the interpretation of education to the public. It believes that much of the effectiveness of the school depends on the constant dissemination of accurate educational information. To that end the Association encourages cooperation between newspapers and schools and maintains an information service for newspapers and magazines throughout the year. In *THE JOURNAL* it presents a continuous report of educational progress.

Publications

Campaign literature for November elections
Circulars describing American Education Week

Radio

American Education Week Program

December

Newspaper features

Honor rolls based on second six-weeks reports
Reports of state teachers conventions
Election of new officers of the board of education

Demonstrations

Christmas concert by pupils
Awarding naturalization papers to students in Americanization classes

Meetings

Local teachers association
State education associations
Board of education
Parent-teacher associations

January

Newspaper features

Reopening of schools
List of midyear graduates

Demonstrations

Commencement

Meetings

Teachers association
Parent-teacher associations
Board of education

Radio

Address by selected high-school teachers and pupils to graduates of the elementary schools

February

Newspaper features

Winter convention of the National Education Association
Beginning of the semester

Changes in the teaching personnel
Work of the school dental clinic

Meetings

Teachers association
Board of education
Parent-teacher associations

Publications

Handbook for new pupils

Radio

Addresses by superintendent and president of parent-teacher association

March

Newspaper features

Interviews with teachers
Honor rolls based on first six-weeks reports

Demonstrations

Oratory contest supervised by newspapers

Meetings

Local teachers association
Parent-teacher associations
Board of education

April

Newspaper features

Vocational guidance for high-school pupils
How the schools care for behavior problem children

Meetings

Board of education
Parent-teacher association
Local teachers association

May

Newspaper features

Child Health Day—May 1
Honor rolls based on second six-weeks reports

Close of the second semester in the evening schools

Demonstrations

Openair pageants conducted by the division of physical education

Meetings

Address before the graduating class by representatives of colleges
Board of education
Parent-teacher associations
City teachers association

Publications

Course of study from which pupils may plan their work for next year

June

Newspaper features

List of teachers appointed for next year
List of graduates
Summer convention of the National Education Association

Demonstrations

A vitalized commencement
Field Day

July

Newspaper features

Professional study by teachers at summer schools
Purchase of new school sites
List of summer school teachers

August

Newspaper features

Cost of schools per pupil and distribution of costs
Additions made to school libraries
Where the June graduates are employed

An Experiment in Character Training

AGNESS BOYSEN

Principal, Lyndale School, Minneapolis, Minnesota

DURING THE past years there has been a growing desire to include character training in our school curriculum. This desire has come from the fact that many of our school graduates are not making a success in the home or in the business world. In fact, some seem to be absolute failures.

It has become evident to the majority of educators that one of the reasons for failures among our young people is the fact that tradition has taught us that education for life consists in the mastery of arithmetic, geography, reading, and writing, and other academic subjects, and that to be successful one needs a thorough knowledge of the fundamentals.

This brings us to the definition of success, the understanding of which should be the foundation of education. The majority of thinking people today, I believe, unite in the opinion that success means service and an adequate appreciation of the value of the best things that life has to offer.

Unfortunately, we find in our penitentiaries many men who are experts in mathematics. This leads us to the conclusion that a knowledge of mathematics in itself does not necessarily fit one to live correctly, and that there is something much more valuable to be gleaned from that study than mere accuracy and speed.

However, pupils, teachers, and parents continue to work for marks in academic subjectmatter. Their mind and heart and soul have been fixed on the desire that the boy or girl must stand "high" in the four fundamentals. This was largely due to the fact that school systems laid much greater stress on advance in the acquisition of subjectmatter than in anything else.

Something needed to be done to change the standards of both the parents and those in charge of the school curriculum. Good teachers have constantly worked for character growth when time permitted, but when standards were set up that a certain amount of academic work must be covered, and sometimes pressure in various ways was employed to accomplish this, it was deemed wise to sacrifice many ideals for the demands at hand. So it was necessary that some situation be created for the teachers which would make it possible for them to turn their

eyes from the desired gain in academic subjects to the realization that there was a greater and more desirable field to be covered.

In an experiment of the kind which we have worked out at the Lyndale School every teacher in the building must be in hearty cooperation and sympathy with such a movement. In fact, I can use only one expression which will cover it—they must be "completely sold"—otherwise the desirable results will not follow as they should.

For two years in our various conferences, our group at the Lyndale School discussed the needs of education before we took any definite action. We considered, first, the business world. We interviewed many prominent business men, asking their opinions concerning the reasons that boys and girls were not making good. The following statements were among their answers: "They lack in responsibility." "When they finish a job they expect someone to give them another, rather than being alert and finding one for themselves." "They want to be told what to do and when to do it." "It seems necessary for someone to stand over them continually so that they will not waste time." Another reason given by practically all was, "They do not cooperate. If someone criticizes them, they are disagreeable for the rest of the day. They object to taking orders and argue with the people who are directing their work." Still another general criticism was, "They are not punctual. They walk in five or ten minutes late and begin to watch the clock at 4:30. They are very much afraid that they may work a minute over time." Several remarked that they had no feeling of loyalty toward their employers and that they could not be depended upon; that if they were offered fifty cents a week more they would accept it at once, and often telephone in the morning that they would not return. I asked if they ever dismissed a boy because he was poor in arithmetic, spelling, or writing. They all smiled at this and shook their heads, and asserted that if "the boy was on the job and pleasant and not afraid to work, they were willing to take care of the other things."

At about this time, the teachers began

to ask if it would be possible to add character traits to the report cards. I was glad to have them experiment. We added responsibility, service, courtesy, and leadership. These additions helped the children. The majority of parents, however, were still uninterested in the marks of these qualifications. This was not the first time that I had seen this tried without success. We saw that something drastic must be done to change the standards of us all.

I opened the question of a report card with no marks in academic subjects and all marks in character traits. The teachers were of one mind and desirous of trying out this experiment at once. When school opened in the fall of 1925, they immediately expressed a desire to try out this type of report card.

After receiving permission to go ahead, we began to make definite plans. At a building meeting we listed every desirable character trait and finally grouped them under the ten headings: Reliability, obedience, industry, selfcontrol, social attitudes, judgment, punctuality, initiative, personal habits, thrift. I then divided the teachers into groups to form committees to define these character traits in terms which the children would understand. These requirements were taken off with the mimeograph, and each child as far down as the second grade made a booklet. Each page in this booklet is headed with a character trait and below are listed the ways of expressing it.

The kindergarten and the first and second grades have their individual booklets which they use as a basis for reading, language, and general work.

After we had taken these preliminary steps, we called the parents together for the first Parent-Teacher Association meeting of the year and explained to them what we had planned to do. There were about three hundred fifty parents present, and, as you may well imagine, they were much interested in the plan. A large majority were delighted, a few were dubious, and a very few were antagonistic.

I asked them to cooperate with us for at least one term, and as usual they were willing to give me their cordial support. I gave them as many details that evening as I thought necessary and outlined situ-

ations which might puzzle them. One thing I emphasized was that they must not expect too much of the children. I asked them to consider whether or not they, themselves, could be marked "A" in all of the character traits. I told them that I was sure that I could not be, and told them that it was unreasonable to expect children to do more than we could do. I suggested that they go over the booklets carefully with the children, helping them to understand how to express these qualities, and when a child came home with a low mark, instead of upbraiding him, to check up on the character trait, see where the difficulty was, and find ways to correct it.

The day came when we sent out our first report cards. The teachers had stated previously that it would be impossible to mark these cards out of school hours as they had heretofore, as they desired to mark them with the help of the children. I felt that this was a decided step in advance. The teachers took at least two half-days having individual conferences with the children. I wish I had space to tell you some of the desirable outcomes of these conferences. One teacher who was reluctant to break her program to do this work came to me and said that in all her years of teaching she had never become so well acquainted with the problems of her boys and girls, and that she had no idea of the difficulties that they had to meet.

For two weeks after the first report cards were issued, we did nothing but talk to parents. We had the pleasure of meeting some that we had never seen before. When a boy gets an "F" in arithmetic his father regrets it, but an "F" in reliability is quite another matter. He is either annoyed at the boy, or resentful at the one who gave the mark. In either case it produced some very satisfactory conferences. It would take too long to tell you the many happy results of these conferences.

As the report cards continued to be issued, complaints grew less, and encouraging comments began to pour in. The comments which pleased us most were those which stated that the children had improved greatly at home. This we felt and continue to feel is the most satisfactory outcome of all. It is not difficult to get children to do the right thing in a school building where a score of people are continually advising and directing. The real test is the conduct of boys and girls on the street, in the corner store, and at home. If the ideals we are teaching in the public schools can carry into these

places, then we are indeed making a contribution.

Parents stated that children were asking if they were reliable at home, and were requesting to know ways in which they might express it. They were playing with brothers and sisters and neighbors harmoniously because their social attitude must be right. Those who had always refused vegetables were asking for them because it showed good judgment. They were insisting upon going to bed at eight for the same reason. These are not a few detached cases. It began to be general over the entire building because we were giving just as much credit for work outside as in school. Fathers asked for extra booklets to take on the road with them in order to study them, and many said to me, "These are just as good for business as school work," which was the exact comment we were delighted to have.

One boy came to me one morning with a little elephant cut from a cake of laundry soap. It was so perfect that I expressed great admiration and asked when he had done it. His answer was, "Oh, my mark in initiative is low and I had to do something to bring it up, so last night at home I looked around to see what I could find." The marking of industry has done wonders for the pupils who would not work. Boys and girls whom we had decided were retarded mentally suddenly surprised us by jumping to the head of the class. We discovered that most of these cases were not stupidity but idleness. Another group of pupils we reached were those who were bright and had managed to slip through the grades with a "C," who suddenly realized that it was their working habits more than their 100's that made their progress. We found in that way a group of unusually bright boys and girls.

No doubt some will be interested in what occurred in scholarship, and I am glad to say that the Lyndale advanced in scholarship beyond anything it had ever done in the old system of marking. We were all so thoroughly convinced that growth in character would produce growth in scholarship that we were not surprised when this occurred.

The children all keep individual graphs of their work that they may see their

improvement. Room graphs are kept also not only in subjectmatter but in character traits. They enjoy noting how consistently their studies progress in proportion to their growth in character.

Acquisition of subjectmatter is necessary, but it must be the means to the end and not the end in itself. Dr. McMurry, in *Elementary School Standards*, states: "In instruction in the higher plane, facts are comprehended, remembered; they cannot be neglected because they are the raw material with which instruction deals. But they are mainly the means, not the end in themselves. Efficiency on the part of the pupils is the goal; and facts are selected and presented with the object of making the pupils energetic and high-minded, judicious, forceful, self-reliant."

During the past month I have had three mothers come into the office and say that the Lyndale marking system has completely changed their homes. One mother wept because her little girl was leaving. I then explained to her that this system does not need to be limited to the Lyndale. Conscientious teachers with a vision have always believed in developing character and that all we have done is to give it first place instead of second, and that she as a mother can continue to do the same thing in her home. She explained that children of that age are not so susceptible to the influence of parents as of teachers, and she feels that it is quite out of the question for the parents to do this work alone.

We have had letters from every state in the union, also from China, India, and Egypt, showing that all educators are becoming more and more interested in finding ways and means to teach character building in the schools.

The question is sometimes asked, "Do you have a special period for teaching character training?" It is quite as impossible to have one period for teaching character training as it would be to have one period to express it. It must be taught and expressed every minute of the day.

It has ceased to be an experiment with us. Results have been far too accurate to be in doubt any longer. Teachers sometimes express the fear that they may ever have to go back to the other system of marking, as they feel it would be impossible. I agree with them. It would indeed be a difficult task to give subjectmatter its former importance.—REPRINTED from the sixth yearbook of the Department of Elementary School Principals.



The Lefthanded Child

ROSE S. HARDWICK

Staff Psychologist, New England Home for Little Wanderers, and Head Psychologist, Division of Mental Hygiene,
Department of Mental Diseases of the Commonwealth of Massachusetts

TO THE teacher lefthandedness is not one problem but many, differing with the intelligence level, the intellectual type, and the emotional makeup of the individual child.

Here, for example, is a child of low normal intelligence, too bright to be eligible for the special class, but with no reserve of ability to draw upon when he is obliged to carry handicaps. At best he belongs in the slow moving division, and, even so, may have to repeat a grade before the law allows him to leave school.

Lefthandedness marks him as slow and clumsy, even in the slow division. School soon loses the charm of novelty, and becomes a place of gloom, from which he slips away to the easier and more amusing life of the streets, and he compensates for the growing feeling of inferiority at school by seeking social recognition elsewhere.

Paul's is a case in point. He is eight years old, repeating grade one and accomplishing practically nothing in school. Three different clinics agree that he is of normal intelligence, though very close to the borderline. He is said to have a good memory but to be very clumsy with his hands. Distinctly sinistral, he tends to do mirror-writing. His school attendance has been very irregular, and he has developed the habit of wandering about town at all hours of day and night. He has earned considerable money by singing and dancing on the streets, or in stores or restaurants. One evening the truant officer found him on the street with nine dollars in his pocket.

He is a pleasant, friendly child, rather easily led, restless, and lacking in persistence and poise. When we first saw him he said that he could not write even his own name, but he printed it in mirrored reversal. He was given some individual help, and after a few days was able to write his name correctly without a copy, though in very large script. We are trying to have him learn to use the left hand to advantage. Fortunately a good home is now open to him and we hope for intelligent cooperation from the school, but it will be hard to counteract the effects of these eighteen months of maladjustment. He now wears glasses to correct a marked degree of astigmatism,

but he has not had them long. His visual defect ought to have been corrected before he entered the first grade and he should have had individual help with his lefthandedness soon as it was recognized.



THESE ARE examples of Paul's handwriting. Above is the "mirror" writing which he first produced. Below is the way in which he wrote his name after several months' practice.

If that seems extravagant, consider what he has now cost the community in the services of truant officer, social workers, and examiners, to say nothing of the annoyance to his teachers and the bad effect of his conduct on other children.

Bernard presents a somewhat similar problem but his case is more hopeful, partly because he has the energy and ambition which Paul lacks. He has been thoroughly out of adjustment at school

and has been compensating in somewhat anti-social ways. He is nine years old and in grade two. Arithmetic is his best subject and reading his worst. The teachers say that he often appears to be day-dreaming but when called upon he shows that he knows what is going on. He has truanted persistently, missing fourteen out of twenty-six sessions last November, though the school was just across the street from his home. He was seldom absent alone and generally took with him boys who were much older. He was defiant at home, and at school his indifference to punishment was felt to be undermining the morale of the group. He hooked car rides, stole from the neighboring store, and had chronic bronchitis from smoking cigarettes.

This is the third clinic at which he has been examined within a year. In each case he was found to be of average intelligence. The report from the second clinic states that he is lefthanded, but he seems to have tried to use the right hand at school.

We found him a quiet little chap, rather cautious in his attitude at first, but always cooperative and very soon at ease and interested. His eagerness to conform with requirements sometimes led him into blunders, but he was persistent in the face of difficulties and reluctant to accept help. He was very happy to be praised and to feel himself successful. He was quite aware of his poor school record but was frank about it, and, though a feeling of inferiority was beginning to develop on this basis, it had not yet become established.

When reading was mentioned he spoke up quickly, saying that he did not know how to read or write, but on the Gray Oral Reading Test his B-score was 3.1. Some of his blunders were due to an apparently conscientious effort to read rapidly. He also showed a tendency to mirrored reversal, reading "on" for "no" and "brof" for "before."

His speech was rather infantile at times, as regards both word forms and sentence structure. There was some stammering and faulty enunciation, and occasionally the interpolation of meaningless sounds, giving the impression of

such blocking as might be occasioned by failure to establish cerebral dominance. This speech defect was aggravated by his tendency to precipitate reactions which, in turn, seems to be partly temperamental and partly a matter of over-compensation.

His perception can be quite keen and discriminating, but his interpretation of social situations is a little childish for his age.

Vision tests showed an acuity of 8/10 for each eye, but the left eye appeared to be slightly astigmatic, and in view of his special difficulties with reading and writing, he was referred to the oculist. He came back with a diagnosis of hypermetropia in both eyes and glasses were prescribed for constant use. They were provided at once and he has cooperated very well for a child of his age in the use and care of them.

It was explained to him that mirror-writing was perfectly good writing, as indeed it is theoretically, but that not many people could read it as easily as he could and therefore it was important for him to practise the usual style. He was quick to grasp the implication of this point of view and the emotional relief was evident. He eagerly accepted suggestions as to positions of hand, arm, and paper, and is practising zealously on his own initiative.

His problem is by no means solved yet, but it is considerably simplified. If, when he returns presently to the public schools,

the interest and cooperation of his teacher can be secured, the prospects for his future will be fairly hopeful.

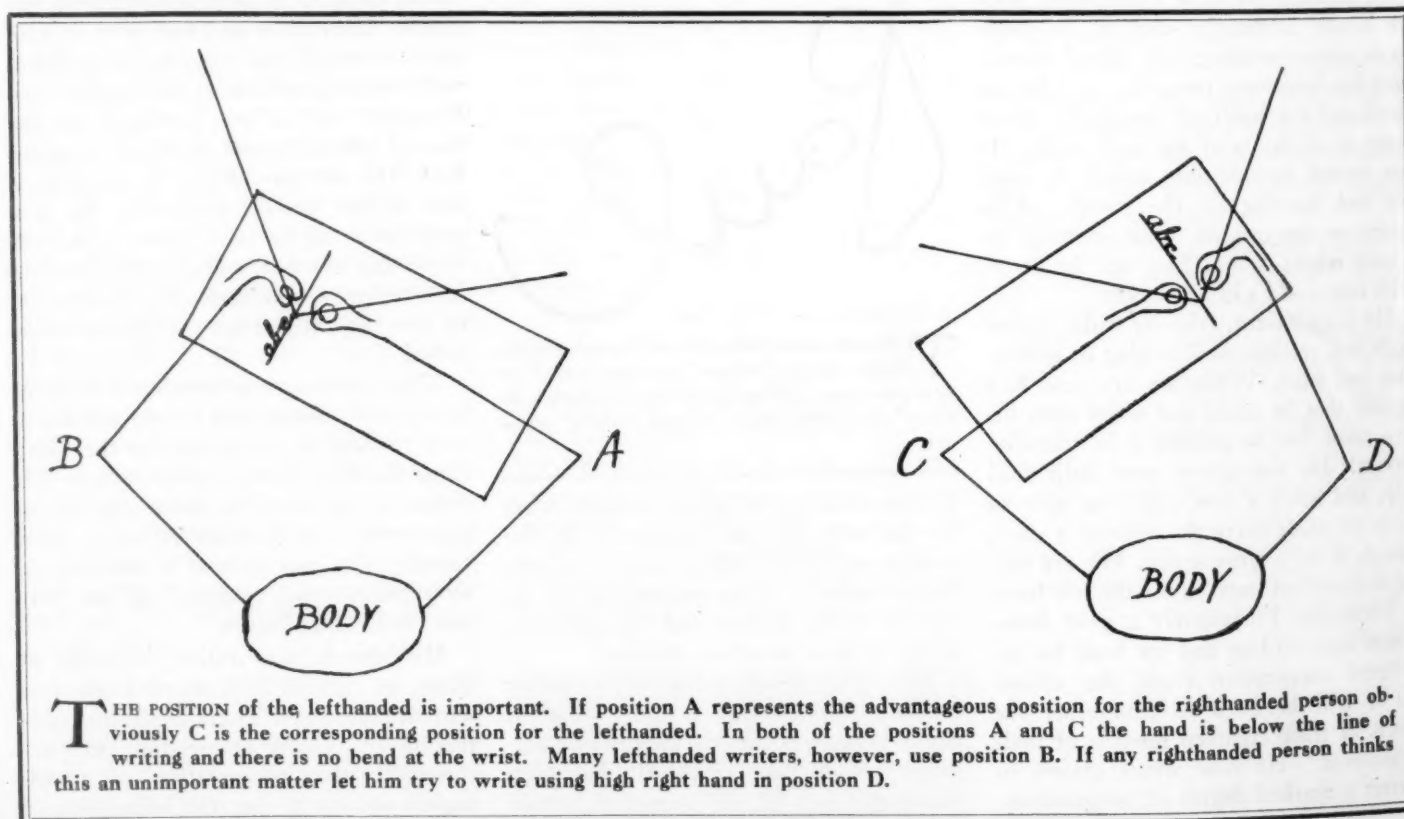
In both these cases the difficulties due to sinistrality were aggravated by a visual defect which must have made all close work peculiarly fagging and discouraging. Also, in both cases, it is the home, not the school, that is chiefly responsible for the unsatisfactory behavior, but just because the home is failing him, it is the more important for the school to establish a firm hold on the child's affections.

An instance of extreme awkwardness is that of thirteen-year-old Nan. She was failing in school and losing interest and ambition. Her teachers reported that not only was the content of her written work poor, but it was so extremely slovenly as to be unacceptable. She was found to be using a position intermediate between positions B and C of the chart below, causing the hand to move on the line of writing instead of below or above it, thus smearing each word as soon as it was written. The results can be imagined. This girl was of normal intelligence, however, and when position C was illustrated for her and its advantages explained, she attempted it at once. Her marks came up promptly and with them her courage rose.

How, one asks, does it happen that a child in a good school is allowed to acquire an obviously awkward habit? It seems to come about in various ways.

Sometimes a child shifts his pencil back and forth, writing like his neighbors with the right hand "when teacher is looking," and quickly shifting the pencil, but not venturing to move the paper, when her back is turned. Sometimes the child is quite frank and aboveboard, simply conceding the dextral usage as required at school but following their bent at home. In such a case the teacher may not suspect the existence of any problem.

The purpose of all education is the social adjustment of the individual and that, not with reference to the passing moment only, but having in view the whole of his probable life span. Any "system of penmanship" is justified only insofar as it is really an aid in learning to write. Writing, in turn, is not an end in itself. It is not worth the trouble of learning unless it serves to bring the individual out of his isolation and into communication with his fellows on the higher social levels. For such service he needs the most delicately responsive instrument available. The right hand is not good enough if the left hand is better. Happily for the human race one can perfectly well be lefthanded in one activity and righthanded in another. Happily, also, pen, pencil, and paper lend themselves equally to the use of either hand. Let us emancipate the next generation from the superstition of dextrality. The hand and the pen and the system were made for the child, not the child for them.



Growth of Summer School Attendance

Prepared by the Research Division of the National Education Association

States and other units	Estimated number of teachers 1927-28 ¹	Summer school enrolment:				Total number of summer schools 1928 ²	Number of summer schools reporting 1928	Summer school enrolment 1928		Percent of teachers enrolled in courses in education in 1928	Rank of column 11
		1926		1927				All courses	Courses in education		
		All courses	Courses in education	All courses	Courses in education						
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	900,700	313,208	218,695	379,871	249,268	626	616	409,341	282,068	31.32	
Alabama.....	16,100	5,736	4,302	10,913	8,883	17	16	11,214	8,881	55.16	4
Arizona.....	3,100	975	873	945	585	2	2	1,805	1,255	40.48	12
Arkansas.....	12,500	1,918	1,639	2,726	2,136	7	7	3,363	3,337	26.70	30
California.....	38,000	8,402	5,883	19,422	12,118	22	21	22,231	15,622	41.11	11
Colorado.....	10,700	7,236	5,563	8,610	6,248	9	8	8,497	6,203	57.97	2
Connecticut.....	11,000	168	22	975	873	3	3	887	817	7.43	51
Delaware.....	1,500	291	272	293	237	1	1	299	243	16.20	42
District of Columbia.....	2,900	1,300	140	2,490	729	6	6	2,567	1,073	37.00	15
Florida.....	10,000	1,419	1,231	2,112	1,450	3	3	2,238	1,373	13.73	44
Georgia.....	18,250	4,208	2,347	6,564	3,778	13	13	7,031	4,725	25.89	31
Idaho.....	4,500	1,443	1,296	1,399	1,180	7	7	1,217	1,075	23.89	34
Illinois.....	46,000	24,536	15,145	25,512	12,700	37	36	25,179	15,781	34.31	19
Indiana.....	24,000	12,512	10,524	15,378	10,644	21	19	11,867	9,319	38.83	13
Iowa.....	26,000	8,613	6,059	10,626	6,562	25	25	11,577	7,775	29.90	24
Kansas.....	21,700	10,245	7,048	10,619	6,858	18	17	10,667	8,001	36.87	16
Kentucky.....	18,000	6,254	5,486	6,537	4,561	13	13	8,417	5,818	32.32	20
Louisiana.....	11,000	2,461	2,059	4,861	3,530	10	9	5,566	3,537	32.15	21
Maine.....	6,400	1,520	1,304	1,606	1,364	7	7	1,629	1,552	24.25	33
Maryland.....	8,400	2,045	1,548	2,205	1,428	10	10	2,503	1,836	21.86	37
Massachusetts.....	26,000	6,906	3,183	8,799	4,425	16	16	8,336	2,796	10.75	49
Michigan.....	31,200	12,110	8,161	12,883	8,437	16	16	13,906	8,809	28.23	27
Minnesota.....	24,000	7,160	3,789	8,102	4,300	10	10	9,421	5,084	21.18	38
Mississippi.....	15,000	1,992	1,570	2,596	1,707	7	7	3,076	2,373	15.82	43
Missouri.....	24,800	9,772	7,458	13,561	9,255	19	19	13,708	10,792	43.52	9
Montana.....	6,200	1,388	1,162	1,493	1,286	4	4	939	651	10.50	50
Nebraska.....	15,000	8,570	5,718	9,051	6,018	13	13	8,809	6,323	42.15	10
Nevada.....	800	145	139	130	88	1	1	120	100	12.50	46
New Hampshire.....	3,100	520	376	553	320	2	2	517	377	12.16	47
New Jersey.....	24,500	2,210	1,375	1,983	983	11	10	3,111	1,315	5.37	52
New Mexico.....	3,400	1,144	1,034	1,772	1,346	5	5	1,533	1,511	44.44	8
New York.....	73,000	31,676	15,978	36,903	19,887	34	34	40,103	21,611	29.60	25
North Carolina.....	24,200	10,267	7,862	10,648	8,152	18	18	12,347	10,767	44.49	7
North Dakota.....	9,500	4,634	4,297	3,971	3,573	8	8	4,057	3,547	37.34	14
Ohio.....	45,000	15,438	10,091	15,701	11,148	36	35	19,823	12,665	28.14	28
Oklahoma.....	19,300	15,165	11,223	14,206	8,894	14	14	17,191	12,171	63.06	1
Oregon.....	8,400	3,797	2,381	4,079	3,079	8	8	3,722	2,559	30.46	23
Pennsylvania.....	59,000	20,885	16,280	22,594	16,740	43	43	21,668	16,147	27.37	29
Rhode Island.....	3,900	474	369	514	459	2	2	457	457	11.72	48
South Carolina.....	14,000	3,933	2,868	3,940	2,355	7	7	4,209	2,593	18.52	41
South Dakota.....	9,500	2,968	2,378	2,703	1,933	11	11	3,150	2,411	25.38	32
Tennessee.....	18,000	8,548	7,615	8,489	7,228	17	17	10,464	9,280	51.56	5
Texas.....	40,000	12,901	8,429	23,252	14,155	29	29	25,319	18,817	47.04	6
Utah.....	4,600	595	395	1,900	1,337	3	3	1,598	866	18.83	40
Vermont.....	3,100	815	603	1,421	635	3	3	1,482	684	22.06	36
Virginia.....	18,000	5,968	4,455	7,742	5,856	15	15	8,332	6,397	35.54	18
Washington.....	11,900	5,390	3,873	5,951	4,457	8	8	7,906	3,761	31.61	22
West Virginia.....	16,000	4,256	3,874	6,635	4,922	14	14	6,998	4,679	29.24	26
Wisconsin.....	21,450	9,771	6,903	10,733	7,349	15	15	11,170	7,646	35.65	17
Wyoming.....	3,400	800	640	1,364	1,039	1	1	925	760	22.35	35
Hawaii.....	2,200	722	525	682	425	2	2	1,321	1,253	56.95	3
Philippine Islands.....	27,000			616	616	1	1	3,643	3,643	13.49	45
Porto Rico.....	5,200	1,006	950	1,111	1,000	2	2	1,226	1,000	19.23	39

READ TABLE as follows: In Alabama there were 16,100 teachers, principals, supervisors, and administrative officers in public elementary and secondary schools in 1927-28. In this state 17 institutions conduct summer schools. A complete report was obtained from 16 of these institutions as to summer school enrolment in 1928. These 16 institutions reported a total summer school enrolment of 11,214. Of this total 8881 were enrolled in teacher training or education courses. In Alabama the ratio of summer school enrolment in education courses to number of

teachers in the state is 55.16 percent. This percent gives Alabama a rank of 4 in this regard.

In interpreting the figures of this table it should be kept in mind that some states offer fewer and less attractive opportunities for summer school work than others. Consequently many teachers attend summer schools outside the states of their service. This and other factors probably combine to give a few states a considerably higher rank than is deserved and correspondingly reduces the rank of others. Many teachers now gain their professional advance in extension

courses during the regular year. This table takes no account of such work.

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

¹ The figures as to number of teachers in 1927-28 are estimates based upon the latest and most reliable data available; they include teachers, principals, supervisors, and administrative officers.

² The number of institutions in this column is that reported in the *Educational Directory* for 1928, United States Bureau of Education, Bulletin, 1928, No. 1. All institutions listed in this Directory were given two opportunities to report. Of the 626 institutions conducting summer session 616 reported or 98 percent. A complete report was received from all institutions in 44 states and territories. The rank of a few is considerably lowered because some of their institutions failed to report. Such states may be identified by comparing columns 7 and 8.

PROFESSIONAL MEMBERSHIP ENROLLMENT 1 (LOCAL)

Name _____
(Print or write plainly)

P. O. Address _____
(Number and street)

Local Branch (County, City, School) _____

Educational Position _____

Fees—July 1, 1927 to June 30, 1928, as follows:

Local Branch P. S. E. A. dues	\$	
P. S. E. A. dues and Journal	1.00	
N. E. A. dues and Journal	2.00	

Date of payment _____

This card should be retained by local secretary for membership file.

PROFESSIONAL MEMBERSHIP ENROLLMENT 2 (STATE)

Name _____
(Print or write plainly)

P. O. Address _____
(Number and street)

Local Branch (County, City, School) _____

Educational Position _____

Fees—July 1, 1927 to June 30, 1928, as follows:

P. S. E. A. dues and Journal	\$1.00
------------------------------	--------

Date of payment _____

This card should be forwarded with remittance by local treasurer to J. Herbert Kelley, Secretary, P. S. E. A., 409 N. Third St., Harrisburg.

PROFESSIONAL MEMBERSHIP ENROLLMENT 3 (NATIONAL)

Name _____
(Print or write plainly)

P. O. Address _____
(Number and street)

Local Branch (County, City, School) _____

Educational Position _____

Fees—July 1, 1927 to June 30, 1928, as follows:

National Education Association dues and Journal	\$2.00
N. E. A. dues, Journal and Proceedings	5.00

Date of payment _____

This card should be forwarded with remittance by local treasurer to J. W. Crabtree, N. E. A. Secretary, 1301 Sixteenth St., Washington, D. C.

RECEIPT AND MEMBERSHIP CARD 4

1. Local Branch, P. S. E. A.
2. Pennsylvania State Education Association
3. National Education Association

This certifies that _____ having paid the annual fees is an ACTIVE MEMBER for the year July 1, 1927 to June 30, 1928 and is entitled to full rights and privileges.

FEES PAID

Local Branch Dues, P. S. E. A.	\$	
P. S. E. A. dues and Journal	1.00	
N. E. A. dues and Journal	2.00	
Total Paid	\$	

Date _____, Local Secretary

J. Herbert Kelley, Secretary, P. S. E. A.
J. W. Crabtree, Secretary, N. E. A.

This card should be returned to the member.

EVERY PENNY saved in the routine of professional organization means that much more for the vital services which the various associations are rendering their members. It means better publications which go to all members, more for research, and more for the promotion of such professional enterprises as salaries, tenure, and pensions. The collection of dues for hundreds of thousands of teachers necessarily involves considerable overhead cost. Such enterprises as life membership and the budgeting of professional dues help to make this cost as little as possible. The plan of budgeting professional dues is growing in favor. Five states—Minnesota, Montana, Nevada, Washington, and Pennsylvania—the territory of Hawaii, and more than twenty-five local associations have adopted this procedure, which facilitates enrolment of teachers in local, state, and national associations at the same time. The Minnesota Education Association has just issued a ten-page enrolment leaflet which carries detailed information as well as enrolment blanks. In commenting upon their plan, Secretary Schulz writes: "I thoroughly believe in combined enrolment of the N. E. A. with the State Association. It worked well in Minnesota last year and we noticed no decrease in state membership. On the other hand, I think it increased the interest in the State Association to combine the two." On this page is a reduced facsimile of the coinclusive enrolment card adopted by the Pennsylvania State Education Association two years ago. This card has met with enthusiastic approval by the leaders in Pennsylvania, who are interested in seeing their state take first place in professional membership—local, state, and national. A similar card is in use in the state of Washington.

The Russian Pioneers

LUCY L. W. WILSON

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

A LEAGUE of Youth in Russia was inevitable. Literally, it "just grew" until now almost all the students in city secondary schools and surprisingly large numbers of peasant youth are proud and confident members of this organization.

The members of the League of Youth, called *Comsomol*, have played an important and worthy part in the evolution of education in the Soviet Union. The idea of the remarkable schools for peasant youth came entirely from them. They have worked at it and with it fervently, persistently, and to them is largely due its phenomenal development and success. It is the *Comsomol*, too, who have helped materially to reorganize the last two years of the usual high school giving to both of them a strong vocational slant. At the other end of the line, for several years, they have been taking an active part in the now flourishing preschool movement which is providing schools and summer playgrounds, both in cities and rural districts, for children from three to seven. This is the rich inheritance of duty that they now have successfully handed over to the Pioneers.

In speaking in a conference to the League of Youth there assembled, Kroupskaia, Lenin's widow, said:

First, the school must develop in the child an active interest in the phenomena of nature and of public life. Second, the school must teach the child to seek scientific answers to his questions in books. Third, the school

must develop in children the habit of studying and working in groups.

And, then, almost immediately afterward, with the aid of the *Comsomol*, Kroupskaia developed a league of younger children, from seven to thirteen,

fully with an intercreating mind what in these movements was worthwhile for Russian children, in a Russian environment, to develop and strengthen the new Russian ideals.

A year after the launching of the idea, there were 4000 Pioneers; the next year, 200,000; and two years later, in 1925, a million. Now practically all the children in city elementary schools, and increasingly large numbers of children in the rural schools, belong to the Pioneers.

The Pioneers are everywhere in evidence, carrying flags and banners, sometimes in uniform of various types—more often with a red kerchief or a red tie as their only insignia—at work, marching, hiking, singing. In summer they camp out together, under the protection of members of the older League of Youth, the *Comsomol*. Round the campfire they listen eagerly to the stories—now almost legendary—that have to do with the youth of Lenin and with the Revolution. And they learn to know the world of nature at first hand. They are taught to be clean, to be neat, to exercise. A daily detailed routine for all Pioneers is a part of the official program. It provides for cleansing of hands and teeth in connection with school luncheon, fresh air during their daily noonday rest or play as well as during the daily afternoon tea and play. In short, it inculcates health habits, and, at the same time, carefully budgets a twenty-four-hour day. Practically all city schools provide a Pioneer



PIONEER CAMP—A lesson in nature study. These children go on hiking and camping trips in the summer and learn of nature at first hand.

equivalent to our Boy and Girl Scouts. The idea came to her originally from American Scout Manuals. Characteristically, she sent at once to England for the Baden-Powell literature and, with these materials in her hands, considered care-



ACTIVITIES of the Pioneers—on the left is a council on the admission of homeless children to the Pioneers. On the right is a march of Pioneers in the country.

Club period of two hours on Thursdays. When this is not done, for example in schools where the Pioneers are in the minority, then the League of Youth of that community sees to it that the Pioneers meet on Sundays for about the same length of time for a club in which openair play and sports predominate.

In the half dozen years since their organization, the Pioneers have been served. Now in their turn they are serving on what the Russians call the "third front", the education of very little children together with the initiation of real freedom for working women. This service is in connection with preschools, summer playgrounds, and the organization of still younger children in a still younger League of Youth called Oktabrist. The Oktabrist, children from three to seven, are being guided by the Pioneers, just as they in their turn were helped by the Comsomols.

In all the larger towns and cities, children's hearths, children's playgrounds, and the more formal kindergarten schools are to be found not only in connection with regular elementary schools, but also, independent from them, in separate buildings. The hearths and playgrounds are in session all day, the public nursery schools and kindergartens from nine until three. The so-called "private" kindergartens close at twelve or one, following closely along the lines of the American kindergartens. These latter schools are not private at all in our sense of the word. They are under the direct supervision of the People's Commissariat for Education and each must give free education to the extent of at least twenty-five percent of the total number of children in the classes. Expenses are met, not with definite fees but cooperatively.

The preschools are equipped with a playroom and a playground, with the small chairs and tables, games, all sorts of didactic material, and a piano, and also with beds, a kitchen, and a dining room, or at least facilities for sleeping, cooking, and eating. Sleep and food are as essential to the education of preschool children as are work and play, says the state, and, accordingly, provides as carefully for the first as for the last. Food, rest, play, work, stories, excursions, art, music, drama—all of these enter definitely into the curriculum. In these last years, too, much success has attended the effort on the part of these schools to organize the mothers into effective co-operative groups, so that the children both at home and in school may experience the joy of creative activity at the

same time that they are forming collective habits in their work and at play. Summer playgrounds have been developing with extraordinary rapidity, especially in factory and village districts. Quite unexpectedly they have been instrumental in awakening among the peasants a strong desire for winter kindergartens. The mother sees as never before the physical advantages of free play over swaddling clothes.

"It is the duty of the Pioneers to participate in the education of the third relief, thus revolutionizing preschool institutions," writes Pistrak, Volkov, and Souroceva in *A Guide to Preschool Education* just published by the Government Publication Bureau (1928), which continues as follows:

Pioneer propaganda will help to increase the number of institutions. Already there is welldeveloped cooperation between such schools and the local pioneers. But too often a definite plan is lacking. Hence the following suggestion for organization, planning, relationship with the teachers, and with the content and method of work:

The bureau of the young pioneers should delegate a definite group to attach itself to each local preschool and to be responsible for the work of the pioneers there. It is desirable to connect a group also with some local trade, in order to bring the children in definite contact with production.

Groups so connected must be relieved from other public tasks. But all the pioneers should participate on certain occasions, such as celebrations, the cultivation of a vegetable garden, etc.

The group or unit of pioneers especially concerned with an individual school should be subdivided according to the age of the children with whom they work. They should plan to visit the school, once or twice weekly, preferably in the morning.

The pioneer unit should be composed of the older pioneers, because the preschool work requires tact and discipline.

The pioneer unit must keep in touch with the individual school for a period not less than three months. If the change in units corresponds with the trimester schedule (Russian schools have three terms instead of the more usual two) the work must be planned accordingly.

The teachers should discuss school conditions and their trimester plans with the pioneers, defining the part of the pioneers in this general plan. In addition, at the beginning of each week, the pioneer should be helped to know the routine for the week as well as his own task.

On the other hand, teachers should acquaint themselves with the life of the pioneers and cooperate with them. One teacher should be responsible for this, attending pioneer meetings and the council of the leaders, as well as keeping in touch with the work of the unit in the school.

Most of the pioneers have had little experience with small children. The teacher will need to explain the nature of play, the im-

portance of hygienic habits, etc., to them. The teacher should lead the pioneer, but not suppress either his initiative or his selfactivity.

There should be organized participation of pioneers in all the phases of preschool work, in physical education, formation of children's collectives, their relation to the environment, their connection with public work, etc. By taking part in the work and play of the children, the pioneers stimulate the children and help them easily to right methods. Under the direction of the teacher, they can organize the children into various committees, as well as help to organize the wall newspaper and keep it going.

But the pioneers must not be allowed to do work for the children. Instead, they should cooperate with them, helping the child to build his own life, giving him a personal example of discipline and organization.

Good, at least on paper, say you? It is true that these ideals are not realized in every school, perhaps, at the present writing, in relatively few of them. Nevertheless, the Pioneers have actually accomplished many things. Among others:

They have been important factors in local propaganda for local preschools. This they have accomplished under the direction of the League of Youth, sometimes by getting together a *baby's inn* display, or wall newspaper, sometimes in a library hut, sometimes in a peasant's home. Often they give talks in their own or in neighbors' families on the advantages of preschools. Only those who know the enormous joy of all Russians—nearly—in talk and still more talk can realize how much easier it is to organize them than to get together a worthwhile exhibit.

In addition, Pioneers have helped in the physical work of making the playground, the school furniture, including towels, boxes, etc.; in helping the teacher to make the original survey or census, to study local conditions, to know the family life of the children. And, after the playground has arrived, they have so organized Pioneer playground duty that the teacher can count on a Pioneer assistant for every hour of the day.

Best of all, not only have the Pioneers held high the torch, but they have passed it on. In many preschools, Oktabrist groups have been organized among the oldest pupils. These are invariably attached to the Pioneer unit and share its duties, but their activities are also invariably under the supervision of the teacher and of the school physician as well.

Comsomol, Pioneers, Oktabrist,—three strong links in the chain by which Soviet Russia is now endeavoring to connect the schools and the community. Education is not mere preparation for life, says she, not mere living, either, but life at flood tide, life more abundantly.

Vitalized Group Study and Faculty Meetings

THE PRACTISE of holding regular faculty meetings in schools of all types is steadily growing. A circular entitled "A study of the problems of the profession" has been sent out from Association headquarters to principals and superintendents. In this Secretary Crabtree says: "Great progress has been made during the last three years in getting the profession at work on its problems. In thousands of schools, meetings for considering important questions were held regularly last year in elementary, junior, and senior high schools."

Many local problems are ironed out in these meetings. But most questions which are coming up in your own school face teachers in other communities and other states. What teachers and administrators in other places are doing and thinking is found in *THE JOURNAL*, in state association journals, and in other current magazines. These contain the fresh material which will be in the books of tomorrow. They bring ideas and ideals which are indispensable to a teacher's professional growth.

For faculty meetings in senior high schools—The high-school teacher keeps abreast of the profession he has chosen if he desires to succeed. Such teachers will be interested in the following articles published in *THE JOURNAL* since January:

The secondary school—Alvan T. Fuller. April 1928; 17: 121

Real teaching—Dr. Frank Crane. Oct. 1928; 17: 203

Clerks for teachers—Paul A. Maxwell. Jan. 1928; 17: 8

The human side of teaching—Nathan G. Goodman. Jan. 1928; 17: 25

Mental hygiene in the high school—Elma Olson. March 1928; 17: 77

The wheel of the girls' adviser—H. Reed Folton. June 1928; 17: 177

A subject of interest to all senior high-school teachers is that of commencement, a school function of absorbing interest to graduates, teachers, and parents. *THE JOURNAL* has inaugurated a movement for vitalizing commencements by giving its columns freely to what has been accomplished in different parts of the country. *Commencements in Doylestown*, Jan. 1928, p. 9, describes the research made by the Doylestown, Pa. graduates as to failures within their own school. Such an investigation cannot fail to result in the school's adapting itself to the needs of its young people.

For faculty meetings in junior high schools—The junior high school is a comparatively new educational unit. It has justified itself in every community where it has been started. Investigation shows that with the advent of the junior high school, schools are rendering a broader and more intensive service. More children are kept in school. Fewer cases of

Growth in understanding children—Ira S. Wile. Feb. 1928; 17: 43

Aiding adolescents to interpret life—Margaret M. Alltucker. Feb. 1928; 17: 59

The vital organs of the mind—Daniel W. La Rue. November 1928; 17: 255

Every junior high-school teacher should be familiar with the Fifth Year-book of the Department of Superintendence—The Junior High School Curriculum. Over 450 of its pages are given over to the place of the junior high school in American education and reports of the twelve national subject committees. One hundred nineteen research studies and a wealth of material are supplied including suggestions, bibliographies, sources of material, and detailed outlines of untold value in planning.

What the Journal checkup shows—A story of *THE JOURNAL* checkup is told in the October *Notes and Announcements*. Reports from *JOURNAL* readers in every state show not only what *JOURNAL* articles they find most useful but what they are reading in other magazines. They refer often to articles in magazines of state education associations which are steadily growing richer in content.

A few high points in state education journals. Among articles in the September issues of various state association journals that are especially useful are:

Education through personal contact by D. E. Phillips in *West Virginia School Journal*
Moral education and character training by A. C. Fuller in *Midland Schools*

A countywide program of supervision by H. L. Egger in *Texas Outlook*

What a normal graduate should know upon graduation by Ashley Worlick in *Journal of Louisiana Teachers' Association*

Why not a little inspiration? in *Nebraska Educational Journal*

The principal as a teacher builder by Lucilla Gallyer in *Utah Education Review*.

Teaching spelling in the elementary schools by Ernest Horn. This article appears in several state association journals, being one of the series syndicated by the Service Bureau of state education associations.

For elementary schools—In this issue of *THE JOURNAL*: Are the ideas and language of the Peace Pact within the comprehension of your pupils? Can they see some of the effects which mass education in China may have on our own land? A study of your school in regard to the suggestions in the editorial could be the basis of a stimulating faculty discussion. What preparation would your school make before trying the experiment in character education by Agness Boysen?

Progress, or Death!

A harsh verdict? Nevertheless, true!

It used to be that certificates once attained were good for life, without further effort on the part of the holder.

Now the demand is, more and more, that the teacher keep growing if she is to retain her certificate.

The demand for "growth" started with the elementary schools. It has now spread until it includes secondary teachers—and is beginning to include university and college instructors.

More every year now the price of holding on to a job is GROWTH!

The wise teacher will insure her own future by keeping ahead of the demand.

A Great and Progressive Teacher-Training Institution

New Mexico Normal University

Las Vegas

Fall Quarter, Sept. 24

FRANK CARROON, President

THIS advertisement from the *New Mexico School Review* suggests that the price of life is growth.

juvenile delinquency are coming into court. More children find themselves. Pupils are better prepared for the work in which they engage. Through club work they develop more initiative and responsibility. Through the correlation of hygiene, physical training, medical inspection, and dental clinics, the pupils have better health.

And best of all, better teaching is now done in the junior high school, for the work constantly attracts better trained teachers. Articles in *THE JOURNAL* that will interest the junior high-school teacher are:

Teaching in junior high school—James M. Glass, May 1928; 17: 145

Ben Blewett Intermediate School—November 1928; 17: 239

An experiment in character education—Agness Boysen, November 1928; 17: 261

A notable junior high school—Margaret Romer. June 1928; 17: 175

Psychology—Recent educational psychology—Frank N. Freeman. Feb. 1928; 17: 42

Builders of Our Profession

TWO HUNDRED thousand before Christmas" is the slogan adopted by enthusiastic workers in behalf of the enlistment of the profession. Organization is the outstanding spirit of the age. The individual is the important unit of society but the individual alone is wellnigh powerless, helpless, and hopeless. Progress is made by individuals pooling their ideas, their intelligence, and their strength. Teachers are gradually catching this spirit. Writing from Mount Vernon, New York, one says: "We teachers are beginning to realize that if we stand together we may accomplish that which seems impossible when going it alone."

In the past, teachers have often been individualists but they have seen the results of organization in the other professions, in politics, in business, and in industry. They are learning the truth of the old adage: "In unity there is strength." They are learning to state their faith "on the irresistible force that comes when highly developed individualism is harnessed into full and complete cooperation."

There is no more thrilling story than the record of the growth of professional organizations among teachers during the past two decades. State associations have multiplied their membership of twenty years ago by ten and the N. E. A. has grown to forty times its size in 1908. These figures are both inspiring and prophetic. The advance is just begun. This year will surely show new growth and further progress. *Two Hundred Thousand* is the goal,—we must not fail!

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the June Journal.

ARIZONA—C. K. Davis, Ralph H. Zimmerman.
 ARKANSAS—L. F. Wheelis.
 CALIFORNIA—Hollis P. Allen, Arthur H. Chamberlain, M. W. Chandler, Arthur F. Corey, Miss Roby T. Elwood, Mrs. Dora Pankey Glines, Verna L. C. Hale, Gertrude B. Hommand, J. D. Hayes, D. L. Hennessey, H. D. Herold, Floyd A. Johnson, Ruth Paulding, William A. Payne, Thais M. Plaisted, Vivian Raybold.
 COLORADO—Charles E. Greene.
 CONNECTICUT—Alfred F. Mayhew, Carrie I. Simms.
 DISTRICT OF COLUMBIA—C. Riborg Mann.
 FLORIDA—Margaret C. Fairlie, M. R. Hinson, G. Ballard Simmons.
 GEORGIA—Jasper Luther Beeson, C. L. Harrell, Annie P. Hopper, L. M. Lester, A. G. Martin, Jero M. Pound, R. H. Powell, Charles Mercer Snelling.
 HAWAII—George Allen Odgers, Roy Lee Roberts, Robert R. Spencer.
 ILLINOIS—Eleanor A. Birkey, Mrs. Louise P. Bush, Mrs. Mina S. Fair, Marion Sykes, Nina C. Taylor, J. Kay White.
 INDIANA—Frank E. Allen, Elizabeth Ames, Cornelius E. Bash, Ida Frances Lindsey, Willard W. Patty, Curtis J. Swarens.
 IOWA—Cora E. Krueger, H. J. Vahrenwald.
 KANSAS—Emma Kouns, R. A. Schwieger.
 LOUISIANA—John A. Hardin, Mrs. Jennie B. G. Skinner.
 MAINE—Florence M. Hale, S. J. McLaughlin.
 MARYLAND—Emma Adaline Schad, Mary F. Sultz.
 MICHIGAN—Frederick D. Dorsch, Harvey H. Lowrey, B. E. Smith.
 MINNESOTA—Prudence Courtright, Leonard V. Koos, S. T. Nevela, Lars P. Qualben, M. B. Tollefsrud, West High School Library.
 MISSISSIPPI—F. C. Jenkins.

MISSOURI—O. E. Gordon, Charles A. McMillan, M. G. Neale, Joseph A. Serena, J. B. Sullivan.
 MONTANA—M. P. Moe.
 NEBRASKA—Lloyd W. Ashby, A. A. Reed.
 NEW JERSEY—Arthur S. Chenoweth, Charles S. Crow, William H. Miller, Onsville J. Moulton.
 NEW MEXICO—John L. Larkin, Minnie Laws.
 NEW YORK—John T. Avery, Bernice E. Barrows, Ward C. Moon, Alfred H. Saunders, George D. Strayer, Jr., Martha M. Wilson.
 NORTH CAROLINA—Clyde A. Erwin.
 NORTH DAKOTA—Julia B. Rue.
 OHIO—Georgia W. Aiken, Essie Arey, John F. Arundel, Lester Black, David L. Buchanan, John D. Cantrell, C. R. Coblenz, Arch B. Conklin, Otis O. Crawford, G. F. Franz, Marie Hall, Mary A. Hart.

Is Your Profession Worth \$100 to You?

WOULD YOU give up teaching for \$100? Would you be willing to give up your fine associations with other teachers; the joy you have in the growth of children; the standing your profession holds in the community; the opportunity for continued study and personal growth; and the privilege of being a pioneer in today's educational advance?

Our glorious profession as we know it today has been made possible by the men and women of earlier days who worked on the problems of the profession—who gave themselves, their time and money to make teaching a finer service with a degree of public recognition and support which would enable the schools to do the most for the children. Much remains to be done.

When you join local, state, and national associations you are helping to solve the problems of the profession. By becoming a life member of the National Association you declare your life interest in the profession and have the satisfaction of knowing that your contribution of \$100 will go into the permanent fund where it will help to carry on the fine work that is the heritage of teachers everywhere. Persons interested in this life enlistment should write to J. W. Crabtree, Secretary, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

mann, Wilson Hawkins, Anna E. Logan, Gwendolyn J. Myers, D. H. Patton, Anna H. Reifert, Warren L. Richey, E. Mabel Runyan, Francis M. Russell, L. P. Stewart, J. W. Whitmer, Frank P. Whitney.
 OKLAHOMA—August W. Weigl.
 OREGON—Ethel O. Beougher.
 PENNSYLVANIA—Edith M. Behr, Frances M. Burlingame, C. R. Foster, Elizabeth M. Huff, W. W. Irwin, Charles S. Miller, Landis Tanger.
 PHILIPPINE ISLANDS—Serapio Cruz, Abdon Javier, Prudencio Langcaun.
 SOUTH CAROLINA—C. K. Wright.
 SOUTH DAKOTA—O. D. Dunbar, George E. Hollister, Alma Leary.
 TENNESSEE—Robert James Kelly.
 TEXAS—H. Y. Benedict, R. C. Campbell, J. Thomas Davis, William Scotia Felming, B. B. Lawson, Russell A. Lewis, R. R. McDonald, E. P. Onstot, Raymond A. Smith.
 UTAH—Mrs. Deta P. Neeley, Matilda Peterson.
 VIRGINIA—Miss Kroes Ficklin, Cornelius J. Heatwole, Forbes H. Norris.
 WASHINGTON—Mr. Purl Stone.
 WEST VIRGINIA—Loretta Findley.
 WISCONSIN—Mrs. Gudrun H. McCartan.
 WYOMING—Vineil Carey Coulter.

Completed Enrolments

THIS LIST of 1927-28 one hundred percent schools came in too late to appear in the June, 1928, issue of THE JOURNAL. Following this list is one for the 1928-29 schools received uptodate.

Six Years or More

ILLINOIS—Rock Island, Washington Junior High; Winnetka, Winnetka Public Schools, Greeley, Horace Mann, Hubbard Woods, Skokie.
 MASSACHUSETTS—Gloucester, Rogers.
 OHIO—Cincinnati, Vine.

Five years

WASHINGTON—Spokane, Willard.

Four years

DELAWARE—Wilmington, Public Number 18.
 MICHIGAN—Detroit, Williams.
 WEST VIRGINIA—Morgantown, Beechurst High and Grade, Central, Chestnut Ridge, Dellslow, Dorsey, Evansdale, First Ward, Flatts, High, Jerome Park, Sabratan, Seneca, Star City, Westover, Wiles Hill, Woodburn, Woodland.

Three years

CALIFORNIA—Los Angeles, Miramonte.
 INDIANA—Butler, High.
 MICHIGAN—Detroit, Hillger.
 PENNSYLVANIA—Pittsburgh, Gladstone Junior High and Elementary.
 TENNESSEE—Memphis, L. C. Humes High.
 TEXAS—Dallas, Mount Auburn.
 WASHINGTON—Spokane, Finch.

Two years

ILLINOIS—Dolton, Dolton Public Schools, Chicago Street, Highlawn, Junior High, Lincoln Avenue.
 IOWA—Webster, Webster Consolidated.
 MAINE—Rockland, McLain, Purchase Street.
 MARYLAND—Dickerson, High.
 MICHIGAN—Ionia, Emerson.
 MINNESOTA—St. Cloud, St. Cloud Public Schools, Franklin, High, Lincoln, Roosevelt, Union, Washington.
 NEW JERSEY—Ventnor City, Oxford Avenue.
 OHIO—Cincinnati, School for Crippled Children.
 PENNSYLVANIA—Oil City, Grant Street, Hoffman Avenue.
 WEST VIRGINIA—Morgantown, Second Ward.

Current year

ALABAMA—Brighton, Junior High.
 CALIFORNIA—Oakland, Franklin, Merritt High.
 CONNECTICUT—Collinsville, Grammar; East Norwalk, Roger Ludlow Junior High.
 GEORGIA—Atlanta, Adair, Battle Hill, Calhoun, Capital View, Crew Street, Davis Street, East Lake, Edgewood, English Avenue, Fair Street, Faith, Formwalt, Forrest Avenue, Georgia Avenue, Goldsmith, Highland Avenue, Home Park, Inman Park, I. N. Ragsdale, James L. Key, J. C. Harris, John B. Gordon, Kirkwood, Laura Haygood, Lee Street, Luckie, McLondon, Milton Avenue, Moreland, Opportunity, Ormewood, Peoples Street, Pryor Street, S. M. Inman, Spring Street, Stanton, State Street, Tenth Street, W. F. Slaton, Williams Street; Griffin, West Griffin.
 ILLINOIS—Cicero, Goodwin; Springfield, Matheny; Waynesville, Grade.
 IOWA—Bouton, Public; Cedar Rapids, Madison.
 MASSACHUSETTS—Bedford, Union; Whitinsville, Center.
 MICHIGAN—Muskegon, Pillsbury; Saginaw, E. S. Wadsworth.
 MINNESOTA—Alexandria, Washington; Faribault, McKinley; Gilbert, Primary, Technical; Hutchinson, High; Jordan, Jordan Public Schools; Little Falls, Columbia, Hawthorne, Lincoln, Washington; Minneapolis, Boys' Vocational, Marshall High, Morris Park, Nokomis Park, Richfield-Roosevelt; Saint Paul, Como Park, Douglas, Ericsson, Grant, Hayden Heights, Roosevelt Junior High and Grade; 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—East Cleveland, East Cleveland Public Schools; Rocky River, Kensington.
 OKLAHOMA—Collinsville, Collinsville Public Schools.

(Continued on page A-232)

PITTSBURGH ADOPTS

THE BUCKINGHAM-OSBURN SEARCHLIGHT ARITHMETICS

*for exclusive use in the third, fourth,
fifth, and sixth grades*

No quick decision this, but the result of a year's thorough study and trial of the leading series of arithmetics by a special committee appointed by the Superintendent of Schools to choose arithmetics for use in Pittsburgh.

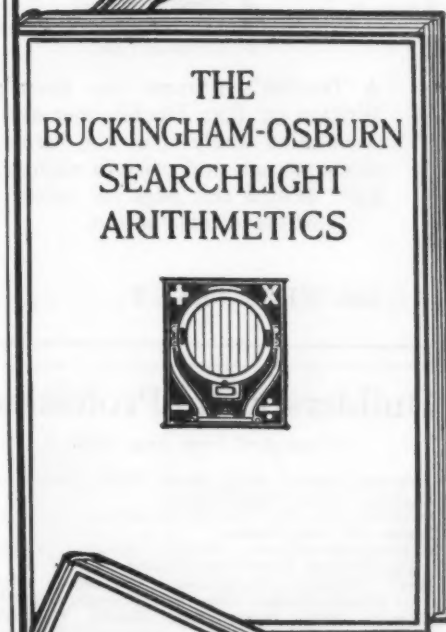
Examined from the point of view of both content and method, the Buckingham-Osburn books for grades three through six demonstrated their superiority over all six competing series, and were selected for exclusive use.

Such a decision by one of the ten largest cities in the country is a significant one!

Some of the features that formed this decision

- the sound basis of research and experimentation on which the Buckingham-Osburn arithmetics are grounded
- the drill, more systematically distributed than heretofore
- the abundance of problem and exercise material and the interest of the problems
- the careful analysis of every major topic into separate steps of difficulty to facilitate learning
- the scientifically checked vocabulary

Special circulars describe these and other features of these distinctive new books in detail. Write us for them.



GINN AND COMPANY

Boston New York Chicago London Atlanta Dallas Columbus San Francisco



Did George Washington Lie?

What kind of history is being taught in your school?
Is the history teaching making best use of modern methods?

Visualized instruction is essential to the clearest understanding of most curriculum subjects. This is particularly true of history.

The Devereaux Lantern Slide Lessons in United States History represent the latest development in the field of visualization.

The complete series is carefully graded for all grades from first school year, twelve sets in all, varying in price from \$16.00 to \$115.00 per set.

The Twelve Sets Cover:

1. The Holidays
2. The American Indian
3. Dutch Colonial Life and Customs
4. Some Explorers
5. Other Explorers, Colonization
6. Colonial Life
7. The Young Republic
8. From the Civil War to the Present
9. Where Our Civilization Developed
10. Review of Colonies
11. Development of American Institutions
12. Modern Problems in Their Historical Setting

A Teacher's Manual has been prepared to accompany the entire series.

Written by Rita Hochheimer and Esther Lesser Berg.

A detailed analysis of the series, with number of colored slides and plain slides per set, and price of each set, will gladly be sent upon request.

☞ Watch this page for future announcements of our offerings in the field of visual instruction.

EYE GATE HOUSE, Inc.

126 WEST 46th ST.

NOTICE

We are desirous of securing field representatives in each state. If you are available write us as to terms and territory. Are you married, single, have you a car, references?

NEW YORK CITY

Builders of Our Profession

(Continued from page 270)

Central, Central High, Junior High, Washington.
OREGON—*Jordan Valley*, Grade.
PENNSYLVANIA—*Oil City*, Opportunity.
TEXAS—*El Paso*, Dudley.
WASHINGTON—*Keyport*, Public; *Spokane*, Columbia, Emerson, Hawthorne, Washington.
WEST VIRGINIA—*Morgantown*, Morgantown Public Schools, Brewer Hills, Cool Springs, Dug Hill, Jerome Park, Junior High, Marilla, Plainview, Rock Forge, Sarver, Sturgiss, Sturgisson, Summers, Suncrest, Vandervor.
WYOMING—*Thermopolis*, Hot Springs County High.

New Completed Enrolments

THE FOLLOWING is the first list of schools having completed their report for 100 percent membership in the National Education Association for 1928-29.

Six years or more

ILLINOIS—*Waukegan*, Jackson.
IOWA—*Sioux City*, Whittier.
MICHIGAN—*Holland*, Holland Public Schools, Froebel, High, Lincoln, Longfellow, Van Raalte, Washington.
MISSOURI—*St. Louis*, Simmons.
NEW YORK—*Rome*, Jay Street.
WEST VIRGINIA—*Charleston*, Roosevelt Junior High.

Five years

IDAHO—*Boise*, Garfield.
ILLINOIS—*Belvidere*, High.
INDIANA—*La Porte*, La Porte Public Schools, High, Junior High, Lincoln, Maple, Park, Riley, Washington.
IOWA—*Independence*, Independence Public Schools, Hawthorne, High, Lincoln, Washington-Emerson; *Keokuk*, High School Teachers, Principals and Supervisors Club.
KANSAS—*Chanute*, Chanute Public Schools, Alcott, Cross, Junior High, Lincoln, Murray Hill, Pioneer, Senior High.
NEW JERSEY—*Summit*, Lincoln.
OHIO—*Warren*, Central, Roosevelt.
PENNSYLVANIA—*Logan Township*, Logan Township

School District, Baker, Bakers' Mine Brush Mountain, Coleman, East End, Eldorado, Endress, Glen White, Jefferson, Kittanning Point, Lincoln, Logan, Madison, Martz, McKinley, Mill Run, Newberg, Roosevelt, South Lakemont, Washington, Webster; *Mahanoy Township*, Mahanoy Township Public Schools, Buck Mountain, Ellengowan, Junior High, Lincoln, Park Place, Robinsons, St. Nicholas, Senior High, Suffolk, Washington, Wiggins, Yatesville; *Palmerton*, Palmerton Public Schools.
SOUTH DAKOTA—*Frederick*, Frederick Public Schools.
WYOMING—*Casper*, Washington.

Four years

MASSACHUSETTS—*Plymouth*, Hedge.
MISSISSIPPI—*Red Lick*, Red Lick Consolidated.
OHIO—*Tiffin*, Columbian High.
PENNSYLVANIA—*Berks County*, Berks County Public Schools, Amity Township High, Bally, Baumtown, Bechtelsville, Bernville, Bethel Consolidated, Birdsboro High, Birdsboro Lincoln, Birdsboro Washington, Blandon Upper, Boyertown High, Boyertown Lincoln, Boyertown Washington, Cedar Top, Conrad Weiser, Far View, Fleetwood, Friedensburg Grade, Gibraltar, Gouglersville, Hamburg Grade, Hamburg High, Kutztown Grade, Kutztown High, Lincoln Park Grade, Longswamp Township High and Grade, Lyons, McKinley, Merkel Grade, Mohnton Grade, Mohnton High, Monocacy Consolidated, Morgantown Consolidated, Morysville, Mount Aetna Grade, Mount Penn Grade, Mount Penn High, Neversink, New Berlinville, North Wyomissing Heights, Oley High, Ontelaunee Township High and Grade, Penn High, Pennside, Pennwyn, Pine Forge, Red Lion, Rehersburg Grade, Reiffton, Robesonia High and Grade, St. Lawrence, Seyfert, Shillington Grade, Shillington High, Shoemakersville High and Grade, Sinking Spring High and Grade, Stony Creek Mills, Stouchsburg Consolidated, Strausstown Grade, Tipton Junior High, Tipton Orphans' Home, Upper Bern Consolidated, Walnuttown, Wernersville High and Grade, West Lawn Junior High, West Leesport, West Reading Grade, West Reading High, West Wyomissing Grade, Womelsdorf High and Grade, Wyomissing Grade, Wyomissing High, Yocum; *Erie*, Home.
WISCONSIN—*Oregon*, Oregon Public Schools.

Three years

COLORADO—*Kirk*, High.
CONNECTICUT—*Norwalk*, Jefferson.

ILLINOIS—*Waukegan*, Washington.
MINNESOTA—*Mankato*, Franklin Grade; *Minneapolis*, Phillips Junior High, Washington.
OKLAHOMA—*Ramona*, Ramona Consolidated Schools.
WISCONSIN—*Delevan*, High; *Wauwatosa*, Lincoln.
WYOMING—*District Nineteen*, Public School District Number 19, Alton Grade, Auburn Grade, Bedford Grade, Etna Grade, Fairview Grade, Freedom Grade, Grover Grade, Osmond Grade, Smoot Grade, Star Valley High, Thayne Grade, Turner-ville Grade.

Two years

ARIZONA—*Holbrook*, Holbrook Public Schools.
GEORGIA—*Atlanta*, James L. Key.
ILLINOIS—*Milledgeville*, Grade; *Riverton*, High.
IOWA—*Hanlontown*, Hanlontown Consolidated.
MICHIGAN—*Bellevue*, Bellevue Public Schools.
MINNESOTA—*Mankato*, Roosevelt Grade.
NEW JERSEY—*Madison*, Green Avenue; *Vineland*, South Vineland.
NEW YORK—*Rome*, Fort Stanwix.
OHIO—*Bluffton*, Bluffton Public Schools, Bluffton-Richland High.
OKLAHOMA—*Hominy*, Hominy Public Schools, Horow Mann, Junior High, Mullins, Senior High.
OREGON—*Pendleton*, Field.
PENNSYLVANIA—*Edgeworth*, Public.
SOUTH DAKOTA—*Brandt*, Brandt Independent School Number 50.
TEXAS—*Palentine*, Lamar.
WEST VIRGINIA—*Buckhannon*, East Main Street; *Salem*, East End, High, West End.
WISCONSIN—*Kenosha*, Grant; *Lake Geneva*, Junior-Senior High; *Wauwatosa*, Washington.
WYOMING—*Greybull*, High.

Current year

CONNECTICUT—*Darien*, Hindley.
GEORGIA—*Atlanta*, Peoples Street.
ILLINOIS—*Charleston*, Lincoln; *Ipava*, Ipava Community High.
INDIANA—*Indianapolis*, Number 1, Number 3, Number 8, Number 27, Number 40, Number 43, Number 44, Number 45, Number 49, Number 51, Number 55, Number 56, Number 59, Number 60, Number 61, Number 66, Number 68, Number 74, Number 75, Number 78, Irvington.
MAINE—*Solon*, High.
OHIO—*Mingo Junction*, Mingo Junction Public Schools.
VERMONT—*Rutland*, Watkins Avenue.
WISCONSIN—*Haugen*, Haugen State Graded.

Eastman Classroom Films



Seeing the Panama Canal in Action

Classroom Films in geography and general science are now available.
Write us for a demonstration.

EASTMAN TEACHING FILMS, Inc.

SUBSIDIARY OF EASTMAN KODAK COMPANY
ROCHESTER, N. Y.

HOLMES
NO PIG TAIL TWIST
THREADS STRAIGHT
THROUGH.

**MOTION PICTURE
PROJECTOR**

*For the
ASSEMBLY HALL
and CLASS ROOMS*

SHAFT DRIVE { NO BELTS OR CHAINS

LOW IN PRICE
yet projects a 10 ft. x 14 ft. picture up to 100 ft., equal in quality and definition to pictures shown in moving picture houses.

15 DAYS' FREE TRIAL
Compare it with any other make; if not perfectly satisfactory return it and your money will be cheerfully refunded. Many exclusive mechanical features, in point of ease of operation, long-life safety, adjustable take-up, focus adjustment, simplicity throughout. **IT HAS NO EQUAL.** That's Why the United States Navy is using 150 Machines. 51 being used by Hollywood's most famous celebrities, directors and producers. Professional quality with portability. Weight 44 pounds. Can be operated from any light system, farm lighting included.

Also made with special base

**U. S. NAVY
has just
bought
its 151st
HOLMES
PROJECTOR**

HOLMES PROJECTOR COMPANY
1638 No. Halsted St. Chicago, Ill.

*Class Rooms
Keyed up to Peak Interest all Day Long*

If you would keep your pupils keyed up to peak interest all day long, find out now how the S. V. E. Picturol Set can help you. An up-to-the-minute teaching tool, it gives teachers an angle of approach to classroom lessons that instantly taps pupil interest and keeps them alertly responsive to the lesson at hand. Ideal and fitted exactly for problem presentation, it simplifies teaching remarkably—and effects amazing results in pupil progress.

A light weight, scientifically designed, simplified projector with screen and picture films of your own selection in a wide, professionally selected range of subjects. Picturol brings you still pictures that can be projected serially from noninflammable film. Easy operation—and a wide variety of library subjects easily assembled and maintained. A helpful teaching syllabus accompanies each set.

Get the facts—know about this widely endorsed teaching tool that is daily used in thousands of schools to help teacher and pupil.

Send the coupon today

**SVE SOCIETY FOR SVE
VISUAL EDUCATION
INC.**

Manufacturers, Producers, and Distributors of Visual Aids
327 S. La Salle St. Dept. C, Chicago, Illinois

Society for Visual Education, Inc.
Dept. C, 327 S. La Salle St., Chicago, Ill.
Gentlemen: Please send me full details of your special offer on standard S. V. E. Picturol Projector with selected Picturols.
() Check here for catalog of school film motion picture subjects.

Name _____
Address _____
City _____ State _____

Mention THE JOURNAL when writing our advertisers.

Remembered Lessons!

Leading educators endorse the use of motion pictures as a vital aid to textbook work in making the teaching of many difficult subjects more stimulating and impressive.

Special educational releases are now available. Included are the series on Human Geography and Physical Geography edited at Harvard, Nature Study, Current Events and single pictures relating to other studies. Teachers' Aid Pamphlets are issued with all educational pictures.

Classified lists of all Pathé releases for classroom use are now ready for distribution. Write for a copy. If you will indicate the type of picture or program in which you are especially interested, we will gladly suggest the releases best suited for your purposes. Use coupon below. Pathé Exchange, Inc., Dept. 01, 35 W. 45th St., N. Y. C.

PATHE

Educational

MOTION PICTURES

Pathé Exchange, Inc., Dept. 01, 35 W. 45th St. N. Y. C.

Gentlemen: Please send me full information on the PATHÉ PICTURES. I am interested in a Program of motion pictures for the purpose of.....

Name

Address



Notes and Announcements

WRITE THIS DATE ON YOUR CALENDAR — On Friday evening, November 9 at 10 p. m. eastern time there will be a nationwide radio program in connection with American Education Week. The program will consist of addresses by leaders in the national organizations which are supporting this great movement. There will be music by the children of the Washington schools. Principals will wish to call this occasion to the attention of their teachers and through the children the teachers will wish to remind parents of it. It will be of special interest to workers in parent-teacher groups.

PRESIDENT UEL W. LAMKIN of the National Education Association announces the dates of June 28-July 4 for the sixty-seventh annual convention. The convention will open with a general session on Friday evening, June 28, and will close with a general session on Thursday morning, July 4.

Members of the Association will note that this is a change in the usual convention period and will govern themselves accordingly in making their plans to attend the meeting and arranging for hotel reservations.

SECRETARY CRABTREE made the following recommendations to the conference officers of the Department of School Health and Physical Education in their meeting at New York, September 21 and 22:

Formulate a forward looking program and outline policies and plans that will have definite appeal to all who are engaged in the various phases of health service throughout the nation in public and private schools and in colleges and wherever this work is being done.

Arrange to cooperate with volunteer organizations and agencies working in your field. The Department could at least appoint representatives to attend and participate in national and state conferences held by established agencies. A broad policy of encouraging such agencies in their work of promoting interest in health and in encouraging them and in encouraging colleges in their research work would be of mutual advantage.

The Association itself cooperates with all outstanding educational organizations. It cooperates with the great professions, such as the one represented by the American Medical Association and with outside organizations, such as represented by the American Legion. It establishes this relation especially where activities and interests overlap. In the two mentioned, the connection has been very close.

There is also a very close relationship with the National Congress of Parents and Teachers, great professions, and to a few other great national organizations. While the Association itself must have the official connection with great national organizations, we can see how the Department of School Health and Physical Education can represent the Association in a substantial way in its cooperation with the American Medical Association and yet the general association can maintain a relationship such as has existed since 1911. That is, we see how you can work out a plan which will make the connection effective and which will make it mean more to the American Medical Association and more to the National Education Association. The plan which your officers are ready to consider is that of continuing the Joint Committee on Health, of asking for its recognition and support by the N. E. A. and of your nominating the N. E. A. members of the Committee to be appointed by the President. You would direct its work, and you would get its findings out to those who would use them, and stimulate your members to let the schools profit from them.

THE PRESIDENT of the Department of Classroom Teachers has sent this message to local organizations — The Department of Classroom Teachers of the National Education Association extends cordial greetings.

The policy of this Department has been to promote the economic, social, and professional status of teachers. To accomplish this purpose we have emphasized sabbatical leave, simplified rating systems, higher qualifications for teachers, an adequate retirement law, tenure, and participation in administrative problems that affect the classroom teacher. In all these studies our underlying aim has been to improve the child under our care.

Three yearbooks have been published. The principal theme of the first yearbook was "Improving the Condition of Teachers." The second continued the same thought, but also added the study of the child from many angles with the hope that it would result in a deeper understanding of his needs and desires. The third shows the "Problems and Opportunities in Teaching." The fourth will show the wonderful chances the child may have under the guidance of teachers who have creative ability and who are employed in systems where ample latitude is given to carry out their ideas. The study of class size and its effect on retardation under the direction of Dr. Whitney of Greeley, Colorado, will be completed in this yearbook. We shall also continue the study of extracurriculum activities and teacher load.

We hope to be of service to the experienced teacher who at this time is obliged to continue her study toward a degree

(Continued on page A-236)

FILMSLIDES AND LANTERNS

PRODUCED BY

SPENCER

PREVENT FAILURES!



USE THEM
DAILY
AND
INSURE
SUCCESS!

Expert assistance in selecting the best equipment for
YOUR needs may be had gratis by writing

Spencer Lens Company

BUFFALO, N. Y.

NEW YORK
SAN FRANCISCOCHICAGO
BOSTON

WASHINGTON

YOUR PRINTING

is your representative. It reflects your judgment and character. Naturally, therefore, you should select your printer as carefully as you would an individual to represent you.

OUR PLANT

fully appreciates the confidence our clients impose in us when they ask us to produce their printing. Each and every job—from a calling card to a million copies of a large magazine—is given the same attention. It will be to your advantage to get information from us regarding your next order for printing.

Among the publications from our presses are The Journal of the National Education Association, The National Geographic Magazine, The American Federationist, The American Motorist, The American Junior Red Cross News, The Bengalese, The Master Mason, and the Daughters of the American Revolution Magazine.

JUDD & DETWEILER, INC.

Master Printers

WASHINGTON, D. C.

“Distinctly Superior to Any Other That Has Come to Our Attention”



Showing the film, “The Ant,” in
the Emerson School, Gary, Ind.

MORE convincingly than anything we might say ourselves is this tribute to DeVry School Films by these two outstanding leaders in education of Gary, Indiana.

“We have been using a good portion of nearly all of your Film Lesson Courses during the past school year, and we find your material distinctly superior to any other that has come to our attention in practically every subject.

“We intend to purchase a number of these films for our film library and to rent many of the remaining films during the coming school year. We gladly recommend your material to others who may be seeking Visual Education Material.”

A. H. JONES, Director Visual Education.
W. A. WIRT, Superintendent of Schools.

Remember these are real teaching films, definitely correlated with established school courses, and arranged to cover the entire school term. Prepared by educators and specialists, collaborating with experienced scenario writers and laboratory men. Each film is accompanied by a teacher's lesson guide enabling any teacher to make an effective presentation and proper follow-up.

After a thorough survey of the field, the University of Kansas this Fall bought the complete 86 reels of DeVry School Films to rent to the schools of the state for regular classroom work.

Eight Complete Courses Now Available

F. S. Wythe, Editor-in-Chief

Nature Study	18 Lessons	By Dr. C. Clyde Fisher, American Museum of Natural History
American Statesmen	6 Lessons	By Jas. A. Fitzpatrick
Citizenship	12 Lessons	By C. A. Stebbins, formerly with U. S. Bureau of Education
World Geography	9 Lessons	By DeForest Stull, Columbia University
Vocational Guidance	9 Lessons	By Fred C. Smith, Harvard University
General Science	9 Lessons	By Dr. Morris Meister
Health and Hygiene	9 Lessons	By Dr. Benj. C. Gruenberg, Director American Association for Medical Progress
Electricity	12 Lessons	By Joe W. Coffman

All films are non-inflammable stock in either standard 35 mm. or 16 mm. widths. Available on a purchase or rental basis, with or without DeVry Motion Picture Equipment.

Directors, Teachers, School Executives, get detailed information without obligation. Send for literature, including samples of actual teacher lesson guides which accompany films. Indicate courses interesting you particularly.

DEVRY SCHOOL FILMS, INC.

(Formerly Neighborhood Motion Picture Service, School Division)

131 W. 42nd St., New York 1111 Center St., Chicago

Dept. 11JN

Dept. 11JN

(Please address nearest office)

DeVry



Reproductions of the World's Great Paintings

One Cent Size

3x3½. For 50 or more

Two Cent Size

5½x8. For 25 or more

Send 50 cents for 25 Art Subjects, or 25 Pilgrim Pictures, or 25 about Columbus, the Pilgrims, etc., or 25 for Children, or for 25 Madonnas, or for 25 Christmas pictures. Size 5½x8.



Feeding Her Birds. Millet End of Day. Adan Baby Stuart. Van Dyck

1928 CHRISTMAS GREETING CARDS

A choice box of 18 cards, no two alike, each with a tissue-lined envelope. Price, \$1.00. Order today.

A customer writes: "I find them more than satisfactory; I am absolutely delighted with them."

The Perry Pictures

Box U. S., Malden, Mass.

Plan Now for Thanksgiving and Christmas Pictures

Large Pictures for Framing. Artotypes

Size 22x28 inches, including the margin. \$1.00 each for two or more; \$1.25 for one. Send \$2.00 for two of these charming pictures.

Hand Colored, same size, two for \$3.00; \$2.00 for one.

The Perry Pictures Catalogue

Send 15 cents in coin or stamps for 64-page Catalogue of 1,600 miniature illustrations, listing 2,250 pictures.

(Continued from page A-234)

under conditions which appear to her to have no further value than the getting of credits. Her ambition was to come out of college with a broader horizon and with work completed that would give her special strength in her own field, but she finds it impossible to realize this goal because of other requirements to be met.

The Classroom Teachers Department hopes that each local organization will have a year full of notable achievements. Your problems are our problems, and we ask your assistance in carrying out our program for the year.—Cordially yours, Edith B. Joynes, President.

PARENT education—The following statement was adopted by the National Board of Managers of the National Congress of Parents and Teachers, at its meeting in Charleston, September 27, 1928:

Education for parenthood—The National Board of Managers of the National Congress of Parents and Teachers believes that universal education for parenthood is of supreme importance to the highest development of our civilization. It urges

1. That colleges give special attention to problems of parenthood and homemaking.
2. That directors of summer schools make special provision for classes in parent education as rapidly as suitable instructors are available.
3. That teachers colleges include special training to prepare their graduates to lead parent education groups in local communities.
4. That graduate teachers colleges provide for the training of teachers to present parent education in undergraduate schools.
5. That extension and correspondence study departments of colleges and universities develop courses in parent education.
6. That every elementary school principal take courses in parent education or encourage some other member of the school faculty to do so.
7. That visiting teachers be properly equipped to do individual and group work in parent education.

8. That public libraries feature special collections of books, pamphlets, and periodicals on homemaking and parenthood.

9. That state and city school officers look forward to bureaus of parent education as a permanent part of their regular staffs.

The National Board of the National Congress of Parents and Teachers stands ready to cooperate with agencies working for a trained parenthood. It commends the United States Bureau of Education for its activity in this field and urges further development of its service to the cause of parent education.

THE PROBLEM of the educational treatment of the child who is defective in hearing is the basis of the latest report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. This Committee, under the chairmanship of Thomas D. Wood of Teachers College, Columbia University, has had the assistance of the American Federation of Organizations for the Hard of Hearing and the New York League for the Hard of Hearing, Incorporated. That conservation of hearing and measures for the deafened have heretofore played a negligible part in the programs, is due to the fact that they have not been considered of major importance. This report indicates the extent of the importance of defective hearing among school children, offers measures for detection of the deafened child and outlines knowledge essential for the teacher and the school nurse. The educational program outlined is clear and practical. Copy of this report is obtainable through the National Education Association or the American Medical Association.

OFFICERS of the Association have been in touch with the situation in the areas devastated by the recent storm in the south Atlantic. Secretary J. W. Crabtree sent the following

message to Governor Towner of Porto Rico on September 15:

Our officers request that you advise President Benner, Commissioner Huyke, and other members of our Association to give organized help to Red Cross in rendering relief. Our hearts go out to your wonderful people.

Miss Adair, past president of the Association, received the following letter from Francisco Vizcarrondo, assistant commissioner of education of Porto Rico. It shows the fine spirit with which they are facing the disaster:

MY DEAR MISS ADAIR: I thank you very sincerely for your letter of sympathy on the devastation of Porto Rico. We have had hundreds of wounded people and not less than a \$60,000,000 loss. Our school system has suffered greatly, fifty percent of our rural schools were totally destroyed and the other fifty percent seriously damaged. About 200 buildings in the urban zone have been totally or partially destroyed. This means that more than one half of our 5000 schools have been swept away. This represents to us a tremendous task which we are already facing most seriously.

The Red Cross work under the auspices of the national government is rendering invaluable cooperation to our people. I am a member of the Executive Committee of the Porto Rico Chapter and also President of the Junior Red Cross Chapter and we are working day and night including Sundays, for the quickest and most effective help to the suffering people. Our teachers are doing the utmost to help in the distress and also in the work of reconstruction and reorganization of our school system.

SUPPORT for the Education Bill is coming from a new quarter. The agricultural press is now giving its aid in the battle for a Department of Education. The magazine *Successful Farming* in its September "school number" has this to say of the Bill:

The United States owes its greatness to its general education. Not only the classes but the masses get good schooling. Never before have the schoolrooms, grades, high schools, (Continued on page A-237)

(Continued from page A-236)

colleges been so crowded with those eager to know and understand. As yet we have no department of education. Is education of less importance to the United States than Indian affairs and government land matters, or than labor, commerce, or agriculture? Is a department of war and another of navy a greater protection to our people than is general education? Only one thing holds the states together; that is mutual understanding, because of general education.

There is before congress a joint bill known as Senate 291 and House 5000, the Curtis-Reed education bill. If this bill is passed it will do away with the bureau of education, which is practically useless because of insufficient appropriations, and create a department of education with a secretary in the cabinet. The department of education then would be on a parity with other important departments. We challenge anyone to find in this bill any attempt to take matters of education out of local hands, or to do away with private schools.

Other agricultural magazines supporting the Bill are: the Capper publications, *Southern Agriculturist*, and *Normal Instructor and Primary Plans*, a magazine for teachers in rural schools.

PROGRAM for Armistice Day—A carefully worked out program for the tenth anniversary of Armistice Day may be had without cost by writing the Women's International League for Peace and Freedom, Pennsylvania Branch, 1525 Locust Street, Philadelphia.

HOW DO YOU feel about it?—Since the first number was issued in January 1921 THE JOURNAL of the National Education Association has followed the practise of printing the table of contents on the outside of the front cover. An inquiry is now being conducted at Franklin College, Franklin, Indiana, to determine the advantages or disadvantages of this practise. J. H. Stoutemyer of the Department of Education writes:

For a number of years I have been much interested in the effect on the economy of time in reading and the browsing in magazines due to the placement of the table of contents on the outside of the front cover. I should like to know what responses you get from your readers relative to this problem. Would it make a difference whether it were a casual regular reader? Would it make a difference between a professional magazine and a popular one? Any other data will be gratefully received.

Readers of THE JOURNAL who are interested in this point are invited to write either to Mr. Stoutemyer or to the Editor.

(Continued on page A-238)

What Would YOU Do?



If "It" Happened Tomorrow?

Suppose you suffered an Accident tomorrow that disabled you for weeks or months—

Suppose you were suddenly taken sick and a substitute took your place—

Who would help you pay the Doctor, the Nurse and the Board Bill? Accident, Sickness and Quarantine are the three major causes that rob thousands of teachers of a portion of their salaries every year. We know that one teacher out of five suffers such a loss every year.

Will You Get Your T. C. U. Check When You Need It?

Thousands of teachers the past year have had a similar experience to that of Mrs. Marion Loney, a New York teacher, who writes:

"An epidemic of influenza broke out in our community and I got it. Had an extra hard dose of it and was confined to bed for nearly three weeks. Then I needed a T. C. U. check—and I got it."

How easy it is for something to happen—an overplus of the wrong kind of germs, or an accident. One starts out in the morning feeling fine, with the world looking like a good place in which to live. But this evening—or tomorrow—may find one in a hospital, facing a prolonged period of inactivity and a greatly increased expense account.

What the T. C. U. Will Do for You

Pay \$50 a Month when you are totally disabled by accident or confining sickness.

Pay \$11.67 a Week when you are quarantined and your salary has stopped.

Pay \$25 a Month for illness that does not confine you to the house, but keeps you from work.

Pay 20 per cent increase in sick benefits for two months when you are confined to an established hospital.

Pay \$50 a Month when you are totally disabled by injuries received in an automobile accident and \$1,000 for accidental death in an automobile disaster.

Pay \$333 to \$1,000 for major accidents, or for accidental loss of life. These indemnities are increased 10 per cent for each consecutive annual renewal of the policy for not to exceed five years.

Doubles these benefits for travel accidents sustained in railroad, street car or steamboat wreck.

Operation benefits in addition to other benefits after your policy has been maintained in force for one year.

Policies paying larger benefits are also issued.

Mail the coupon today. It places you under no obligation.

Teachers Casualty Underwriters
593 T. C. U. Building, Lincoln, Nebraska

To the T. C. U., 593 T. C. U. Building,
Lincoln, Nebraska

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

NAME

ADDRESS

(This coupon places the sender under no obligation)



How Modern Schools Use the Harmonica in Elementary Music Training

By Wm. J. Haussler

Thousands of public, private and parochial schools throughout the country have given a definite place to the harmonica in their music curricula, as well as in their recreational activities.

They have found it possible to develop a quick and rapidly growing interest in music through the natural appeal of this instrument to the typical girl and boy.

So quickly and so simply can the average person (young or old) master the harmonica to the point of playing real music with accuracy and expression that this instrument has been recognized by leading musical and educational authorities as ideal for the initiation of girls and boys of any age to the realm of musical appreciation and accomplishment.

Practical Helps for Teachers

Teachers and others in authority are invited to send for a brochure entitled "The Harmonica as an Important Factor in the Modern Education of Girls and Boys." This publication, detailing the results obtained in thousands of schools throughout the country, supplies practical instruction for the development of harmonica group activities. It also illustrates and describes the free instruction book which is supplied to individual players, as well as the various helps which are available to teachers without cost for group instruction.

The coupon below will bring this brochure without charge.



Wm. J. Haussler,
111 E. 16th St., Dept. 544-L, New York

Please send Brochure.

Name

Address

HOLDEN Book Covers Springfield, Massachusetts



will be busy these next two months
"OLD FAITHFUL"
SCHOOL ART MATERIALS
will help the class work enthusiastically
You can't go wrong with
"HYGIEIA" and "WALTHAM"
Blackboard Chalks
"O-MODELO" the plastic modeling material
"CRAYONEX" the 3-way wax crayon
"CRAYOGRAPH" the pressed crayon
"PRANG" WATER COLORS and
TEMPERA COLORS

Send for free booklets and holiday designs

THE AMERICAN CRAYON COMPANY

HOME OFFICE AND FACTORIES 900-700 HAYES AVE. SANDUSKY, OHIO
SAN FRANCISCO 410 NEW HARBORVIEW STREET
DALLAS, TEXAS 1206 SANTA FE BUILDING

LEADERSHIP SINCE 1835
93 Years of Faithful Service

The Commonwealth Fund Teacher Training Study

By WERRITT W. CHARTERS
and DOUGLAS WAPLES

Materials for Developing Teacher
Training Curricula and Methods of
Supervision.

To be published in February

The UNIVERSITY of CHICAGO PRESS
CHICAGO ILLINOIS



FOLK DANCES

Games—Festivals
Pageants—Athletics

Thousands of teachers
use the material in our
books.

64-page illustrated descriptive catalogue, with Table
of Contents of books, sent on request

A. S. BARNES & COMPANY
Publishers of Educational Books Since 1838
67 West 44 Street, New York

On your toes with science

FOR supplementary scientific class
work have you read Science
News-Letter, the up-to-the-minute
weekly?

It rushes you the latest Scientific
News within 2 weeks. All of its
original editorial articles are clip-
pable without injury to each other.

Science News-Letter, written simply
and with highest authority, offers
unequaled value for Science work in
Junior Highs, Senior Highs, and
Colleges. Sample on request.

Quantity orders of 10 or more are
sent to one address at 5c per copy.

SCIENCE NEWS-LETTER
2111 B St. Washington, D. C.

(Continued from page A-237)

LOIS M. DRAKE, author of "Externs" in *Teacher Training* and P. Crecelius, H. H. Mecker, and C. H. Sackett, coauthors of *Ben Blewett Intermediate School*, are instructors in the schools of which they write.

SUPERINTENDENT Frank G. Pickell of Montclair, New Jersey, was recently elected to honorary membership in the National Council of Education. Editors of local papers and New Jersey educators have expressed themselves as especially pleased with this recognition of Superintendent Pickell's service to the town of Montclair and the State of New Jersey.

A STUDY of industrial home work in New Jersey has just been made public by the Children's Bureau of the United States Department of Labor. The 1131 children interviewed in the course of the study, which included seven New Jersey cities, were found to be engaged in fifty kinds of home work. By far the greatest number, forty-four percent, worked on men's clothing. Although the New Jersey sweatshop law requires that homes in which work is done be licensed by the state department of labor only seventy-three of the 628 families visited were licensed. Efforts to have the law amended so as to penalize the employer for giving out work to unlicensed homes have been unsuccessful.

THE RECEPTION in Mexico City of the Friendship School Bags sent by the children of the United States took place during the Independence Day program, September 15, in the presence of 65,000 people. On the platform sat President Calles and Mexico's most distinguished citizens. School boys and girls—3000 of them—each carrying one Friendship Bag, marched eight abreast, up the central aisle to the platform. Speeches were made presenting and accepting the bags.

A course on international friendship has been written into the curriculum of the primary schools of Mexico, due entirely to this friendship project from the United States, so Mr. Moises Saenz, acting Minister of Education, said. A teacher in Mexico City said, "We are studying about the United States, its history, its accomplishments, its people, and all in a friendly way. This is a new thing, and strange, but we are happy in doing it!"

It has been decided to continue this project until December 5, 1928. For full information write to the Committee on

(Continued on page A-239)

(Continued from page A-238)

World Friendship among Children, 289
Fourth Avenue, New York City.

PRIZES of \$25,000 and \$5000 are being offered by W. C. Durant for the best plans for making the Eighteenth Amendment effective. The first prize is for the best of all plans, the second, for the best from a high school. To secure details of the competition, write to Prize Committee on Eighteenth Amendment, Room 2401, Fisk Building, New York City.

THE FACISTS AND ITALIAN SCHOOLS—Italians living in foreign countries have been ordered to send their children to Italian schools, instead of to those of the nations in which they reside, under pain of being summarily expelled from the Fascist party in case they already belong to it. According to the New York *Herald Tribune*, this order was issued by Piero Parini, secretary general of the Foreign Fascist Organization, presumably with Premier Mussolini's approval. The section dealing with this subject follows:

The secretariat general of the Foreign Fascist Organization unfortunately has been obliged to observe that various compatriots residing abroad continue to prefer sending their children to foreign schools instead of to local Italian schools. These cases are all the more deplorable, since it is inconceivable that a good Italian would forego having his own children grow up with instruction in the language of the mother country, thus forming a spirit according to our secular culture.

Whoever does not feel these duties regarding the education and spiritual formation of his own children and does not see that in preferring foreign schools to our excellent Italian schools abroad is guilty of authentic defection and the lack of one of the essential duties of Italians who live beyond the confines of the mother country, and is without doubt a person incapable of comprehending the spirit and ideality of Facism. I direct, therefore, that those to whom the action in question may be imputed and who do not change their conduct following the warning by the secretaries of the various Fascios—and if they be inscribed in the party abroad—be summarily expelled from lack of national sentiment.—*School and Society*.

CHILDREN in three districts of Nebraska were without schools as a result of the tornadoes which struck Nebraska and South Dakota on

(Continued on page A-240)

WE EQUIP STAGES 25 YEARS' EXPERIENCE

VELOUR
ASBESTOS

CURTAINS

SCENIC
FABRIC

Scenery • Cycloramas • Picture Screens • Hardware
• Electrical Equipment •

TWIN CITY SCENIC COMPANY

Minneapolis, Minn., 2819 Nicollet, Ave. Detroit, Mich., 502-4 Film Exchange Bldg.

Bring the Wealth of the
Museum to the
Classroom

Accurate Color Prints

"Day Masterpiece Miniatures" (3 1/2" x 4 1/2"), 214 subjects, 2 cents each.

"Day Historic Designs" (4" x 6"), 24 subjects, 5 cents each.
Instructors' Texts (loose-leaf) for each print, 2 cents each.

Have you our latest prospectus of all educational Art Publications?

Free to Teachers, Specimen Prints Included

BROWN-ROBERTSON COMPANY, INC.

Educational Art Publishers

Dept. N.E. 424 Madison Ave., New York
Mid-western Branch
210 Palmer House Shops, Chicago



Guérin Prints

Exclusive designs in original colors. 16" x 24". Exquisite reproductions of Jules Guérin Water Colors

Send for catalogue

WM. T. SHEPHERD

1720 Chicago Avenue

Evanston, Illinois

Nature Study-Health Education Series

By ALICE JEAN PATTERSON

THIS series of books on nature study and health education is the outgrowth of a conscious effort over a long period of time to fit the lessons in nature study and health to the needs and interests of the children in the various grades of the elementary schools.

The first book of this series covers the work for grades one and two, a year's work for each. This is a teacher's edition. There are no notebooks provided for these two grades. Instead, definite plans for individual booklets, made by the pupils, are arranged.

For grades three, four, five and six each book covers a year's work in nature study and health education. Accompanying each text from the third grade up is a pupil's notebook.

Write for further information regarding these books and our other publications.

McKNIGHT & McKNIGHT
PUBLISHERS

NORMAL, ILLINOIS

The Teachers Protective Union Wins Favor Wherever Known

Provides Health and Accident Protection for Teachers AT COST

"THE LARGEST ORGANIZATION OF ITS KIND IN THE WORLD"

Largest in Service—Over a million dollars in benefits paid to members.
Largest in Assets—Over \$300,000 Assets for the protection of members.
Largest in Membership—Over 27,000 certificates of protection in force.
Largest in Field of Protection—All diseases and accidents covered.
Definite in Promise and Fulfillment—An organization with a heart.
Benefits Paid to Members During 1927—\$130,004.21.

The Non-Cancelable Health and Accident Protection for Teachers

IMPORTANT FACTS

Benefits paid during the entire year.
All Diseases and Accidents covered.
Approved by State Insurance Departments.
Endorsed by Boards of Education.
Member of Pennsylvania Insurance Federation.

Take Two Minutes to Fill Out This Form

TEACHERS PROTECTIVE UNION
Breneman Bldg., Lancaster, Pa.

Please send me descriptive printed matter and application forms for your exceptional health and accident protection for Teachers. It is understood that this carries no obligation on my part.

Signed
Address
City State
Date

NATIONAL EDUCATION ASSOCIATION—ATLANTA, GA., JUNE 28-JULY 4, 1929

President Uel W. Lamkin of the National Education Association announces the dates of June 28-July 4 for the sixty-seventh annual convention. The convention will open with a general session on Friday evening, June 28, and will close with a general session on Thursday morning, July 4.

HOTELS IN ATLANTA

The list of hotels given below is for the convenience and information of those desiring hotel accommodations at Atlanta. The Atlanta Convention and Tourist Bureau is acting as a clearing house for all reservations, and, while they desire to have every one placed according to first choice, it is true that the larger downtown hotels are filled first, and it will greatly simplify matters if you will state second and third choice in writing for reservations. If you will write Fred Houser, Executive Secretary of the Atlanta Convention and Tourist Bureau, 218 Wynne-Claughton Building, Atlanta, Ga., stating the date of your arrival and the type of accommodations desired, your request will receive prompt attention.

NAME OF HOTEL	ADDRESS	Number of Rooms	Rates per Day for Room Accommodating One Person		Rates per Day for Room Accommodating Two Persons	
			With Bath	Without Bath	With Bath	Without Bath
Atlanta Biltmore	West Peachtree	560	\$4.00 to \$5.00		\$6.00 to \$8.00	
Henry Grady	Peachtree at Cain	500	2.50 to 5.00		4.50 to 10.00	
Anasley Hotel	N. Forsyth at James St.	400	2.50 and up		4.00 and up	
Piedmont Hotel	Peachtree and Luckie	400	2.50 to 4.00	\$2.00 to \$2.50	4.00 to 7.00	\$3.00 to \$4.00
Kimball House	Pryor St.	400	2.00 and up	1.50 and up	2.00 and up	3.00 and up
Cecil Hotel	Luckie at Cone St.	312	2.00 to 4.00		3.00 to 7.00	
Robert Fulton	Luckie at Cone St.	300	2.50 to 4.00		3.50 to 7.00	
Georgian Terrace	Peachtree at Ponce de Leon	256	3.00 to 5.00	3.00	5.00 to 7.00	3.50 to 5.00
Aragon Hotel	Peachtree at Ellis	200	2.00 to 3.00	1.50 to 2.00	3.50 to 6.00	2.00 to 3.00
Winecoff Hotel	Peachtree at Ellis	200	2.00 to 3.00		4.00 to 6.00	
Terminal Hotel	Spring at Mitchell	125		1.50 to 2.50		3.00 to 5.00
Cox-Charlton Hotel	683 Peachtree St.	150	2.50 and up		5.00 and up	
Princeton Hotel	211 Mitchell	130				2.00 and up
Marion Hotel	67 Pryor	120	2.00 to 2.50	1.50	3.00 to 5.00	2.50 to 3.50
Imperial Hotel	355 Peachtree St. N.E.	119	1.50 to 3.00		2.50 to 5.00	
Hotel Hampton	35 Houston St. N.E.	105	1.50 to 2.00		2.00 to 2.50	
Wilmot Hotel	46 Broad St. S.W.	100	2.00 to 2.50	1.50	3.50 to 5.00	2.50 to 3.00
Oliver Hotel	5 Houston St.	65			2.50 to 3.50	
Mid-Town Inn	73 Pryor St.	63		2.00		3.00 to 3.50
Candler Hotel	Decatur, Ga.	60	3.00		5.00 to 6.00	
Scoville Hotel	W. Mitchell	50	2.00 to 2.50	1.50 to 2.00	4.00 to 5.00	2.50 to 3.00
Martiniue Hotel	Ivy and Ellis	44	1.50 to 2.00		3.00 to 4.00	

(Continued from page A-239)

September 13. One schoolhouse, the Lamere, near Walthill, was demolished by the wind. It was at this school that two pupils were killed and twenty-four seriously injured. Phyllis Stewart, heroic teacher, huddled the children into a group when she was warned of the oncoming storm and played popular songs to quiet them. She was seriously hurt. Two other schools were hit by the tornado. Helen Rooney, teacher, was killed when the tornado struck her school near Homer. The third school, near Winnebago, was vacated before the storm struck. The pupils there were rushed to a cyclone cellar nearby and escaped injury.

C. H. Ade, superintendent of Homer

public schools, writes the following account of the tornado:

The tornado was visible from the assembly on the upper floor of our school building. At 3:40 o'clock—our dismissal time is 4 o'clock—it began to rain. I noted the time as we usually let the football boys suit up before regular dismissal time and the rain prevented in this instance. It rained very hard for a short time. At 4 o'clock it was still raining. I then dismissed the high-school pupils after advising all to stay in the assembly. We did not dismiss the pupils of the other grades due to the falling rain. Some pupils in the assembly saw some large hail stones falling as the rain abated. I went to the window and looking up the valley of Omaha Creek saw what appeared to be a very dense rain cloud touching the ground. The rapid whirling of the clouds indicated a possible tornado. As I stood pondering what to do with my pupils, I thought I could see a slight eastward drift

to the whirling mass of clouds as they came north down the valley. I waited a tense moment. The tornado came on, then veered slowly, hesitated and then broke rapidly over the hill to the east of us to the illfated schoolhouse and my pupils were saved.

THE INTERNATIONAL Institute of Teachers College, Columbia University, and the Central Institute for Education and Instruction of Berlin announce a tour of Germany's educational institutions for the summer of 1929. This tour is organized by the Central Institute which operates under the auspices of the Prussian Ministry of Education and the German Federal Ministry of the Interior.

The visitation of schools will begin on June 17, 1929, either at Hamburg or Bremen, and will continue for six weeks,

(Continued on page A-241)



GAYARRE SCHOOL, New Orleans, Louisiana, claims the distinction of having more twins than any other school in the country. Last year it had the fourteen sets pictured above. Although one set graduated in June, three entered kindergarten this fall.

GENEVA, 1929

July 25 August 4
Meeting of World Federation of Education Associations

Comprehensive**EUROPEAN TOUR**

Sailing June 15, 22 and 29

England, Holland, Belgium, France, Germany, Switzerland and Italy

\$735.00

Inclusive Price

UNIVERSITY LEADERSHIP

Send for booklet

BUREAU OF UNIVERSITY TRAVEL

56 Boyd Street

Newton, Mass.

TIFFIN

Scenic Studios

TIFFIN, OHIO

CATALOGUE UPON REQUEST



Catalog School Slides

Contains listing of 44,000 Educational slides including Science, Geography, Literature, Travel, Kindergarten, etc.

Write for Free Copy

Victor Animatograph Co.
292 Victor Bldg., Davenport, Iowa

BAILOPTICONS

are used in thousands of schools and churches. This line of projection lanterns, for glass slides, opaque objects and "strip" film is the largest and most complete in the world.

Send for Illustrated Literature

BAUSCH & LOMB OPTICAL CO., 630 St. Paul St., Rochester, N. Y.

School House Planning

The result of a five year study by experts. Invaluable for those who have school building problems.

164 pages..... \$1.00 per copy

National Education Association

1201 Sixteenth Street N. W.

Washington, D. C.



They're Healthy!

Help them stay that way

BUY CHRISTMAS SEALS

The National, State, and Local Tuberculosis Associations of the United States

(Continued from page A-240)

disbanding just before the World Federation of Education Associations Conference in Geneva, which meets the last week in July, 1929.

The total expense for each member for the time spent in Germany will be \$350. This will include second-class railway travel, food, hotels, and necessary transportation to schools and hotels within the cities. There will be twenty-five in the party and membership will be limited to those who have some command of the German language. Anyone interested in this visitation tour may secure fuller information from Dr. Thomas Alexander, Teachers College, Columbia University, New York City.

PLANS for a complete series of health education films designed specifically for classroom use in public schools have been completed under an agreement by which the Department of Biology and Public Health of Massachusetts Institute of Technology will cooperate with the Eastman Teaching Films, Inc., Rochester, N. Y., in what is said to be the most comprehensive program of its kind ever undertaken.

The program will include films showing the nature and functions of the body and problems in health control of the environment, all presented with the greatest scientific accuracy and so produced as to interest the child. Every film will be prepared for a particular grade level and will definitely recognize the extent and limitations of the health knowledge already acquired by the child. It is expected that the first productions will be for the use of upper intermediate and junior high schools.

THE FOLLOWING joint resolution was passed by Congress on May 14, 1928:

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the President of the United States is hereby authorized and requested to issue annually a proclamation setting apart May 1 of each year as Child Health Day and inviting all agencies and organizations interested in child welfare to unite upon that day in the observance of such exercises as will awaken the people of the Nation to the fundamental necessity of a year-round program for the protection and development of the health of the Nation's children.

TO DATE practically all the nations in the world have either signed or adhered to the General Pact for the Renunciation of War. Altogether they number 57. Those which have not yet done one or the other have signified their intention to do so.

HUNDREDS OF Health Teaching HELPS



"Train for health habits, attitudes, and ideals"—the first objective of education as outlined by the National Education Association.

Let HYGEIA, the Health Magazine, help to make health teaching more interesting, more effective in your schools, by supplying countless suggestions for themes, notebooks, topics, health clubs, class discussion. Teachers everywhere are correlating HYGEIA'S articles to geography, reading, spelling, language, biology, home economics and hygiene, and they are using it in kindergarten, the grades, high school, even in normal school and college.

New Department

Edited by

J. MACE ANDRESS

A new feature in HYGEIA, "Health and the School," written especially for teachers, makes its third appearance with the November number. J. Mace Andress, widely known to educators for his textbooks on health, will contribute each month new and original ideas for health projects, book reviews, and answers to individual teaching problems.

Besides this extra feature, HYGEIA contains sound, nontechnical articles on all phases of health—diet, exercise, posture, oral hygiene, mental health, child training, new medical discoveries—facts that are thoroughly reliable, for HYGEIA is published by the American Medical Association.

In many cities every school receives a copy of HYGEIA each month for the use of both teachers and pupils. Harrisburg, Pa., for instance, has ordered 50 school subscriptions, and Detroit schools receive nearly 300 copies of HYGEIA a month. Will your schools have this advantage during the coming term?

Special Introductory Offer!

6 Months for \$1.00!

American Medical Association
535 N. Dearborn St., Chicago

Please send me the next six issues of HYGEIA for the \$1.00 I am enclosing.

Please send me a sample copy of HYGEIA and facts about special rates to schools.

Name

Position

Address

NEAN

Temple University

Broad St. and Montgomery Ave.
Philadelphia, Pa.

College of Liberal Arts and
Sciences

Teachers College

School of Commerce

Professional Schools:

Theology, Law,
Medicine, Dentistry,
Pharmacy, Chiropody

School of Music

Training School for Nurses

University High School

SEND FOR BULLETIN

Phone, Stevenson 7600

Study AT Home

Courses in 40
subjects com-
manding credit
towards a Bach-
elor degree.

Keep abreast in your subject

Some courses in Edu-
cation are "Genetic Psy-
chology," "Story Telling
in Primary Grades," "The
Rural Teacher's Prob-
lems," "Study of Psycho-
pathic Children," "Meth-
ods of Teaching in Eleme-
ntary Grades," "The Junior
High School Movement,"
"Elementary School Ad-
ministration and Supervi-
sion," "Educational Meas-
urements," etc.

Begin any time

The University of Chicago

301 ELLIS HALL

CHICAGO, ILLINOIS

Arnold College

for Hygiene
and Physical Education

CAPABLE faculty. Complete gymnastic, athletic and
camp equipment. Dormitories on campus. Successful
appointment bureau. Write for catalogue. Sherman
and Chapel Streets, New Haven, Conn.
799-B-1928

NATIONAL Kindergarten & Elementary COLLEGE

SPRING term opens Jan. 31, 1929. Elementary courses
to meet the special needs of teachers from nursery
school through sixth grade. New college and dormi-
tory buildings. Campus of 3½ acres near Lake
Michigan. Address:
Edna Dean Baker, Pres., Box D-118, Evanston, Ill.

Perry Kindergarten Normal School

Founded 1898 by Annie Moseley Perry

Three-year course for kindergarten, primary and play-
ground positions. Supervised practice teaching. Uni-
versity credits. Enroll now for entrance in October,
1929. Send for booklet, "Training Children."

HARRIOT HAMBLIN JONES, Principal
25 Huntington Ave., Room 316 Boston, Mass.

The Sargent School

For
Physical
Education

For Young Women

Founded 1881 by
Dr. D. A. Sargent

L. W. Sargent, President
Cambridge, Mass.

THE YATES-FISHER TEACHERS' AGENCY

PAUL YATES, Manager

620 South Michigan Avenue, Chicago

Telephones: Harrison 2642, Harrison 2132

Other Office: Portland, Oregon, 911-12 Broadway Bldg.

The Everett O. Fisk Teachers' Agencies 402 Dillaye Bldg., Syracuse 317 Schofield Bldg., Cleveland, O.
1420 Chestnut St., Philadelphia 1020 McGee St., Kansas City
120 Boylston St., Boston 415 Congress St., Portland, Me. 808 Title Bldg., Birmingham 409 Journal Bldg., Portland, Or.
225 Fifth Avenue, New York 549 Union Trust Bldg., Pittsburgh 548 Spring St., Los Angeles
Send for Circular and Registration Form to any address above

THE J. M. HAHN TEACHERS' AGENCY

A WESTERN PLACEMENT BUREAU ELEMENTARY, SECONDARY, COLLEGE
Always in quest of outstanding educators for important positions. Teachers with higher degrees in
demand. Doctors of Philosophy urgently needed for college and university positions.
J. M. HAHN and BLANCHE TUCKER, Managers, 2161 Shattuck Ave., Berkeley, California

SOUTHERN TEACHERS' AGENCY

Columbia, S. C. Chattanooga, Tenn. Richmond, Va. Louisville, Ky. Memphis, Tenn.
Operates COLLEGE AND SPECIALIST BUREAU, MEMPHIS, TENN. One registration—all offices.
Continuous membership.

101 YEARS OF MANUFACTURING EXPERIENCE



BUILT FOR STRENUOUS SERVICE

THIS is the Heywood-Wakefield Combination Desk,
built to stand up under the long and severe use
which every school unit is bound to receive. Its
construction is so simple that there is nothing to get
out of order, yet so strong that it will serve for years
with one hundred per cent efficiency. It permits
closer spacing and is one of the most economical
forms of classroom seating.

Our seating experts will be glad to tell you
more about this Combination Desk and to
suggest helpful seating plans.

The advantages of this desk and
many other school units are described
in our new School Furniture Cata-
logue. Write for a copy.



Heywood-Wakefield

REG. U.S. PAT. OFF.

Baltimore, Md.
Boston, Mass.
Buffalo, N. Y.
Chicago, Ill.
Kansas City, Mo.
San Francisco, Calif.

Los Angeles, Calif.
New York, N. Y.
Philadelphia, Pa.
Portland, Oregon
St. Louis, Mo.





re
fi
te
h
ch
g

p
a
h
a
“
c
to
w
N

l
s
i
n

w
h
a
o
c
a
n

T
t
a
n
c
f
s
h
c
h
i
n

Teachers everywhere acclaim the benefits of gum massage

They enthusiastically help their children to develop healthier teeth and gums

QUICKLY responsive to sound new ideas, ready to grasp the benefits to their pupils, able teachers the country over have started to instruct children in the benefits of gum massage.

For teachers readily appreciate that healthy gums are essential to sound and healthy teeth. Today they add gum massage to the "toothbrush drill." Typical of the progressive teachers of America is one who writes as follows from Newport, Ohio:

"In our oral hygiene lesson we have instructed the children in gum massage methods with excellent results."

Multiplied by thousands, this will immeasurably improve the oral health of America's children! For, as one authority puts it, "If a man or woman reaches adult life with clean, healthy gums, he will probably keep them so for the remainder of his or her life."

Gum massage counteracts the damage done by soft foods

The widespread ravage of gum troubles can be laid to hasty eating and, more particularly to the modern diet of soft foods. Stripped of fibre and roughage, these soft foods rob the gums of the vigorous stimulation they need to remain in health. Consequently, the gums become soft and tender. "Pink toothbrush" is the all too-frequent warning of impaired gums. Children, as you know, prefer a soft, creamy diet. Since a return to primitive diet



Careful, regular instruction in the use of gum massage is of major importance to the oral health of your children

is out of the question, dental science advocates massage, or gentle brushing of the gum tissues. This supplies the healthful stimulation once gained from a coarser diet. As one specialist points out:

"The rough, unprepared food of primitive man necessitated a vigorous and complete mastication, which meant that the vascular, and nervous supply received continual stimulation. Massage stirs the circulation, invigorates the depleted gum



Children seem most fond of soft, fiberless foods that deprive the gums of needed stimulation

cells. It is the best safeguard against diseases of the gums."

Teach your children the benefits of gum massage

So teach your children the double use of the toothbrush—to brush the gums as well as to clean the teeth. Drill them in the simple technique of gum massage—a gentle brushing of the gums from base to teeth, inside and out, at the same time that they clean their teeth. Have them learn the first axiom of oral health—"to have sound teeth you must have healthy gums."



Ipana Tooth Paste is an excellent dentifrice to assist you in teaching children this new habit of oral cleanliness. Not only is it recommended by dentists to tone up the gums as well as to clean the teeth, but its refreshing flavor delights even children, and that makes things easier.

Ipana's content of ziratol makes it a specific for tender or bleeding gums. Try it yourself, if your toothbrush occasionally "shows pink." But Ipana or no, every educator now has an opportunity to spread the doctrine of better teeth and gums by teaching children the twice-a-day habit of gum massage.

Published in the interest of better health, by

BRISTOL-MYERS COMPANY, NEW YORK

A New Lead in Geography DODGE-LACKEY SERIES

By Richard E. Dodge, Former Professor of Geography, Teachers College, Columbia University, and Earl E. Lackey, Department of Geology and Geography, University of Nebraska.

The *Dodge-Lackey Geographies* for the schools are *human geographies*. Today relationships of human groups, economically, commercially, and socially, are the larger world problems. Hence, in this series, the *emphasis is on man himself* as to his background and the use he makes of the area about him.

There are many new pedagogical features.

Numerous fine maps and many interesting photographs illustrate the books.

Dodge-Lackey Elementary Geography
Dodge-Lackey Advanced Geography
(Just Out)

RAND McNALLY & COMPANY

NEW YORK
270 Madison Ave.

(Dept. M-94)
CHICAGO
536 So. Clark St.

SAN FRANCISCO
559 Mission St.

If You Have a Commercial Education Problem

an investigation of our complete and comprehensive list of commercial textbooks and teaching materials may help you to solve it.

Gregg texts are supported by 30 years of experience in the field of commercial education.

Gregg texts, laboratory materials, methods books, tests, measurement scales, charts, etc., for all commercial subjects, are now serving thousands of all types of schools and courses.

It costs you nothing to investigate. Our nearest office is at your service.

The Gregg Publishing Company

New York Chicago Boston San Francisco Toronto London

NEW TEST MATERIAL

ALGEBRA WORKBOOK

By Fowlkes, Kingsbury, Wallace,
and Goff

100 tests

In press

A new thing—tests in algebra. There are 100 in all, in tablet form, covering all important operations of algebra, such as translation of algebraic equations, substitutions in formulas, collecting terms and solving equations, reading and making graphs, etc. The tests include all the modern types of tests and equipment for checking and recording answers is provided.

PROGRESS TESTS IN LATIN

By Ullman & Smalley

73 tests

\$.84

An entirely new book based on the "everlasting fundamentals of Latin"; 73 tests covering all phases of Latin and offering a most dependable means of checking progress. The tests fall into seven groups: vocabulary, sentence, form, syntax, derivatives and word study, comprehension, and Roman civilization. Planned to accompany the Ullman and Henry textbooks, but may be used with any standard books or in any order desired.

PRACTICE LEAVES IN THE ESSENTIALS OF ENGLISH

By Moffett & Deffendall

90 tests

\$.80

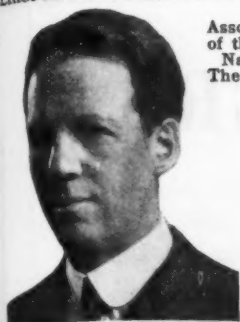
A collection of tests for use in high schools or first year in college. The ninety tests give thorough and varied practice in the essentials in English. All the fundamentals are covered: grammar, punctuation, sentence structure, clearness, and emphasis. All the modern types of tests are included. A concise, comprehensive review, found at the back of the book, acts also as a handy reference grammar. Come in tablet form with detachable leaves.

New York Boston
Chicago

THE MACMILLAN COMPANY

Dallas Atlanta
San Francisco

Elliot R. Downing, Ph. D.



Associate Professor
of the Teaching of
Natural Science
The University of
Chicago

Gerald S. Craig, Ph. D.



Associate in
Natural Sciences
Teachers College,
Columbia University

Professor of
Education
Teachers College,
Columbia University

Otis William Caldwell, Ph. D.



E. Laurence Palmer, Ph. D.



Professor of Rural
Education
Cornell University

A Thousand Suggestions

by These Great Educators...Ready for Any Teacher To Use In

HERE is news—vital, interesting news for every teacher, principal and superintendent—a difficult department of classroom instruction now for the first time in practical teaching form, ready to be incorporated into classroom procedure, smoothly and easily. Ready and usable at once, because it was prepared in professionalized form by great educators who understand classroom procedure and appreciate teaching problems and time limitations.

Out of the great mass of unrelated, haphazard, random material employed in the teaching of elementary science or nature study, this department in **THE CLASSROOM TEACHER** stands out as the only practical professionalized program in existence. It is so acclaimed by leading educators of every State. Already this department of **THE CLASSROOM TEACHER** has been adopted as required textbooks in many of the leading teacher-training institutions.

The authors are men of national reputation, specialists, and acknowledged leaders in this field. They give you, in a section of 625 pages, a program of activities for every season in every grade. While their suggestions are many and lavish, they are thoroughly practical, because they are such as can be carried to full completion by any teacher. There is no want of material, no incomplete half-way measures. There are no impossible requirements, no extravagant demands on the average teacher's resources. For the first time Nature Study takes its well-ordered, professionalized position in classroom procedure. Every activity has a definite objective. It is correlated with the whole educational scheme. And yet these great educators have made the work delightful and fascinating.

Just for example, Dr. Palmer bases

NATURE STUDY

The outstanding features of this Department in **THE CLASSROOM TEACHER** are:

1. A complete field and laboratory course for pupils of the first three grades, by Dr. E. Laurence Palmer.
2. A complete elementary-science program for the first three grades, by Dr. Gerald S. Craig.
3. A field course for Grades IV, V, VI, VII, VIII, and IX, by Dr. Elliot R. Downing, in which every type of topographical situation is visited and its plant and animal life studied by the association method.
4. A complete program of classroom procedure for Grades IV, V, and VI, by Dr. Gerald S. Craig.
5. A complete program of classroom procedure by Dr. Otis W. Caldwell for Grades VII, VIII, and IX.
6. A department, "Camp Cookery," by Dr. E. Laurence Palmer giving recipes and details of handling "the eats" on field trips.
7. A unique Identification-Appreciation section—the only thing of its kind ever prepared for elementary-school pupils. This consists of:
 - a. Bird-identification section, by Dr. Elliot R. Downing, in which all the common birds are treated. Four-color-process pictures of every bird, painted by the distinguished bird artist, Major Allan Brooks, are given.
 - b. Mammal-identification section, by Dr. Lee R. Dice, in which the mammals are grouped according to their ecological environment. Every treatise illustrated by an actual photograph of the subject.
 - c. Fish-identification section, by Dr. David Starr Jordan, containing accounts of all the common fresh-water fishes. Every one illustrated by actual photograph.
 - d. Reptile-and-Amphibian-identification section, by Dr. E. Laurence Palmer, treating the common snakes, turtles, lizards, frogs, etc. Each illustrated by actual photograph.
 - e. Invertebrate-identification section, by Dr. Alfred E. Emerson, treating the common insects and other invertebrates. A photograph of the subject accompanies each account.
 - f. Plant-identification section, by Dr. Henry C. Cowles, containing treatises on the common flowers, trees, shrubs, etc. Many are illustrated in color and the remainder are illustrated by photographs.

his study of birds in primary grades on a housecleaning lesson. He goes from the known, familiar thing to the unknown. First are the "Ceiling Cleaners," made up of birds which gather their food on the wing in the air. Following these, Dr. Palmer shows how the "Furniture Cleaners" like the woodpeckers and flickers keep our trees from being destroyed. Then we have the "Carpet Cleaners" or birds who get their food from the ground, like the robins. "Cleaners of Sinks and Drains" are the waders like the cranes, ducks, etc. "Vermin Destroyers" are the owls and hawks which keep our rodent enemies in check. Finally we have the "Garbage Cleaners" like the crow, buzzard, and gulls.

What Dr. Palmer and his associates have done for Nature Study and Science, other great educators have done for every subject and every problem of the grades through Junior High—and the result is **THE CLASSROOM TEACHER**, a complete professional guide for teacher, principal and superintendent.

THE CLASSROOM TEACHER is a new concept in education, designed in a wholly new way to put into every teacher's hands the modern teaching methods and professionalized subject matter of the foremost men from the leading teachers' colleges. Seventy such educators collaborated in creating **THE CLASSROOM TEACHER**. Each is a recognized authority in his field, and each wrote and signed the section dealing with the subject he has made his lifetime specialty.

Bagley, Dawson and Hatch write on History... Smith and Reeve on Mathematics... Parkins on upper grade Geography... Gray and Zirbes on Reading... Every subject is treated from kindergarten through junior high and every problem from opening school in autumn to closing in the spring.

Specimen Pages Free

We urge every teacher interested in her own efficiency and professional success—every principal and superintendent interested in more effective teaching to send for an interesting brochure describing **THE CLASSROOM TEACHER**, and details of our deferred payment plan. Specimen pages are included and mailed free. Simply mail the coupon, Dept. W-20, **THE CLASSROOM TEACHER, Inc.**, 104 S. Michigan Ave., Chicago.

The CLASSROOM TEACHER

Mention **THE JOURNAL** when writing our advertisers.

THE CLASSROOM TEACHER, INC.

Dept. W-20, 104 S. Michigan Ave., Chicago, Ill.

Please send me your free brochure, including specimen pages of *The Classroom Teacher*. Include details of your easy-payment plan. This request does not obligate me.

Name

Position

Address

City County State

Particular problems

NIDA SCIENCE READERS

- Book I Our Pets
 Book II Trailing Our Animal Friends
 Book III Baby Animal Zoo
 Book IV Animal Life
 Book V Makers of Progress
 Book VI Early Men of Science

The Romance of fiction with the added value of fact and the wonder of fairy tales with the added value of truth. "Is it a true story?" the child asks with almost pathetic earnestness. His unconscious mental need is something real to think about and problems worthy of his mental efforts to solve.

These six books may be used either as regular readers or as silent readers for supplementary reading. Fiction can never be replaced, but the scientific age in which we live requires that fiction be well balanced with material that will help children to understand actual life about them.

The Nida Science Readers have gone far in solving the problem of introducing a preparatory study of science into the grades.

D. C. HEATH AND COMPANY

BOSTON NEW YORK CHICAGO ATLANTA
 DALLAS SAN FRANCISCO LONDON

Sharp's English Exercise Books

For Grades 4 to 12 Inclusive

Interesting - Time Saving - Inexpensive

{ In Use in Approximately 3,000 Cities }
 { Throughout the United States }

THE SERIES

	Price, postpaid
Sharp's Language Practice, for the fourth grade, 64 pages.....	15c
Sharp's Language Drills and Tests, Book I, for fifth grade, 48 pages.....	15c
Sharp's Language Drills and Tests, Book II, for sixth grade, 48 pages.....	15c
Sharp's English Exercises, Book III, for seventh grade, 88 pages.....	30c
Sharp's English Exercises, Book IV, for eighth grade, 72 pages.....	30c
Sharp's English Exercises, Book V, for high school, 96 pages.....	40c
Sharp's English Exercises, Book VI, for high school, 72 pages.....	30c
Teacher's Manual (for each book).....	No Charge

These books lay great stress on the fundamentals, save teachers' and pupils' time, create a new interest in the classroom, and add no additional expense to the pupil. More satisfactory exercise books; better chosen content; lower cost; excellent service to the teacher—these are some of the factors which have helped to make Sharp's English Exercises and Sharp's Language Drills and Tests the leading English exercise books published.

Send postpaid price for sample copy. If the book or books are not entirely satisfactory, your money will be refunded.

WEBSTER PUBLISHING COMPANY
 102 North Third Street St. Louis, Mo.

The Deafened School Child

Provision for the Detection, Medical and Educational
 Treatment of the Deafened School Child

Report of the
 Joint Committee on Health Problems in Education
 of the National Education Association
 and the
 American Medical Association
 with the co-operation of the
 American Federation of Organizations
 for the Hard of Hearing
 and the
 New York League
 for the Hard of Hearing, Inc.

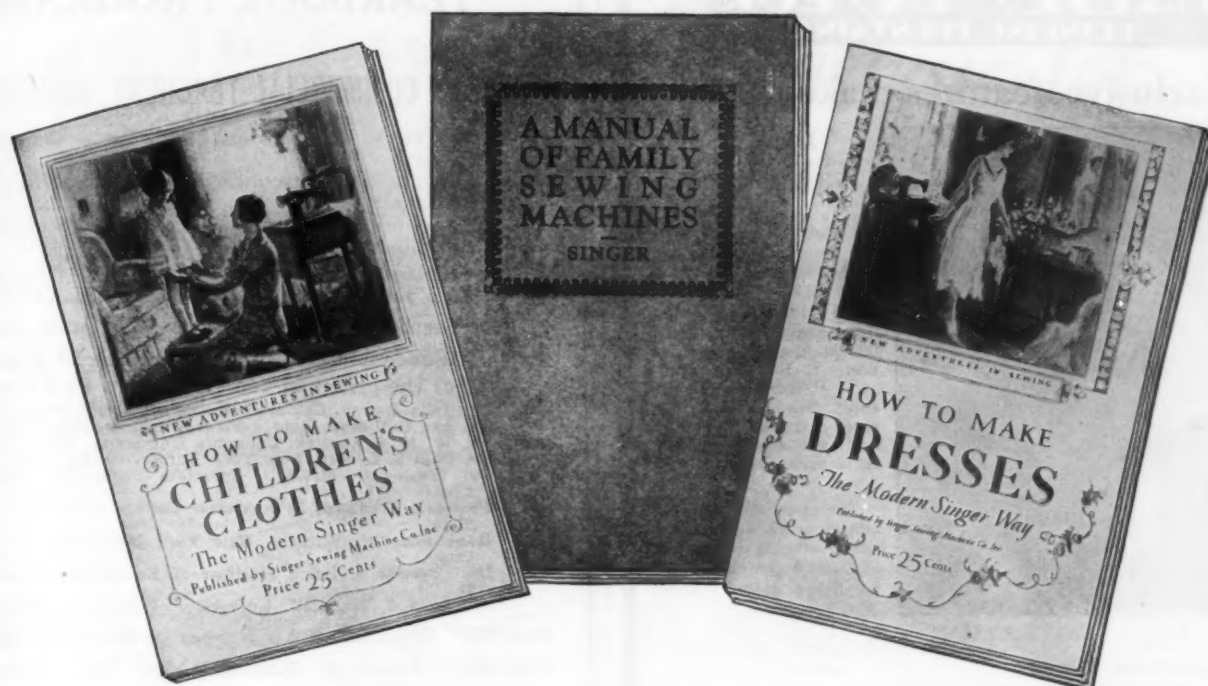
A concise and helpful study of the problem of the extent, importance and detection of defective hearing among school children and including an outline of the knowledge essential for the teacher and school nurse and the medical treatment desirable for the deafened school child. A clear statement of educational provisions for deafened children.

39 Pages.....Price per single copy \$25

Discounts for quantities

National Education Association
 1201 Sixteenth Street N. W.
 Washington, D. C.

American Medical Association
 535 North Dearborn Street
 Chicago, Illinois



3 Practical Books for Your Sewing Classes

EVERY teacher knows that success in teaching sewing depends upon winning the interest of the pupil.

For this reason sewing teachers will be glad to know that practical books are now available which lend a fascinating interest to classroom work. They present in great variety actual garments of all types for children and grown-ups and show step-by-step just how to make them on the sewing machine—the natural modern way to sew. These books are simple, yet thorough; they are comprehensive, yet so compact in size and so moderately priced that every pupil can have her own copies.

"How to Make Children's Clothes", just published, contains instructions for making garments for children of all ages—from baby dresses and slips, through rompers and play clothes, to frocks for the high school girl. It is 64 pages in size with 143 illustrations.

"How to Make Dresses" gives complete directions for cutting, assembling, fitting and finishing five types of dresses. It contains 48 pages and 187 illustrations.

SINGER

SEWING MACHINE CO.

Educational Dept. 8-M, Singer Bldg., New York

"A Manual of Family Sewing Machines" is a practical textbook on the care and efficient use of the machine itself. It affords an understanding of machine sewing that will be of value to the student all through life.

To teachers—sample copies FREE!

To any sewing teacher we shall be glad to send a copy of each of these books with our compliments. We will also furnish you free any desired number of the Manuals for your classes. Prices to schools on quantities of the other two books will be furnished on request. The coupon below is arranged for your convenience.

SINGER SEWING MACHINE COMPANY
Educational Dept. 8-M, Singer Bldg., New York, N. Y.

Please send me complimentary copies of "How to Make Children's Clothes" and "How to Make Dresses" and quote prices on.....copies for classroom use. Also please send me free.....copies of "A Manual of Family Sewing Machines."

Name.....

Street.....

City..... State.....

School.....

Copyright, U. S. A. 1927 and 1928 by The Singer Manufacturing Co. All Rights Reserved for All Countries

Mention THE JOURNAL when writing our advertisers.

HALSEY TAYLOR

DRINKING FOUNTAINS

Exclusive features make them
more
sanitary!



Halsey Taylor Drinking Fountains are made in a variety of designs, each the best for the purpose! But it isn't design that makes them the popular specification for school use. It is their health-safe construction—patented features that promote a degree of sanitation not found in any other make or type!

The most prominent architects and discriminating school officials make sure of school sanitation by specifying these modern drinking devices!

Automatic Stream Control

One of many distinctive Taylor features. Regardless of pressure variation, the stream remains at uniform drinking height. Two-stream projector acts as a further hygienic safeguard!

Write for special specification manual

Illustrated is No. 605, a handsome, vitreous china wall type, with distinctive Halsey Taylor sanitary features! Practical, safe, sightly!

The Halsey W. Taylor Co., Warren, Ohio

(Largest Manufacturers of Drinking Fountains Exclusively)

YOUR PRINTING

is your representative. It reflects your judgment and character. Naturally, therefore, you should select your printer as carefully as you would an individual to represent you.

OUR PLANT

fully appreciates the confidence our clients impose in us when they ask us to produce their printing. Each and every job—from a calling card to a million copies of a large magazine—is given the same attention. It will be to your advantage to get information from us regarding your next order for printing.

Among the publications from our presses are The Journal of the National Education Association, The National Geographic Magazine, The American Federationist, The American Motorist, The American Junior Red Cross News, The Bengalese, The Master Mason, and the Daughters of the American Revolution Magazine.

JUDD & DETWEILER, INC.

Master Printers

WASHINGTON, D. C.

YEARBOOK PROGRAM

of

EASTERN COMMERCIAL TEACHERS' ASSOCIATION

1928 Yearbook, Foundations of Commercial Education

1929 Yearbook, Curriculum-Making in Commercial Education

1930 Handbook, Administration and Supervision of Commercial Education

1928 YEARBOOK, FOUNDATIONS OF COMMERCIAL EDUCATION, NOW AVAILABLE

The Yearbook is divided into four main parts:

Part I. Fundamental Issues in Commercial Education

Some of the principal contributors to Part I are:

Dr. John Dewey, Columbia University, New York City
Dr. Lee Galloway, Ronald Press Company, New York City
Dr. W. H. Kilpatrick, Columbia University, New York City
Dr. Paul S. Lomax, New York University, New York City
Dr. Wesley C. Mitchell, Columbia University, New York City
President Frederick H. Robinson, College of the City of New York
Dean John W. Withers, New York University, New York City
Dr. Leverett S. Lyon, Institute of Economics, Washington, D. C.
Dr. Leon C. Marshall, University of Chicago, Chicago, Ill.

Part II. Specialized Appliances of Research Method

Part III. Research Materials for the Classroom Teacher

Part IV. Some Problems of the Classroom Teacher

Only a limited supply of these Yearbooks printed. Send for your copy (Price \$2.50) to the Eastern Commercial Teachers' Association, 253 Lexington Avenue, New York City. Reservations will be made as the orders are received.

SUBSCRIBE—

RESEARCH BULLETIN

of the

NATIONAL EDUCATION ASSOCIATION

Published five times each year in January, March, May, September and November

Special subscription price of \$1.00 per year

A series of practical pamphlets to further the professional study of current educational problems.

The National Education Association

1201 Sixteenth Street N. W.

Washington, D. C.

LINCOLN SCIENCE DESKS

INCREASE THE CAPACITY
OF YOUR PRESENT SPACE

With the Kewaunee Lincoln Desk, no lecture room is required. All students face the instructor while doing all the work in one place.

The instructor may give demonstrations or hold class recitations in the same room with the experimental work.

Where the science work of the entire school does not cover the entire period of the school day, the desk can be used as a regular classroom desk. This avoids vacant rooms and helps to cut down the cost per room in new buildings.

Before you make plans for future laboratory equipment, ask us for our catalog of Lincoln Science Desks.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

C. G. CAMPBELL, Pres. and Gen. Mgr.

123 Lincoln St., Kewaunee, Wis.

Chicago Office:
25 E. Jackson Blvd.
Room 1511

New York Office:
70 Fifth Ave.

Offices in Principal Cities

Beautiful usable Music for Rural Schools

Swinging rhythms, galloping rhythms, lullabies, dances, folk songs, concert solos, story music, orchestras, bands—grouped in a single unit (No. 1)

Enough New Victor Orthophonic Records for
a year's beginning in music appreciation

13 records 77 selections 20 lessons

List Price, \$10

If you would select out of all Victor music the records you would want most for your rural school, they would probably be just these thirteen. For these are Victor Orthophonic Records, delightfully varied, with the beauty and freshness of presentation that can help rural schools so much. These records offer a way for pupils to know the instruments of the orchestra, some of the finest music of the masters—and to have true appreciation of music.

If you had the time, you could work out the lessons to include these records. But we assume that you haven't, so here are the lessons, too! Twenty of them (which may be subdivided into 30 or 40 if desired), cleverly devised for ever-increasing interest. Enough for a whole year's varied pleasure in music. The booklet of lessons contains annotations on all principal selections. Order from any Victor dealer or from us. Or let us tell you more about them.

Here are sample lessons:

Mother Goose Party (20212). Children recognize the Mother Goose characters and raise hands when they discover them.

Memory Melody Cradle Song (Schubert) (20079). Show pictures of 'cello. See Chart. Tell the difference between violin and 'cello. See back of Chart.

Gavotte—Mignon (Thomas) (20443)

Mignon is a story of a little girl stolen by gypsies. When she is grown, she goes to a village where a musical entertainment is being given, and there she finds that her father is a nobleman.

The Gavotte is an old French peasant dance.
Class may raise hands when loud flute tone is heard.

The Educational Department

Victor Talking Machine Company
Camden, New Jersey, U. S. A.



DIPLOMAS

THROUGH constant devotion to the finest ideals of craftsmanship, Harter has developed a line of Diplomas of surpassing distinction. The new 1929 line embodies all the splendid inspiration and feeling that comes only through long association—Harter has been designing and producing Diplomas for more than a quarter century. Samples, at no cost, will be sent upon request. See coupon.

COMMENCEMENT INVITATIONS

New designs, brilliantly executed. Be sure to see them. Complete portfolio of Samples now ready for mailing. See coupon.

The Harter School Supply Co.

2054 East 71st St., Educational Publishers Cleveland, Ohio

Fill in, Clip and Mail
for FREE Samples
() Diplomas ()
Commencement Invitations.

Name
Position
Address

Mention THE JOURNAL when writing our advertisers.

ACTIVE MEMBERSHIP

A Decade of Achievements

THEN—1917		NOW—1927
\$635.00	----- Average Salary of Teachers-----	\$1300.00
8th Grade	----- Certification Standards-----	2 yr. Normal
40,000	----- Summer School Attendance-----	250,000
25	----- Teachers' Colleges-----	100
330,689	----- College and University Enrolment-----	664,266
1,600,000	----- High School Enrolment-----	4,000,000
\$750,000,000	----- Expenditures for Public School Education-----	\$2,000,000,000
5	----- State Tenure Laws-----	14
5	----- State Retirement Laws-----	22
10,000	----- Members in the N. E. A.-----	175,000
200,000	----- Members in State Education Associations-----	600,000

Growth in education associations promotes educational progress. It is no mere coincidence that the achievements indicated by the table above have been secured during the decade of unparalleled membership growth in state and national associations.

These achievements of the past decade are inspiring, but they must be surpassed during the decade just ahead. The educational advantages of the best communities must make further advances. Strength lies in uniting the educational forces of the nation. The National Education Association gives every teacher opportunity to have a part in this great program of progress.

The membership count for the year will be made December 30, 1928. The enrolment is now nearing the 200,000 mark. With these facts before you, will you not help to reach the goal of "200,000 by Christmas" by securing the enlistment of one who is not now a member of the Association? The membership fee is \$2.00.

LIFE MEMBERSHIP

Life enlistments show permanency of interest and effort. They give assurance to new recruits. They impress the public. Their devotion wins law-making bodies. There are now 1900 life members. Why not "2000 by Christmas"? Some states are making an effort to double life membership by forming life membership clubs and in other ways. Let every state make this effort.

We have been enlisting and reenlisting annually. Let us now enlist for life. The first step has been taken; let us take the second. The gains made by the first step indicate the larger things to be accomplished by the second.

Are you not willing to deposit One Hundred Dollars in the Bank of Life Membership? Like other sound investments, you are not required to deposit the entire amount at one time unless you so desire. Write for the booklet explaining the plan of payment and giving other information. You will receive more than compound interest on your investment.

LIFE MEMBERSHIP

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth St. N. W.
Washington, D. C.

To the Secretary:

I am interested in Life Membership and request you to send me the leaflet which gives complete information as to its benefits and which describes the plan of making payments.

Name.....

Address.....

National Education Association
1201 Sixteenth Street N. W. Washington, D. C.

"Every elementary school may well add these books to its library," says the *Jr. of the National Education Association* of the Newbery Medal winners, and adds that "they are the beginnings of a notable collection of children's literature."

Dhan Gopal Mukerji, whose *GAY-NECK* won the Newbery Medal for 1928 as the most distinguished children's book of that year (*SHEN OF THE SEA*, by Arthur Bowie Chrisman, received the medal in 1926), writes a new book:

GHOND THE HUNTER

\$2.50

Illustrated by Boris Artzybasheff

Other children's books by Mukerji

Each \$2.00

KARI THE ELEPHANT: HARI THE JUNGLE LAD: JUNGLE BEASTS AND MEN:

Special school edition, \$1.25

By the Author of *WHEN WE WERE VERY YOUNG*

THE HOUSE AT POOH CORNER

Illustrated by E. H. Shepard, \$2.00

This new Milne book has all the charm of his other books, with an added freshness that seems unbelievable, as *The Forum* says: "Just as good as the first Pooh book and better than the second and leaves us wondering how he does it so often and so well."

Other children's books by A. A. Milne
Each \$2.00

**NOW WE ARE SIX
WINNIE-THE-POOH**

Send for Educational and Illustrated Children's Catalogues

E. P. DUTTON & CO., Inc., 286-302 Fourth Ave., N. Y. C.

Flying over the U. S. with Col. Lindbergh

is only one of these new and fascinating Geography studies



This is one of 19 maps approaching the study of Geography from an entirely new angle. Each deals with a specific subject, Lindbergh's trip being devoted to "Cities of the United States."

Work Map and Unit Studies in Geography

By W. M. GREGORY, School of Education,
Western Reserve University

Here reduced to its simplest form is the study of the United States. Each unit is a project consisting of *study materials* which are self-teaching, *work map* devoted exclusively to that subject and a *work unit* for self-testing. There are 19 projects in the series, covering such fundamental topics as Relief, Physical Features, Coal, Agricultural Regions, Transportation and Forests. These 19 geographical units comprise the U. S. series. This series is now ready. Foreign series will come later. Don't delay making use of this simplified — yet more comprehensive — method of studying Geography. Send today for the complete U. S. Series, in heavy manila envelope. USE COUPON.

New! If you supervise or teach elementary classes, you need every issue of

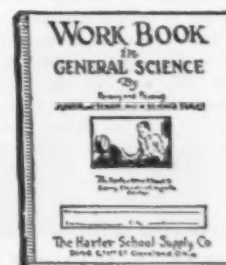
INDIVIDUAL INSTRUCTION
the new magazine, published quarterly, so modern, so fresh, so helpful. Start getting it now. SEE COUPON.

Work Book in General Science

By Ellis C. Persing, M.A., and Kimber M. Persing, B.S.

For JUNIOR HIGH SCHOOLS. Facts about food, light, air, heat—everything pupils meet in their daily life—made doubly interesting through simple laboratory experiments they perform themselves. Examine a copy. SEE COUPON.

Quantity Discount to School Boards



THE Balfour PLAN

OFFERED TO HIGH SCHOOLS WITH AN ENROLLMENT OF AT LEAST 75



A CO-OPERATIVE PLAN TO

1. Help solve the problem of buying class jewelry, and save expense.
2. Promote scholarship and character building.

ACCOMPLISHED BY

1. Term contract for class jewelry.
2. Presentation of plaque and keys.

A descriptive folder has been sent to all high schools of 75 or over.
If not received send for duplicate.

L. G. BALFOUR COMPANY

ATTLEBORO, MASS.

THE HARTER SCHOOL SUPPLY CO., 2054 E. 71st St., Cleveland, Ohio

Please send the following on approval. Enclosed is \$....., which will be returned to me if not satisfied.

- | | |
|--|--------|
| () Work Maps and Unit Studies in Geography (19 ass't)..... | 40c |
| () Work Book in General Science, 128 pages..... | 60c |
| () Year's subscription to INDIVIDUAL INSTRUCTION | \$1.00 |
| () 1929 Harter Catalog..... | FREE |

Name..... Position.....

Address.....



From kindergarten to graduating class, the harmonica proves valuable and interesting.

This is the harmonica orchestra of the Milam School, Dallas, Texas, composed of members from all classes.

Educational *and* Social Values of the Harmonica

By WM. J. HAUSSLER

TO SOME teachers and musicians, the results claimed for harmonica instruction sound so extraordinary that it may be of assistance to them in viewing this instrument in correct perspective to quote verbatim from a few of the thousands of reports made each year on harmonica activities as carried on in educational institutions throughout the country. Following are some taken at random.

Mr. Edward R. Maguire, Principal, Junior High School No. 61, New York City, says:

"I have been using harmonicas in schools for many years. The harmonica is a real musical instrument, pure in tone and accurate in pitch. It is of great value because of its motivation power in interesting those big boys whose voices are apparently hopeless and who are discouraged in their attempts to take part in the usual vocal school music lesson. The members of my Harmonica Band have developed the instrument to the point where they are able to render high-class selections in a musicianly way, and through this they are led to a greater interest in music and in instrumentation. They graduate from the harmonica to the more complicated wind instruments of the band and orchestra.

"As a socializing factor the harmonica ranks high. I have had experience with the so-called 'bad' boy. His interest once awakened and encouraged by his success with the instrument, I have, through this, an additional hold upon him, a leverage with which to work."

Ruth Townsend, Supervisor of Music in schools of Paducah, Ky., reports:

"We have a Harmonica Band in each of the grade schools in Paducah and are more than pleased with the results. We find it arouses interest in music and creates a desire for further musical development. The harmonica is of sufficient value that we make it a part of our regular school work. We hesitated about taking up harmonica work, owing to our lack of knowledge of this instrument, but found that with the aid of free instruction books and charts it was easy for the children to learn to play."

C. F. Miller, Supt. Galesburg Public Schools, Galesburg, Ill., makes the following statement:

"We are very much pleased with the harmonica work which is being conducted in the Galesburg Public Schools. It is remarkable as to how rapidly children are able to master the harmonica. We are not attempting to stress this work over our regular music work in the school, but we feel that from the standpoint of rhythm it has been a decided help to our regular course of instruction in music."

Dr. Moritz Stoehr, Professor of Physics at Mt. St. Vincent's College, New York City, and Professor of Acoustics at Mt. St. Mary's College, in Plainfield, N. J., gives this studied opinion:

"To me I think that the greatest point of advantage in using the Hohner Harmonica consists in the following physiological phenomena: If adults or children use such an instrument as the harmonica, even with no intention of playing in itself, merely producing sounds, those sounds, which are all of a correct and definite pitch, as I have ascertained by careful investigation, will leave impressions which are deposited through the labyrinth and the acoustic nerve in the brain and will be a musical education and may lead to the acquiring of absolute pitch, which so few possess. Therefore, I highly recommend the harmonica as an inter-locutory teaching device—an instrument that puts anyone on the proper paths for a musical education."

FREE TO TEACHERS

The brochure shown to the left is mailed without charge to adults interested in the possibilities of harmonica instruction. Its scope is indicated by its title. It contains full information on the development of harmonica work—with illustrations and descriptions of the practical helps which are available without charge for use by teachers.



WM. J. HAUSSLER,
Dept. 544-M, 114 E. 16th St.,
New York, N. Y.

Please send me your free brochure on "The Harmonica as an Important Factor in the Modern Education of Girls and Boys."

Name.....

Address.....

Mention THE JOURNAL when writing our advertisers.

OPPORTUNITY



(From Sixth Grade Literature Project, Clark's Language in Use)

LANGUAGE IN USE

Grades Four, Five, and Six

By M. G. Clark

Public School Publishing Co.
509-11-13 North East St.
Bloomington, Illinois

The Value of the Dictionary

is the title of a new booklet written to help you in Teaching the Dictionary. Here are a few suggestions of the lessons included:

First Dictionary Lessons
Relative Position of Letters
How to Find Words
What You Find
Pronunciation
How to Find Meanings
Parts of Speech and Meanings
Unusual Uses of Words
Synonyms
The Hyphen, Etc., Etc.

Copies of this new booklet will be sent FREE to teachers upon request.

G. & C. Merriam Company
Springfield, Mass.

Publishers of the
Merriam-Webster Dictionaries
for over 85 years
Look for the Circular
Trade-Mark Get the Best



STONE'S SILENT READING

Now Complete

Book One—Grades I-II	\$.60	Book Four—Grades IV-V	\$.88
Book Two—Grades II-III	.72	Book Five—Grades V-VI	.92
Book Three—Grades III-IV	.80	Book Six—Grades VI-VII	.96

Each Illustrated

THIS series contains every type of silent reading recommended in the *Report of the National Committee on Reading*.

EACH book contains an interesting content organized for training purposes. The method defines and tests each step.

THE course has been worked out in a very practical way by the author, Clarence R. Stone, who is a recognized authority in classroom procedure and the author of "Silent and Oral Reading."

Stone's "Silent and Oral Reading"

Revised and Enlarged Edition

The essentials of sound reading method both for lower and upper grade work are here set forth. \$2.00

HOUGHTON
MIFFLIN COMPANY

Boston - New York - Chicago
Dallas - San Francisco

The Perry Pictures

Make Pictures Your Christmas Messengers.



Saved

Landseer

REPRODUCTIONS OF THE WORLD'S GREAT PAINTINGS

Use them as aids in teaching Language, Literature, History, Geography, and especially in Picture Study.

ONE CENT SIZE. 3 x 3½. For 50 or more.

TWO CENT SIZE. 5½ x 8. For 25 or more.

Send 50 cents for 25 Art Subjects, or 25 for Children, or set of 25 for Christmas, or 25 Madonnas. Size 5½ x 8.

Large Pictures for Framing. Artotypes

22 x 28 inches, including the margin, \$1.00 each for two or more; \$1.25 for one

Send \$2.00 for "A Helping Hand" and "Saved." Hand Colored, same size, \$3.00 for two; \$2.00 for one.

1928 Christmas Greeting Cards

A choice box of 18 cards, no two alike, each with a tissue-lined envelope. Price \$1.00. Order today.

A customer writes: "I find them more than satisfactory; I am absolutely delighted with them."

The Perry Pictures Box U. S. Malden, Mass.

Help the High School Seniors
and Students

"SEE AMERICA FIRST"

STARTING WITH

Their National Capital

AND

MT. VERNON, the Nation's Shrine



Send for free folders on the Educational Advantages of Washington and Trips to Mt. Vernon, Alexandria and Arlington.

Mt. Vernon, Alexandria & Washington Ry. Co.

(Washington-Virginia Ry. Co.)

Station and Terminal

12th Street and Pennsylvania Avenue N. W.
WASHINGTON, D. C.

Making Better Teeth ... last longer



HERE is a book that takes dental instruction right into the homes of children. "Long life to your children's teeth" is for parents, and gives the sort of personal advice you would wish to give, yourself.

The facts about teeth and their care are fully explained, in a bright and entertaining fashion that is easy to read and remember. In placing this book in the hands of parents, you can feel that your own efforts to build better teeth for children will be ably supplemented.

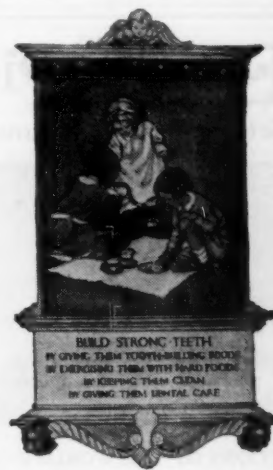
"Long life to your children's teeth" clearly points out the important relationship between food and the condition of teeth. Prenatal care of the teeth through diet, proper food in infancy and childhood—these subjects are treated as modern dentists

treat them, in a style the layman will understand.

We will be glad to send you as many copies of this book as you may need, without cost to you. Simply let us know how many you wish.

You will also find our "Build Strong Teeth" Poster useful in your school, as a reminder to the children themselves. Small reproductions of the poster may be obtained for more general distribution, and will be sent free of charge—as will the large posters, also. Let us know how many posters and cards you will require for your work, and we will ship them to you at once.

Please use the coupon below in ordering any or all of the above material. Mail it to the Educational Department, The Postum Company, Inc., Postum Building, New York.



EDUCATIONAL DEPARTMENT, POSTUM COMPANY, INC.

Postum Building, New York, N.Y.

© 1928, P. Co. Inc.

Please send me free "Long Life to Your Children's Teeth" booklets Build Strong Teeth Posters Build Strong Teeth Cards	3-12-28 Name Title Institution or School Street City State
---	---

Mention THE JOURNAL when writing our advertisers.

