

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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The Tired Child

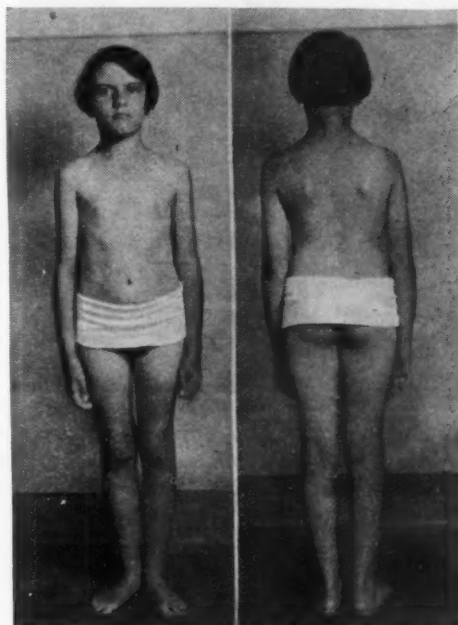
MAX SEHAM AND GRETE SEHAM

FATIGUE is a condition most intimately related to everyday life. All of us, business men, housewives, industrial workers, and school children suffer from it or are affected by it at some time or other, for short periods or for long. It is a sign of normal health, yet also a symptom of disease. Though varied in its manifestations it is simple in recognition. As common as it is and as long as we have known about it, the nature of fatigue is still obscure. Physiologists, for the last fifty years, have been studying acute neuromuscular fatigue in the laboratory by means of so-called performance tests; psychologists, for twenty-five years past have been investigating work and fatigue curves in normal subjects; and in more recent years industrial fatigue in the worker has attracted the attention of scientists. But as yet no systematic study of chronic fatigue has been made in the school child. The trend of civilization toward excessive nervous and emotional habits of living in early life makes this problem of practical and vital importance to teachers. Indeed, no problem is more closely associated with the health, happiness, and success of the school child than the problem of chronic fatigue.

Since the term fatigue is so often misused and since there seems to exist a difference of opinion as to just what it means let us say at once what we understand by chronic fatigue. To fatigability, one of the many symptoms in organic disease, we do not have reference. Nor do we have in mind acute fatigue which can be artificially produced in normal persons and which is the inevitable result of a definitely prescribed amount of work. Rather have we in mind a clinical syndrome, which may be primary, yet often secondary, in which the signs and symptoms of subefficiency are usually universal, where more than one organ and more than one system is involved. The symptoms, psychic, physical, or mental in character, are varied, differing at times in one and the same individual. In some children the psychic, in others the physical symptoms may be predominant. In some, the condition may be permanent

and even congenital. By that we mean that some children are born with an inferior constitution predestining them to chronic fatigue for the rest of their lives.

Chronic fatigue manifests itself in four ways: (1) by feelings of fatigue; (2) by



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A NORMAL child, free from physical defects. She has steady nerves and good emotional control. Her senses function perfectly, particularly those of sight and hearing.

an actual decrease in the individual's average mental achievement; (3) by an actual decrease in the individual's average physical strength and endurance; and (4) by emotional unbalance.

Before entering into the discussion of signs and symptoms of fatigue, it will be well to stress that all children are susceptible to fatigue. For just as a man-made machine wears out in due time, so must the human machine suffer wear and tear. Just why one child is able to endure more than another is difficult to say with any fair degree of accuracy—one must allow for the personal equation. One point our study has brought out strongly, namely, that child will better withstand the ravages of fatigue who is free from physical defects; who has no organic disease or constitutional inferiority; who has a

stable and steady nervous system; who, day in and day out, follows in his living the laws of rational hygiene.

Some parents think that they can do with their children what Elijah did with his pitcher; pour the milk from the pitcher and still have the pitcher full. No matter how strong and welldeveloped the child, his energy is not interminable. *We all, in childhood, manhood, or old age, have only a certain amount of reserve force, and if we continually overdraw it in our daily routine, we shall not find any in times of emergency.* The secret of good vitality lies in the possession of skill to economize the reserve of vital energy, so as to make it last out the expected and necessary period. Should the reserve tank be drained continuously without allowing for proper rest to repair the damage done, fatigue, slowly and treacherously but surely, steals into the body.

Chronic fatigue does not manifest itself overnight. It is a condition that comes on slowly and therefore in the beginning does not appear as dangerous as it really is. Like every other disease, it is preceded and accompanied by warning signals which give notice of approaching danger. These signals are sent forth by the human body in its desire for protection from further damage.

Should we visit a schoolroom toward the end of the afternoon session we should observe symptoms of fatigue. We find that Johnny, who is ignorant of our presence, is not paying attention to his teacher; instead his eyes wander from Mary's desk to the window and back to Mary's desk again. Mary seems to be interested in the book on Johnny's desk. We wonder why she makes so many unnecessary movements. Now Johnny is chewing his pencil. And Johnny, of whose straight carriage we are so proud, sits slouching in his seat. The other children, too, seem inattentive and restless.

Many teachers will admit that toward the end of a school day the children have more difficulty in concentrating, that their writing becomes rather careless and that their speed of work diminishes, while

the number of their mistakes increases.

These are some of the symptoms of fatigue that occur at the end of a day's work. They are also present in cumulative chronic fatigue, though in the latter condition they appear earlier in the day. *Chronic fatigue lowers all our faculties; it slackens our mental processes and dulls our power of will. It clouds our judgment and reduces the precision of our actions. It decreases our general efficiency and drags down our personality to a lower level.*

It is difficult to give a concise picture of the signs and symptoms of cumulative fatigue, because they vary in number and severity, depending on the type of child, the state of his general health, and the underlying causes. They may be different in an older child and in a young child, different in a boy and in a girl. They are subject also to racial influences. Even in one and the same child they will vary at different times of the day, since activity and the intake of food necessarily have an effect on fatigue.

But there are some outstanding symptoms in the course of fatigue that every teacher can detect once his interest in fatigue has been aroused. If we have under our care a child that up to the age of twelve years has been normal, healthy, wellbehaved, and a good scholar, and for the last six months has been irritable, inattentive, hard to handle, we should suspect fatigue. We should not call a child "queer" because the muscles of his face twitch, because he blinks his eyes and snuffles: he probably suffers from fatigue. Nor should we punish a child for laziness because he won't get up in the morning, dislikes to go to school, and does not like to run around as other children do; he, too, may be suffering from fatigue. We have not done all in our power to relieve the headaches of a child by having his eyes fitted with glasses. Many children have been furnished with eyeglasses by someone who treated only the eye and not the whole child. Their eyesight may have been perfect, and their headaches due to fatigue. If a child looks weary and pinched and has dark circles under the eyes, gets dizzy and faints, does not eat well, and can't sleep at night, we should not feed him tonics. His symptoms may be due to fatigue.

How can the teacher recognize the "tired child?" The normal child sits quietly at his desk, holds his head erect and with strength; the shoulders are in a horizontal line and the back is straight as a rod; there is no frown on his fore-

head; he holds the pencil firmly in hand and his writing is precise and accurate. The happy, enthusiastic, and interested expression on his face denotes normality and efficiency.

Quite contrary to this is the picture of the "tired child." The eyelids droop over eyes which have no luster, but har-



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BAD POSTURE in sitting. The tired child dreads to perform the functions that are required of him in activities at school and home.

bor a faraway expression. The lower lids are baggy, giving the impression of puffiness. How badly he sits at his desk. His head is flexed, dropped to one side, and in disregard of all rules for efficient writing, his arms and hands rest heavily on the desk. His shoulders droop, his spine is markedly curved. There is no tone nor conscious tension in his always relaxed body. He squirms around in his seat, resting in his hand first his chin and then his forehead. His restless hands keep his hair dishevelled and unkempt. He twists his hands, cracks the knuckles of the fingers, and bites his nails. If asked to recite he gets up slowly, as if with considerable effort and, while standing, shifts from one foot to the other, apparently unable to find an easy and comfortable position. He does not hold the book steadily, the longer he reads the further he lowers it. The posture the child assumes on standing, walking, and sitting, can be taken as one of the indices of his general efficiency. Curvature of the spine, shoulders held unevenly, a head flexed to one side speak not only of poor muscle tone but often also of a

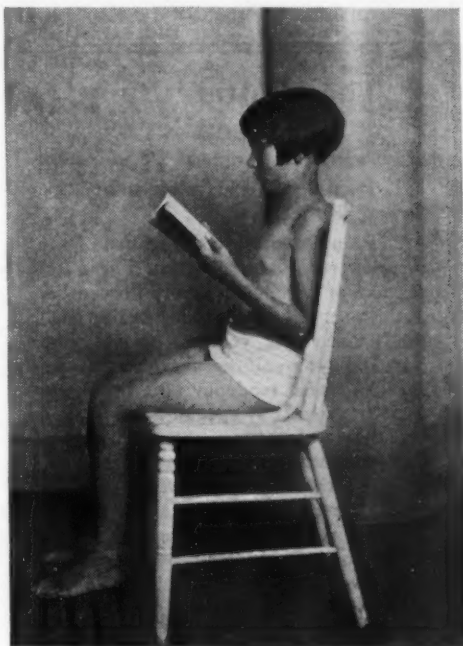
depletion in reserve energy. The tired child stands with his feet unevenly planted and usually leans on something for better support of his body. During light gymnastics, calisthenics, he often betrays his lowered efficiency by the unsteadiness with which he holds up his arms and hands. In gymnasium work his response to commands is reluctant and uncertain; his movements lack strength, forcefulness, and accuracy; his endurance is at a low level, and his physical judgment poor. We have only to watch him during as simple an exercise as arm stretching; instead of holding his arms and hands in a straight line, he relaxes the arms and flexes the fingers. Instead of standing still at the command "rest," he shifts from side to side, restlessly and awkwardly. This picture, we must admit, represents an extreme example of the tired child. Obviously, not all of these signs will be present in every case.

To postpone, if not altogether ward off, chronic fatigue in pupils often rests solely with the teacher. Every child has his own individual adaptation for work. To see to it that the child spends his energies as economically as possible is part of the teacher's responsibility. Some children are unable to perform intricate tasks which require the coordination of the higher brain centers and involve the use of the finer muscles. To force such work on them is sheer folly; if excused from these tasks for an indefinite period of time they will better advance in the end. We can't chew roast beef unless we have the teeth with which to chew it; neither can a child perform certain tasks unless he is equipped with the necessary neuromuscular mechanism. In children the coordinating apparatus is relatively underdeveloped and unstable; consequently, nervous tensions are easily set up; they usually occur at the end of a session. In difficult tasks or those performed at a high rate of speed, these tensions drain heavily on the reservoir of energy. They can be relieved by change in work, by complete rest or play. When the class becomes restless, uneasy, and inattention seems to spread, a short recess may restore order and efficiency. Throwing open the windows and allowing the children to take breathing exercises, or substituting singing and manual activities for mental exertion are excellent remedies for such a situation. There is a great deal to be done in training the abnormal child to economize his nervous energy. For the child who suffers from emotional extravagance special precautions are also indicated. Let the teacher

remember that work in school is largely mental and that for better economy and greater efficiency work must alternate with play and rest. Running and jumping, preferably outofdoors, are most suitable because they involve the use of the large muscles of the trunk and legs, which are kept inert during the lesson periods. Also rest periods of five to ten minutes twice a day will help to prevent fatigue.

We cannot bring this article to a close without a few words about the teacher himself. Whoever discusses the hygiene of teaching must at the same time include the hygiene of the teacher. Some very important facts were disclosed by questionnaires answered by teachers throughout the country. *As many as fifty percent of our primary grade teachers suffer from a definite impairment of health of the body as well as of the mind within five years after they have begun teaching.* One third put the blame for their physical deterioration on poor ventilation in the classroom, on bad lighting, overcrowded classrooms, insufficient time for relaxation and rest during the day, and, last but not least, on the nervous strain connected with their work. Furthermore, the average teacher is obliged to spend as many as seven hours a day in school, not to mention the time he spends on preparation for the lessons of the following day and on correcting papers. We are prone to forget that in order to do his work efficiently, a teacher must be interesting and dynamic, that he must work with "the steam on full;" thus *one hour of good teaching easily equals, in effort, two full hours of clerical work in a business office.* To oblige a teacher to give up his luncheon hour (this often happens, when teachers supervise the pupils during luncheon) is more than a business firm expects of the least important hand in the store. That hour

he should have the right to spend wherever and in whatever way he wishes. Should he choose to spend it in the school building he should find ready for his use a room where he will be undisturbed and secluded so that he can collect his thoughts and refill his depleted reservoir of energy. For the school authorities to



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GOOD POSTURE in sitting. The majority of tired children have bad posture. Their general efficiency is decreased by poor bodily mechanics.

designate as restroom for the teachers a room with poor ventilation, unfit for any other purpose, and then to furnish it with stiff, uncomfortable, and ugly furniture shows a severe lack of consideration. Since it is essential for the teacher to counteract the effect of his indoor and sedentary work he should by no means be expected, and still less be required, to spend his time after school in correcting

papers. His day's work should end shortly after the children are dismissed from school. Furthermore, not enough attention is given to the placing of the teacher's desk. His eyes, as well as those of the pupils, must be protected against direct light. Another factor that often increases the already heavy burden of the teacher is the lack of consideration and the discourteous treatment shown to him by parents. If the child does not do well in school, if he brings home a complaint from the teacher, parents are apt to put the blame on the teacher rather than on their own child.

To all these causes of ill-health of our teachers must be added their inadequate conditions of living which are largely the result of the low salaries we pay. We are all too apt to forget that teachers are human beings, that they are the living force in our educational institutions, which to build up they give part of their lives. Their minds must not be thwarted by constant imposition from parents and boards of education, nor must their enthusiasm be allowed to dwindle away into utter passivity through want of good health. Since health is the mainspring for a teacher's enthusiasm in his work and for his tolerance toward his pupils, the state should protect his health by providing, at yearly intervals, complete and expert medical examinations, either free of charge or at least at a very moderate fee. Teachers should be carefully examined and treated, wherever necessary, for the diseases of the special senses, for diseases of the heart and lungs, and, since much of their time is spent in standing, for the disorders of the legs and feet.

For a full definition of fatigue and a fuller discussion of the problem, see "The Tired Child" (342 pages) by the same authors, published by Lippincott.



Olympic Mountain view in Martins Park, Washington

Mental Health Through Growth

DANIEL WOLFORD LA RUE

INTELLECTUAL growth alone leaves us mentally one-legged. If we only had X-ray vision, so we could look through people and see the size of their souls, we should find that one may graduate from college and still be a child in feeling, with an emotional age of seven and a quotient of seventy-one.

At parent-teacher meetings, we startle the minds of the parents with the thought that their darlings are learning something all the time. So are we—growing daily into a mental posture that is going to support health or upset us into illness. People cultivate what they call their minds; but there are still all too few who cultivate their emotions for the sake of character and mental health. They take themselves naively and let their feelings grow as accident directs. Of many such a mind, Hamlet could well say,

'Tis an unweeded garden,
That grows to seed; things rank and gross
in nature
Possess it merely. That it should come to
this!

The criminal who is not feeble-minded is overdeveloped in some emotion, such as anger, lust, elation, appetite, ownership; or he is wanting in some inhibiting tendency, such as tender feeling. How frequently we find the criminal is one who can be unkind to a child, can "offend" one of the little ones. The insane, too, from the raving maniac to the melancholiac, commonly have some excrescence or defect in their primary emotions. Now, we are all poor worms (maladjusted, "insane") and miserable sinners ("criminals"). It is only a question of how much—the degree of unbalance among our emotions. Character training, now so popular, is just one more effort, too often indirect and bungling, to keep these emotions and their outgrowths adjusted to life conditions.

Our complexes and our inhibitions, of which we hear so much, both the accelerating and the incapacitating, grow up on the basis of these primary tendencies. Perhaps the best way to name and study the complexes is to begin by calling them after the emotions, the fear complex, the anger complex, the subjection ("inferiority") complex, and so on. Some teachers have a curiosity complex, being so anxious to learn that they neglect their teaching. Parents have been known to

slight their children in order to attend lectures on child study.

Each of us becomes a living example of some one of the fourteen affective colorings. Smith is habitually fearful, Jones

he would hold friends, and must be able to take a beating with a smile to win from this Indian-tempered world its admiration.

Now, if we really care enough about our precious selves to wish to make the most of them, what, practically, can we do about it? Two big things.

1. Form an ideal. This must be largely individual. Check up on your fundamental tendencies and find what kind of person nature evidently intended you to be. Some naturally dour individuals should never attempt tasks that compel them to deal with human nature. Many failures in teaching can be traced to a lack of one or more of those qualities which are so socially necessary, *kindness* (based on tender emotion), *poise* (based on reasonable elation), *comradeship* (based on loneliness), and a *sense of humor* (based on amusement). The common "failure in discipline" is first of all a failure in selfdiscipline, a failure to achieve mental health through mental growth.

2. In growing to your ideal, use each of the primary emotions to facilitate or inhibit each of the others. Man, in his dealings with nature, has created no new force; he has merely opposed one natural force to another, served as manipulator. And this is all you can do in managing human nature. Your kingdom of heaven is within you, potentially, waiting to be realized through your own selfassertion.

On paper, chart the fourteen primary tendencies in a circle. Suppose you have discovered that you are too irritable, show too much anger. Fear will help you reduce it by picturing results that may ensue, loss of friends and popularity, or ridicule by your pupils out of school. Disgust will picture how you have ruined happy occasions by your pique and rancor. Tender emotion will forbid your making any one suffer from the slings and arrows of your temper. And so on round the circle until amusement enables you to win a complete victory by practise in laughing at your own teapot tempests.

In a similar way, if any of these qualities is weak, you have thirteen resources which can be concentrated on making it stronger.

Finally, *practise* the trait under actual living conditions, taking the easy cases first. The same laws of learning prevail here as in intellectual achievement.

The Mental "Daily Dozen"

A Project in Personal Development

1. Purpose: To develop a healthy, strong personality.

2. Plan: Memorize the names of the primary emotions (given in *The Vital Organs of the Mind* in the November JOURNAL). Every morning, run through the list, setting yourself to act, and picturing yourself as acting, with regard to each tendency, the way you want to grow. Pay special heed to special points of need.

3. Execution. Take pains to start off with the right feeling. But "act in the living present," keeping your attention on your work chiefly. Don't worry if your growing self makes you a little selfconscious at times. This is an expected phase of all learning.

4. Criticism. At night, review the events of the day. Rejoice frankly at your successes. Check up on your errors and plan how you will set yourself to win out on the same points next time.

is chronically blue with distress. Banter one pupil and he grows angry; banter another and he laughs. And all the while we ascribe our bad disposition to the environment. We think, as did an insane man I once knew, that "Any one would do as I do if he had to stand what I have to." Yet cold oatmeal for breakfast would turn him into a maniac.

The far-famed "repressed complexes" ought rather to be described as "ignored and neglected complexes." They are in great measure the result of general inattention to emotional development. The psychoanalytic cure (when it does cure) lies largely in pointing out to the patient which emotion he has neglected, so he can center his attention on it and subject it to discipline—can educate it.

Your "big man" has very likely succeeded on the basis of his mental health, be it inborn or acquired. He has found, perhaps by the bitter experience of costly mistakes, that he must hold his temper or lose his cause, must avoid envy, jealousy, and other reducing moods or passions, must be cheerful and friendly if

Progress of Safety Education

E. GEORGE PAYNE

Assistant Dean, School of Education, New York University, New York City

IT IS NOW more than a decade since I worked out experimentally in St. Louis the plan of education in accident prevention which has been followed throughout the country and represents the plan substantially in operation more or less effectively at the present time. It is therefore worthwhile to take stock to see where any substantial progress has been made and to see whether the educator may make a contribution to the reduction of the loss of life and misery growing out of a situation incident to the growing complexity of modern life. Table I shows the results of this experiment.

Space does not permit a detailed discussion of the experiments and the practical outcomes of the work that have been accomplished since this first experiment. It should however be noted that one of the yearbooks of the National Society for the Study of Education has been devoted to a study of education in accident prevention, several universities and colleges have provided courses for teachers, emphasizing accident prevention as an objective of education, and educators have generally come to regard accident prevention as a problem of the schools. These noteworthy achievements are worthy of detailing, but our problem in this article is to outline one of the most successful recent attempts to coordinate the efforts of a community in a joint program of the schools and other agencies in the reduction of accidents.

We should note the fact that experience in these years has led to a very definite conclusion—namely, that accidents may be reduced and ultimately practically eliminated, provided the problem of reduction be attacked by the community as a whole, and the schools take their place as one of the agencies. As a matter of fact this principle holds for any education which seeks to make changes in social patterns and in the habits and practises of the community, whether the aim be to improve health practises, citizenship, or other conditions that are primarily a matter of social behavior. We select Albany, New York, as the

TABLE I

St. Louis: Accidental Deaths: Children of School Age						
	1917	1918	1919	1920	1921	4 months, 1922
Automobile.....	14	17	15	16	13	3
Street car.....	8	1	6	1	1	
Wagon.....	2					
Railroad.....	1	4				
Burns.....	8	5	8	2		1
Firearms.....	4	2	3			
Drowning.....	3	2	4		1	
All others.....	10	6	9	1	1	1
Total.....	50	36	49	20	16	5

This table shows a rapid decline in accidents to children of elementary school age in spite of the rather stationary condition of accidents in general.

example, because it more nearly typifies the joint community action desired than any other American community.

The program in Albany consisted of displaying street posters, of securing continuous press publicity, of providing safety talks, motion pictures, and literature for the general public, of encouraging activity of women's clubs, of promoting safety on the municipal playgrounds, of organizing the motor drivers for training in safe driving, and safety education in the public schools. We shall limit our discussion to the work of the schools, with a brief description of the activities of other agencies, to indicate the community character of the enterprise.

What was the accident situation in Albany preceding the development of the program? Albany, a city of 120,000 inhabitants, had the fatal accident record shown in Table III for the year 1925 and the first six months of 1926, a period of eighteen months.

The community program of accident prevention began with the display of street safety posters, posted citywide and at strategic points for the purposes of calling the attention of drivers and pedestrians to street dangers and of emphasizing carefulness on the streets. One hundred sixty posters were displayed at important street intersections, gas filling-stations, playgrounds, and entrances to public buildings. They were changed monthly to maintain the interest and attract the attention of the public.

The press of the community accepted the effort of the citizens as an important

public enterprise and used carefully prepared copy for the news columns and made frequent editorial comment. They found this a profitable policy, because the public was interested in the accidents and the progress of the program proposed and carried out for their reduction. Statistical reports from the police department were printed weekly in the newspapers and used by the schools in the language, arithmetic, and other classes. Wherever people came together for any purposes, religious, political, commercial, or social, speakers emphasized the importance of reducing accidents, literature was distributed, motion pictures exhibited, and other means used for emphasizing the seriousness of the accident situation and the need of co-operative effort in their reduction.

Women's organizations were particularly active and the following program was carried out by each group:

1. A regular meeting devoted entirely to safety.

2. Organization of a school committee to encourage teachers, by means of classroom visitation, to promote the program of safety education in the public schools.

3. Development of plans enabling club members to reach the mothers of their communities and encourage them to instruct their children properly regarding safe practises and to give more careful supervision to their children's play.

Since the most serious period of accidents to children was during the summer months when the children were not in attendance at school, the director of playgrounds sought to provide adequate play space for all children and to develop a program of safety as a part of the activities. During the first summer of the work no children were accidentally killed and only one child of the total attendance of 250,000 days suffered an injury serious enough to require medical attention.

An attempt was made to enlist in the membership of a Safe Drivers' Club every owner of a car and every member was asked to sign a pledge:

1. To obey all Albany traffic regulations.
2. To drive my car in a careful and prudent manner.

dent manner, with special regard for children and pedestrians.

3. To observe generally the Golden Rule in driving and to DRIVE SAFELY at all times.

4. To do my utmost toward the elimination of traffic accidents, to the end that the appalling sacrifice of life and limb, caused by carelessness, may be stopped and Albany made the SAFEST CITY in the WORLD.

The value of the community activity to the schools in their effort to reduce accidents is obvious. The schools had the interest of the community in the task with which they were concerned. The children found their parents discussing the same problems with which they were concerned in schools. This made the school emphasis easy and the school work effective.

So much has been published as to details of method of safety education that we can omit a detailed statement here, and say that emphasis upon accidents and the means of their reduction was introduced into the various subjects wherever appropriate, and safety clubs were organized in the schools. In this respect the program did not differ from that carried out in St. Louis, Detroit, Springfield, and many other cities.

One feature of the school program deserves mention. One of the daily newspapers carried a school page in which not only compositions and other work of the children could be published, but which also provided data that could be used in the classes for emphasis upon accidents. The school page contained the following types of material:

1. A weekly analysis of traffic accidents, giving the date, name and age of injured,

location, type, and cause of the accident, and nature of injuries incurred.

2. A series of questions and answers relative to public and home safety, one question being published in a box each week, with the answer to the preceding week's question.

3. A number of short illustrated talks on home and public accident hazards, with suggested means for overcoming them.

4. Feature articles by civic, municipal, and educational authorities concerning outstanding developments and results of the demonstration.

5. Articles descriptive of safety activities, projects, and teaching devices in use in individual schools.

6. Original themes, rhymes, songs, letters, and other interesting safety material prepared by pupils as part of regular classroom work.

7. Human interest stories of accidents to school children, illustrated by photographs.

8. Miscellaneous items addressed to teachers concerning the national and local accident situation and methods for presenting safety in the classroom.

9. Suggestions for monthly letters to parents to be written by pupils as a lesson in English composition and penmanship, taken home and returned with parents' signatures.

10. Comic strips depicting hazardous child practices on the street or in the home.

11. Photographs of individuals or groups active in the school or city-wide safety program, of safety projects in English, drawing, dramatics, civics, etc., and reproductions of original material prepared by the children.

The results of this demonstration are noteworthy and show what has been demonstrated many times before—that accidents may be reduced and ultimately eliminated through cooperative effort in which the schools play a major

part. The accident record in Albany showed outstanding reductions, as shown in Table II, compared with the experience of the corresponding months of the preceding year.

The facts here presented speak for themselves. The question frequently arises, although less frequently than formerly, "What have the schools to do with accident prevention?" Accidents result from the conditions of modern life. The development of the modern machine which relieves man of the arduous toil of former generations has brought with it a toll in loss of life that is appalling. The increase in deaths from the automobile alone has averaged one thousand a year in every year of the twentieth century, and the increase goes on. This is easily understood. The social patterns are transmitted from generation to generation through family and community patterns. Whenever a rapid development takes place we find our practices out of date. The school is the only institution that can bring practices up to date. This is the job of the teacher.

TABLE II

Albany: Accidental Deaths: July to December, Inclusive				
	1925		1926	
1. Public Accidents:				
a. Motor Vehicles.....	7		13	
b. Drowning.....	5		2	
c. Fires or Explosion.....				
d. Railroad Accidents (Trespassing).....	3			
e. Other Public Accidents.....	3		1	
Total Public Accidents.....		18		16
2. Home Accidents:				
a. Asphyxiation.....	6		1	
b. Poisons.....				
c. Falls.....	1		1	
d. Burns.....				
Total Home Accidents.....		7		2
3. Industrial Accidents.....	4		2	
Grand Total.....		29		20

TABLE III

Accident Situation in Albany			1925			Jan.-June, Inclusive, 1926		
			Adults (15 and Over)	Children (14 and Under)	Total (All Ages)	Adults (15 and Over)	Children (14 and Under)	Total (All Ages)
1. Public Accidents:								
a. Motor Vehicles.....			9	4	13	3	5	8
b. Drowning.....			9		9	2	1	3
c. Fires or Explosions.....								
d. Railroad Accidents (Trespassing).....			5		5			
e. Other Public Accidents.....			4		4	1		1
Total Public Accidents.....			27	4	31	6	6	12
2. Home Accidents:								
a. Asphyxiation.....			6		6	1		1
b. Poisons.....			1		1			1
c. Falls.....			1		1	1		1
d. Burns.....			1		1	1		1
e. Other Home Accidents.....								
Total Home Accidents.....			9		9	4		4
3. Industrial Accidents.....			5		5	1		1
Grand Total.....			41	4	45	11	6	17

Thomas A. Edison School for Boys

CLAYTON R. WISE

BUZZ, BUZZ!" went the fly against the window pane. The warm breeze of early spring rustled the papers in the waste basket and fanned Jimmie's hair against his moist forehead. The drone of the teacher's voice grew fainter as the boy's attention wandered far from the schoolroom to the interesting world outside.

"Jimmie! James Henry! Sit up and pay attention! This is the third time today I have caught you idling away your time. Now let's consider the next problem. 'If three men, working eight hours a day, can——'"

But Jimmie didn't get the right answer. Neither did he meet with better success in the later lessons which followed during the warm afternoon. The harassed teacher tried all her devices in vain. Explanations, drilling, scolding, sarcasm, ridicule, none of these seemed to spur the boy on to victory over his lessons. At last he sat in sullen silence and refused to try further. So he was kept after school.

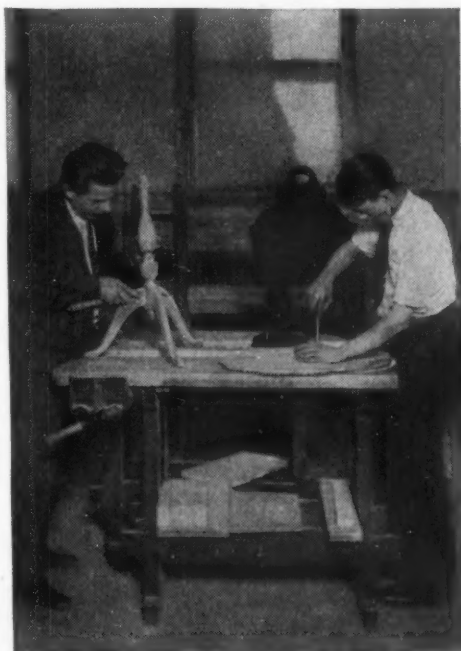
The next day Jimmie was absent—"without cause." Since this was not his first truancy nor his second, the principal called a meeting of his teachers to consider what was to be done.

"He is impossible. He doesn't try to learn. He just sits and looks out of the window. I never saw such a stupid child," said his arithmetic teacher.

"He's just plain dumb. And such obstinacy in the face of all the help I've tried to give him!" exclaimed another.

"A sound thrashing would bring him round," volunteered a third.

"I don't think we're being quite fair to Jimmie," said a quiet-voiced teacher. "He's different from our other pupils. I have sometimes seen him when he was neither sullen nor stupid. Only we don't



WOOD WORKING is a major activity at the school. The boys make tables, bookcases, chairs, and many articles of furniture.

seem to reach him by the things we try to teach. Isn't there some other school where different curriculum and teaching methods are applied to boys like him?"

There was. The principal had recently visited a new school in the central part of the city where a thousand boys with records of former truancy were enrolled and

apparently happily and successfully doing their work. So arrangements were made for the boy's transfer to that school.

Jimmie heard the news with misgivings. He knew little about the new school except that it was miles away, and that some boys were said to like it. But thinking it could not be very much worse than what he had known, and realizing that by his truancy he was getting into serious trouble, he presented himself somewhat shamefacedly the next morning at the office and had an interview with the principal.

This interview was not exactly what he had expected. He received neither scoldings nor lectures. He answered a number of questions concerning his brothers and sisters, what he liked to do best of anything, who was the best teacher he had ever had, whether he had ever earned any money, and what he did when he played truant from school. Then he received a few words of instruction and advice. He was told that he must be in school at a certain hour each day, and that the necessary carfare for his daily journeys to and from home would be furnished him. He learned that the principal and teachers hoped he would like the school, and that they were ready to help him in all ways they could. And he was given a printed folder whereon were plainly stated the few simple rules and requirements of the school.

He was surprised and pleased to find that his homeroom teacher was a man, a friendly, sympathetic person who smiled a welcome to him as he came to the room to be enrolled. This teacher discovered

ASCHOOL for truants which has a minimum of truancy, a disciplinary school whose aim is not punishment, a school for misfit boys housed and equipped as well as any school in the city—this is the Thomas A. Edison School of Cleveland, Ohio.

For more than twenty years the Board of Education had maintained a school to which boys who were truants or otherwise problem cases were transferred from the regular schools. It was housed in an ancient building in very unlovely surroundings and cramped for room and equipment. In 1921 the superintendent of schools called to Cleveland a new man to head up this work. To this man he issued the following instructions:

We have in Cleveland a type of boy who is not being properly educated in the existing schools. He is evidently not receiving the kind of instruction which satisfies his hungers. He is restless and rebellious, and keeps the attendance officers busy forcing him to stay in school.

He is largely a product of bad home and community environment. Uneducated, he is almost certain to be a burden to society, and in many cases an actual menace. It is our duty to discover what kind of an education he is capable of receiving and to provide it.

The kind of school I have in mind does not exist anywhere, so far as I know. It must be developed. It will be widely different, in many respects, from other schools in the Cleveland system. It will be a unique institution offering a multitude of interesting activities of educational value to which these boys will respond.

I shall expect to see a transformation in a large majority of the boys who attend it.

I shall expect the truants to cease playing "hooky," the troublesome boys to become cooperative, and the bored to regain their natural enthusiasms.

Nothing less than this will solve the problem for Cleveland.

The carrying out of these instructions has resulted in the present Thomas A. Edison School. It now occupies an attractive, modern, well-equipped building. With its enrolment of one thousand boys, it is probably the largest school of its kind in existence. Its excellent school spirit is evidence of what can be accomplished under right conditions with a special discard group of truant and misfit boys.

another boy in the room whom Jimmie had formerly known and sent the two boys out for a tour of the building, in order that the newcomer might better understand the school.

Jimmie thought he had never seen in school so many ways of using his hands. There seemed an endless array of shops—shops for woodwork, metal work, printing, and mechanical drawing, and art rooms where one could paint pictures or signs, or make models of things that were told about in the books. There was even a cartooning room where one boy was making a funny picture of the principal. Farther on were rooms where smaller children were weaving baskets, wicker furniture, and rugs. He saw also a great gymnasium with apparatus for all kinds of exercise and games, with a swimming pool near at hand. A hundred boys were in action in this wing of the building. Then he visited the music rooms where boys were singing and playing various instruments. From there he went to the greenhouse nearby where boys were caring for flowers of all kinds, and learned of a garden plot up the street where they worked in the spring and fall.

He visited some classrooms where lessons were being taught. But they seemed different from the recitations he had known. The children were mostly working in groups on different things. The teacher moved from group to group, occasionally calling them all together for a short discussion of a topic of common interest, and then releasing them again into groups to continue their study. The children seemed to talk a great deal more than the teacher, and Jimmie wished he might be in that class and talk, too.

When his visit was over, he went back to his own group and found himself caught up in a stream of activity and discussion so engrossing that he was surprised the day was over so soon.

Succeeding days were much like the first. The lessons seemed worth doing. The teachers had a way of connecting up the work of classroom and shop so that the whole day's activity was like the carrying on of one big task, and the returning tomorrow to complete it a very important thing.

What Jimmie did not know was that the work was carefully planned around his interests and graded to his abilities by teachers who knew the value of such procedure. Because of this individual consideration he seldom failed in what he undertook, and daily attacked new tasks with increasing confidence. He received much praise and but little censure.

Occasionally he saw other boys relapse into their earlier truant habits, but usually they returned after a few days. Jimmie tried it once himself, and promptly lost for his class their weekly privilege of an hour in the swimming pool, by reducing their attendance percent below the required level.

For this, he received dark looks from his mates, and two of them waited for him after school with definite threats to "punch the stuff" out of him" if he did it again.

He never did it again. It was really more interesting to go to school than not. He was in an atmosphere of cooperative enterprise where success was the normal, expected outcome, and failure rare and easily avoided. The work was not easy, in the sense that it required little effort. In fact he had never worked harder in his life; but with interest, success, and satisfaction attending each task, he did not find the labor irksome. Even the long morning and afternoon journeys on the street car he learned to utilize by reading or working at some unfinished lesson.

He found among his thousand schoolmates a few whose attitudes and habits made them undesirable associates. But with them he had little in common, and he soon made friends among boys much like himself.

When the new semester came, he requested and was granted certain changes in his program that would provide him with more work in the subjects which he specially desired. By this time he had discovered in himself certain vocational inclinations, and his teachers were glad to direct his activities into these channels,



ART AND history vitalize each other at Thomas Edison. This castle is one unit of an art study that had historical subjects for its basis.

releasing him from subjects of lesser appeal as soon as he had met certain required standards of proficiency. His plans for the future became more definite and he looked forward with increasing confidence to the years ahead.

* * * * *

The story of Jimmie is representative of those of other pupils in the Thomas A. Edison School. This institution represents an experiment in educating a selected group of misfits—namely 1000 boys of the truant and problem type. They have been selected from a much larger list reported by school principals and by the juvenile court, and so constitute a special group taken from other schools where their behavior has been considered detrimental to the welfare of the student body.

They range in age from six to eighteen, in IQ from fifty-eight to 138, and in grade from first to eleventh. The majority are dull normals whose mental processes seem to function best when accompanied by motor activity. A considerable percent come from foreign homes and have found their lack of English vocabulary a handicap in school.

The school policy has been summarized in the following statements:

1. It is impossible to educate an unhappy child.
2. It is better for a child to attend school because he chooses than because he must.
3. Success should be the normal, usual, expected thing in all school life.
4. Failure is of value to a child only as it points out his mistakes and leads him on to the discovery of ways to future success.
5. Thomas A. Edison School is not a place of punishment for past offenses. It is a place where boys who have failed may learn to succeed. It is a place where boys who have lost faith in their ability to succeed may regain that faith.
6. It is a place where unworthy habits, attitudes, and ideals are to be replaced with better ones.
7. It is a place where boys who have previously come to regard school as a burden may learn to regard it as a source of satisfaction.

The curriculum has been designed primarily to meet the needs of the motor-minded child—the one who thinks with his fingers. One class when studying pioneer history, made in the art room a model of an early frontier settlement. A correlation project involving classes in history, English, music, woodwork, metal, and art, produced a miniature stage setting of Aida. Classes in geography, science, and applied art developed a series of models dealing with the iron and steel industry of Cleveland. In all cases it has been evident that the pupils found such

work interesting, and that they learned more from this approach than from conventional textbook instruction.

Since it is the avowed policy of the school to furnish each boy with tasks which he can perform with interest, success, and satisfaction, the problem of discipline is not a serious one. When a boy is engaged in work which seems worthwhile and which is not discouraging because of too great difficulty, he has little desire to misbehave. Visitors are impressed with the orderly behavior and the cheerful, cooperative spirit in evidence throughout the building.

There is comparatively little truancy, except among the newcomers who have not yet become adjusted to the school. It is the usual thing for a boy whose attendance has averaged sixty percent in another building to raise it promptly to ninety percent or above. The semester average from September, 1927, to February, 1928, was ninety-three and three tenths percent.

The question "What do you do to bring this about?" is often asked. The answer is that usually little or nothing specific is done. The new boy catches the spirit of the school, adjusts himself com-

fortably in his work, and attends because he chooses.

So general has been this improvement that it is now the policy of the city Child Guidance Clinic to defer all study and treatment of problem cases referred to them if the child is newly transferred to Edison School, because of the probability that the troublesome behavior will soon be discontinued.

The assembling of a faculty of superior teachers has been a constant aim. Four necessary qualifications have been kept in mind in their selection:

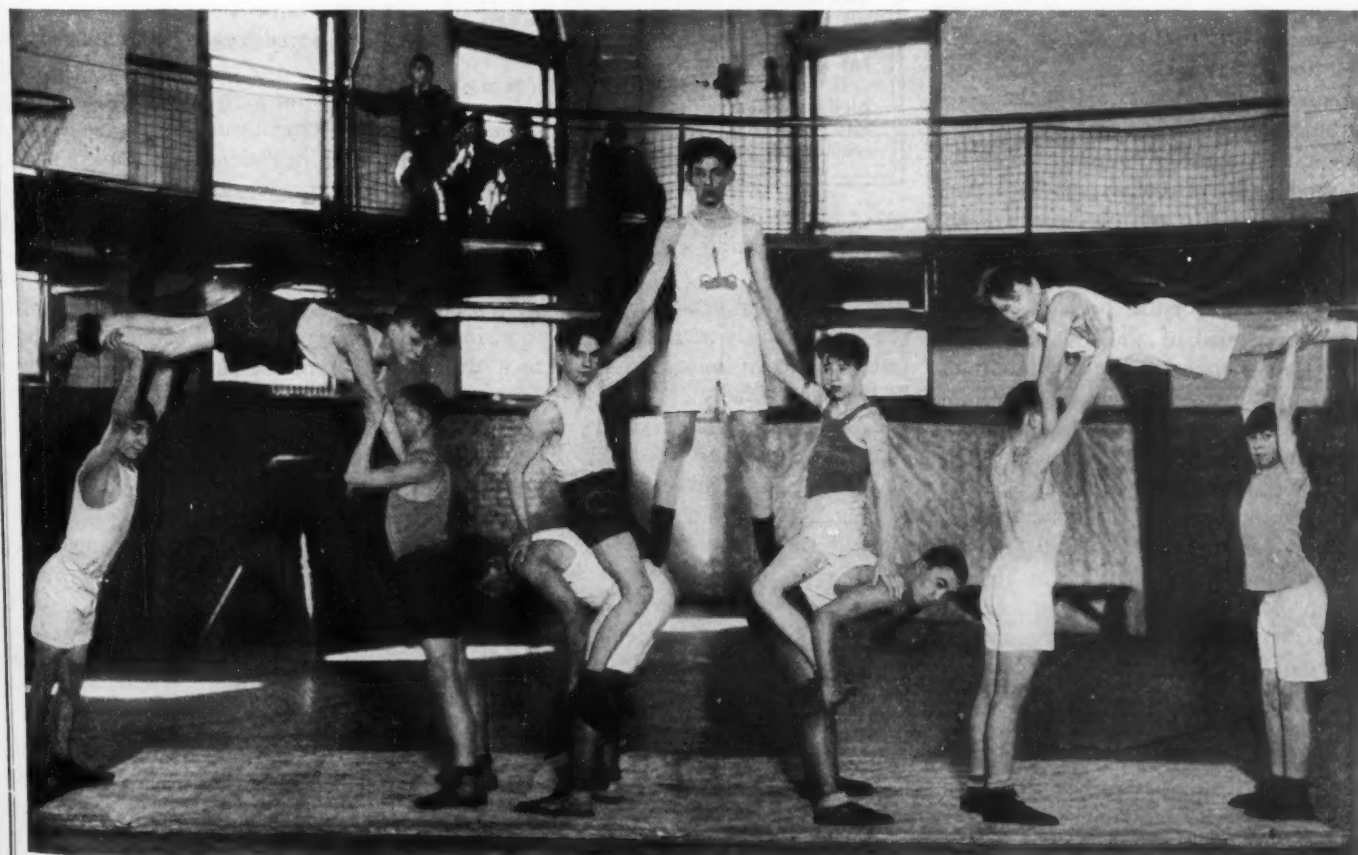
1. They must be above the average in training, experience, and personality.
2. They must have a genuine liking for children, and must be free from resentful, personal attitudes in meeting difficult situations.
3. They must dominate, but not domineer, in their control of the boys.
4. They must have an understanding of, and a sympathetic, responsive attitude toward the newer movements in education.

The problem of guidance is of great importance in a school of this kind. In the largest sense, the entire administration of the school is a guidance program. When a boy who has disliked school learns to appreciate it; when he has re-

placed habits of truancy with regular attendance; when he has become more reliable and carries his responsibilities more creditably; then he is being guided. Applying the theory of concomitant learning, the boys' emotional attitude toward his school life is a matter of major concern to those in charge.

Specifically, the school undertakes to make a thoroughgoing study of the boy and to provide him with a wide range of wholesome experiences, thus helping him to discover his lines of greatest interest and ability. It endeavors to qualify him for a juvenile job, and to stir his ambition for something better. It seeks to develop proper recreational interest and habit for his leisure hours.

The school is in a position to undertake many promising experiments. With its population of 1000 pupils, its varied and flexible curriculums, and its freedom from the restraints of tradition, it will be possible to try out many of the newer ideas of discipline, moral training, ability groupings, individual instruction, curriculums for the so-called "Z" pupil, etc., the results of which should have value for other types of schools.



PHYSICAL EDUCATION is a popular subject at Thomas Edison. The health and interest of the boys is held by supplying them with every facility for exercise and play. This picture caught the boys as they were building a pyramid.

A Movement to Vitalize Commencements

COULD WE give but one gift to every youth it would be the torch of inspiration—the ambition to *dream* and to *do* and to *be* according to his talents. This is the gift eternal. The worth of a school and the strength of a teacher are measured more by the passing on of this torch than by mastery of the petty accuracies and technics. Inspiration is the soul of great teaching. Real teachers are always alert to discover and quicken the interests of the child. The commencement season affords an unusual opportunity to bring inspiration to a point of high effectiveness. By careful planning it can have for the graduate and for the community the inspiring force of a great revival. To make commencements even more significant than they are a movement is underway to give sustained study to problems connected with their vitalization.

First, let us build into our commencement scheme a sequence of central truths so that as the youth passes up the educational ladder from elementary to junior high to senior high to college and to professional school, his ideals will be enriched according to the best experience of the entire profession.

Second, let us weave into the commencements of vocational and professional schools a fuller appreciation of the part which the various occupations play in our common life and of the obligation that workers in them have to improve their service to society. Every special service exists not for the specialist but for the common good of all. Let our commencements emphasize the obligation of teachers to address themselves to developing better schools, doctors to better public health, lawyers to wiser laws and court procedures, ministers to a more realistic church, engineers to a fuller conquest of nature, architects to finer homes—each workman making his service as nearly perfect as possible.

Third, let us emphasize each year one of the cardinal objectives of education and life. This need not mean neglect of the other objectives, but merely larger emphasis on the one chosen for each year as Benjamin Franklin sought to reach higher perfection in his virtues by selecting one for special emphasis each week. For 1929 commencements, let us emphasize health and safety; 1930, worthy home membership; 1931, mastery of the tools, technics, and spirit of learning; 1932,

faithful citizenship; 1933, vocational and economic effectiveness; 1934, wise use of leisure; 1935, ethical character.

As a means of realizing this program the following suggestions may prove helpful:

1. Let all teachers join in an effort to magnify the commencement season and to

A Commencement Pledge

LONG AGO, in Athens, a famous city of Greece, boys when they reached the age of eighteen were taught a pledge. They said it each day, believed in it and tried to live by it. Fathers taught it to their sons, who, when they grew up, gave it in turn to their own boys. Each helped to make the pledge true until Athens became "Athens the Beautiful."

THE PLEDGE—We will never bring disgrace to this our city by any act of dishonesty or cowardice, nor ever desert our comrades; we will fight for the ideals and sacred things of the city both alone and with many; we will revere and obey the city laws and do our best to incite a like respect and reverence in others; we will strive unceasingly to quicken the public's sense of civic duty, that thus in all these ways we may transmit this city, greater, better, and more beautiful than it was transmitted to us.

If the young men of Greece thus pledged themselves to uphold their city, should the young men and women of America do less?

make it the means of vitalizing the work of the graduating class throughout the year preceding.

2. Let every graduate work on some project which shows the application of intelligence to an immediate problem within his experience.

3. Start every child on the way to an appreciation of our American democracy and life as it is revealed in the biographies of men like Washington, Franklin, Lincoln, and Edison.

4. Lead each child to begin working out a simple philosophy of life based largely on observations which he can be led to make for himself. He will thus grow naturally from the mere good manners of childhood to the wisdom of later years.

5. Let the ideal of education as a lifelong enterprise be consistently emphasized. Everett Dean Martin's *The Meaning of a Liberal Education* suggests the goal that should be interpreted to all young people.

6. Let each class develop a pledge

which its members will voluntarily take. This may be adapted to meet local needs from such pledges as the Athenian Oath. In the form used it should represent the choice of the class or of a special committee appointed for the purpose.

7. The emphasis on health as the special theme of the 1929 commencements should (a) lead each graduate to adopt a high standard of fitness for himself and to understand how to maintain that standard in terms of personal habits and medical and dental care; (b) include a special study by each graduating class of the time lost in its own school as a result of ill health, the findings to be presented as a part of a commencement program; (c) include special study of the lives of such great torchbearers for health as Pasteur, Walter Reed, and William Osler; (d) include awards of school letters to graduates who have maintained high standards of health and school cooperation; (e) include special consideration by classes in professional colleges of education, medicine, law, and engineering of the part each profession can take in the improvement of public health.

8. If an address by an outside speaker is a part of the commencement activities, acquaint him with your plans to make the commencement more vital, and ask his cooperation in your effort to make points of contact between commencement and the life of each pupil and the homes and enterprises of the community.

9. The practise of using books as commencement gifts is widespread. Encourage this practise and cooperate with parents to find for each graduate the books that will mean most in his growth. Librarians will be glad to help by furnishing lists and displaying special collections of books suitable for commencement gifts.

10. That the effort may be coordinated in each school system let a committee of teachers and principals be appointed to work out suggestions and plans for all schools in the city or county. Plans should be made as early in the year as possible for the best results.

If we really believe that the destiny of the race is in education let us interpret that belief to children and parents and citizens in terms so concrete and convincing as to be inescapable. For such an interpretation, the revival of interest and spirit that goes with the commencement season is a fertile soil. Shall we not cultivate it more intensively?—J. E. M.

An Orthopedic School

MEDA BACON

THE GRAND RAPIDS school for crippled children is the second one of its type to be established in Michigan. The building is the Mission type of architecture and is surrounded by a large well-shaded playground. In it are housed over four hundred elementary and seventy-five crippled children, the latter occupying the lower floor of one wing. The crippled children are brought from their homes in buses owned by the Board of Education.

The school staff comprises a principal who supervises the elementary as well as the orthopedic department, three classroom teachers, two physiotherapists, and one occupational therapist. The grade range is from beginning first through the eighth, and the regular curriculum of the city schools is followed.

Grand Rapids has always required teachers of special classes to train for the special type of work which they desire to teach. When, five years ago, the subject of training for the teaching of crippled children came up a new problem presented itself, for there was no college in the country which offered courses for that type of teaching. It was finally decided that the principal and teachers should visit the schools for crippled children in Chicago, Detroit, Cleveland, and Toledo. An arrangement was made with the Orthopedic Clinic at Blodgett Memorial Hospital whereby a course of twenty lectures was given by members of the staff and the physiotherapist at the school. These lectures explained the na-

ture of, and remedial treatment for, the various handicaps which cause children to become crippled. On one Saturday morning of each month of that first year the orthopedic school staff attended the



EACH CLASSROOM is equipped with a movable, adjustable, combination seat and desk. They may be provided with patented leg rests, when necessary, which serve to support legs wearing casts and also permit the pupil who wears braces to gain some relief from cramped muscles by raising the legs.

Orthopedic Clinic where the surgeon-in-charge explained the nature of the crippled condition of patients, the majority of whom were pupils at the school, and advised as to treatment. At the present time the Michigan State Teachers College at Ypsilanti is offering a year's train-

ing to those who desire to fit themselves as teachers of crippled children.

Rest periods are provided in a cool, darkened, wellventilated room equipped with cots and blankets. The first and second grade children rest one hour and the third and fourth grades one half hour each day. Rest periods are supervised by the teacher. At first the teacher sat in the room on guard but this did not produce the results desired. Some nerve-racked little bodies could not relax while there was a feeling of tension in the room. Then, too, it was such fun to peek and see whether or not the teacher was looking; or, better yet, give the pupil on the next cot a tap to find out if he also was awake. Then teachers tried lying down themselves and the result, after a little experimenting, was that the majority of the children went to sleep. The older pupils rest only when periods are prescribed by the orthopedist. In addition to the formal rest periods each classroom is furnished with one or more cots and pupils are urged to lie down whenever they feel fatigued.

Each pupil is measured twice a year and weighed once a month by the classroom teachers assisted by the school nurse. A record of each pupil's weight is kept by the teacher. Many infantile paralysis and bone infection cases are persistently underweight, unless great care is exercised in regard to food and rest habits. Some pupils are not accustomed to eating vegetables and the green leaf foods at home. Such pupils are almost invariably



A GAME of ball on the playground. Crippled children play as spontaneously and as joyously as do physically normal children. A portion of the large playground where ball and other outdoor games are enjoyed has been assigned to the older pupils.

undernourished and nervous as a consequence of bad food habits. One task of the teacher is to teach her pupils to eat the balanced lunch which is served at noon. Pupils who are of necessity sedentary frequently become overweight and need to be cautioned about overeating the flesh-building foods. The school keeps in touch with the home, and matters pertaining to the welfare of pupils are taken up in conferences with parents.

Grand Rapids has but one orthopedic surgeon. He is the surgeon-in-charge at the Orthopedic Clinic and is employed by the Board of Education to spend one hour per week at the school. Teachers, physiotherapists, and the occupational therapist thus have the opportunity of referring to him such matters pertaining to the welfare of pupils as may be benefited by his advice. The physiotherapists bring to his attention pupils whose braces or shoes need changing. If he decides that such changes are necessary, these pupils are taken in a school bus to the Orthopedic Clinic where the necessary measurements are taken. All dressings of active bone infection cases are made daily by one of the city visiting nurses who is present on the day and at the same time that the orthopedist makes his weekly inspection trip. Not only do the pupils have the advantages of the service offered by the Orthopedic Clinic, but Blodgett Memorial Hospital has thirteen other specialized clinics to which pupils are frequently recommended.

The treatment room is equipped with screens, padded tables, a radio-vitane baker, a thermolite, flying rings, and stall bars. A full length triple mirror is used in corrective walking exercises, while a victrola provides the rhythm necessary.

A Lovett board is provided for scoliosis cases. Early this year an ultraviolet ray lamp was installed. This is used in the treatment of bone disease, malnourishment, and rickets. Both physiotherapists took training at the University of Michigan Hospital last summer in order to learn how to operate and test the light.

The occupational therapy room provides a number of activities: cultural, prevocational, and therapeutic. Shop, home economics, and typewriting classes are instructed in this room. In addition a variety of materials, apparatus, and toys are employed to assist weakened and paralyzed muscles to regain some of their lost power by participation in active treatments. The majority of pupils so treated are spastic paralysis cases with whom improvement is necessarily very slow. Each pupil is taken individually at first in order that the occupational therapist may be able to give her undivided attention to the procedure attempted. When some degree of concentration and manipulation has been reached pupils are taken in small groups. Weaving, sewing, braiding, lacing, crocheting, and the use of hammer and saw are some of the activities employed.

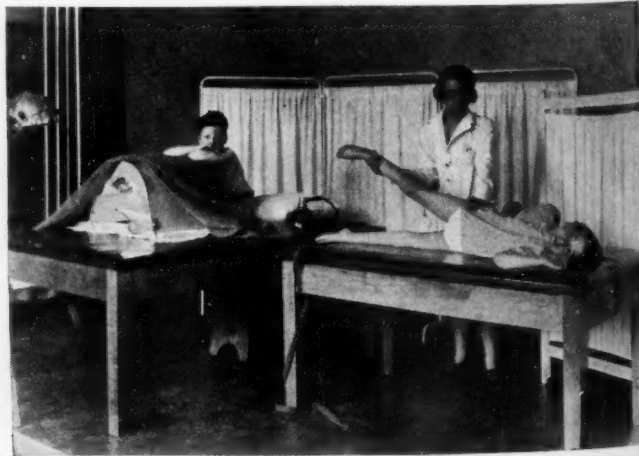
Two of the classrooms open out upon a long brick terrace upon which the younger children play during their intermissions. They readily dramatize their experiences. Playing hospital seems to give them a great deal of pleasure. The most interesting character dramatized is that of the orthopedist whom they all admire.

The crippled child who enters school for the first time is invariably unaccustomed to perform the simplest tasks for himself. These he is encouraged and expected to do at the school even to the

extent of putting forth considerable physical effort so long as the result is beneficial. School dramatics and pupil clubs help the pupils to overcome the diffidence they naturally feel in appearing before others. They enjoy taking part in assembly programs in the gymnasium where all of the children of the building are gathered together.

The school also attempts to provide activities by which the pupils may spend some of their leisure time. Those who are permanently confined to wheel chairs are taught various forms of handcraft by the occupational therapist. A love of reading is fostered and the use of the branch library is encouraged. Music provides another means of spending leisure time. It also gives these unfortunate an opportunity to compete with physically normal children. The development of good singing is stressed. Every pupil who is able is encouraged to play some sort of musical instrument in the school orchestra. The orthopedic chorus and the school orchestra are occasionally invited to appear before adults. Needless to say they thoroughly enjoy these events.

One thing which strikes all those who work with these children is their readiness to assume responsibility and the spirit of helpfulness they show each other. For example, one big seventh grade boy, an osteomyelitis case, frequently goes to the primary room at noon to urge a little first grade boy, afflicted with the same infection, to hurry and finish lunch and come outdoors. Another seventh grade boy, an infantile for four years, has constituted himself the caretaker of a helpless wheelchair case. Truancy is unknown with these pupils, indeed, teachers find it difficult to have them stay at home when they are ill.



ON THE LEFT—A slice of orange disguises the taste of cod liver oil. Frequently a pupil who refuses to take cod liver oil at home is taught without difficulty to do so at school. At the right—physiotherapy treatment in the treatment room.

Music Education as a Career

PETER W. DYKEMA

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THIS article was prepared on the Black Diamond as it journeyed from Buffalo to New York late in April. The writer was returning from the first biennial meeting of the Music Supervisors' National Conference held in Chicago. During the day he turned the pages of a volume which had just come from the press of Oliver Ditson and Co., *History of public school music in the United States*. Professor Birge's interesting presentation of the remarkable developments of public school music in its ninety years; the vivid impressions of the astonishing program just concluded in Chicago; and the varied climatic conditions which the Lehigh express passed through as it stolidly climbed mountains with their light covering of snow, or sped through the lowlands in which spring was already appearing—all these mingled in the picture of what has been the lot of the teacher of music in our schools, and what the future has in store. The Birge book portrays vividly the barren winter of the early beginnings of school music and moves on through the spring of promise. The convention is like the summer with abundant blossom and fruit. School music is apparently coming into its own and we are now able better than ever before to appraise its past and sketch its future.

In the ninety years since Lowell Mason introduced school music in Boston we have progressed from a few minutes each day, devoted to singing simple rote songs and learning to read hymn tunes by note, to a program involving the folk songs and choruses drawn from the entire world, some in one, two, three, four, six, and eight parts; sight reading ability which gives every child the opportunity to prepare himself to sing in a good choir and which gives the favored child power to sing difficult a capella music at sight; playing ability which, passing beyond the piano, enters into the field of band and orchestral instruments and from it produces bands and orchestras which play works that would do credit to professional organizations; and finally an acquaintance with music through listening to the player piano, phonograph, radio, and concerts specially prepared for school children which contain material that was

unknown even to the welltrained adult listener of a generation ago.

From that first school system of 1838 in Boston, school music has spread so that now every progressive city and a large number of the small towns and isolated country schools include music as a regu-



THE SINGING BOYS," one of Franz Hals' best known paintings, is loved by many because it portrays the influence of music.

lar part of their curriculum. The rapid growth of the past few years promises continued extension until no school system will be complete without its music period. From the days when one teacher presented all phases of the music instruction, we have already come to the time when there are specialists in grade music, in junior high and senior high-school music, in vocal and instrumental lines, in glee club work, private voice study, brass, wood, wind, and percussion, even down to specialists in the single instrument. There are music appreciation specialists who do nothing but give training in listening. There are school psychologists who attend entirely to the study of testing and measuring music power in the children. The *Music Supervisors' Journal*, which is sent free to all persons interested in school music, now has a mailing list of 16,500. There is an increasing demand for music instruction and there are not

yet enough wellprepared teachers to fill all the available positions.

Training—The early training of school music teachers was evident in the school of experience and especially the singing school. The first summer school exclusively for school music training dates from 1884. In 1889 one of the music publishing companies started a summer school to train students to teach its publications. From this course, lasting at the most but three weeks, there gradually developed the full year course at a special music school, then the two year course in connection with universities and normal schools, until now we have reports from something over 175 institutions in the country which are giving some training in school music with a number of them offering four years of work leading to a bachelor's degree, at least twenty-two institutions that offer graduate work leading to a master's degree with music education as a major, and one institution allows students to earn a doctor's degree with this subject as a major. The majority of the states now require a minimum of two years' work of college grade for certification of a music supervisor. Practically all the normal schools make music a part of the training of their grade teachers. California and several other states require three years training of college grade for a teacher of music in the junior high school, and four years for a teacher in the senior high school.

The research council of the Music Supervisors' National Conference has issued a bulletin entitled *A standard course of training in music for grade teachers*. This is suggestive of the fundamental training which is needed for all music teachers. The different colleges which have supervisors' courses present a considerable variation in their curriculum for training music supervisors, but in the main their requirements correspond to those which are set forth in the various specifications for certification in different states. In general it may be said that the following groups of studies should make up the supervisor's preparation:

1. *Ability to perform.* Voice and piano are practically always required although occasionally some other instrument may be substituted for piano. It is much bet-

ter, however, if this instrument can be presented in addition to piano. Moreover, lately there has been a strong tendency, on account of the rise of instrumental instruction, to require that all supervisors should understand and be able to correct faulty handling of practically all of the instruments of the band and orchestra.

2. *General academic training.* While some schools permit music courses to form three fourths of the total four years of college credits, and while in conservatories even this preparation is frequently exceeded, the more common practise is to allow a half or a little more than half of the 120 semester hours to be earned in music. In the list of academic subjects English, history, and a little science always appear, and some schools require at least a slight acquaintance with some modern foreign language. From twelve to fifteen hours of educational courses, such as psychology, tests and measurements, philosophy of education, and history of education are expected of all supervisors.

3. Courses about music, theory, ear training and dictation, keyboard harmony, history and appreciation of music, methods of teaching music, and practise teaching are also fundamental and appear in all courses.

It is generally recognized, however, that with teachers of music the personal element is of proportionately greater importance than in the teaching of any other subject. The many demands for outside work, such as after-school rehearsals and

participation in school entertainments and community events make heavy demands upon the physical endurance. No one who has not a robust constitution can work in school music except under serious handicap. Then there must be a pleasing manner because when any subject rests so largely upon interest and appreciation as music does, there must be a sense of co-operating upon an enjoyable project. Moreover the teacher should be neat and attractive in appearance both in dress and in physical features. Music is an expression of beauty which is reinforced by the right surroundings including the teacher who fits into a picture of orderliness and beauty. These qualities combined will, with thorough musicianship, real scholarship, and constant endeavor to keep abreast of the many changes in these rapidly developing aspects of music education make success more probable if not absolutely certain.

What are the financial rewards which a properly qualified supervisor of music may expect? In general it may be said that they at least parallel the supervisors in other special subjects, such as those in industrial arts. A recent study made by Mr. Fred Strickler for his doctor's degree discloses the following facts regarding teachers of industrial arts. Less than one percent of them have their doctor's degree; somewhat over three percent have their master's degree; about thirty percent have their bachelor's degree; about thirty-one percent have diplomas from institutions of higher learning, and about thirty-six percent have had about a year of college work. The aver-

age number of years of teaching experience of the 480 teachers and supervisors who have studied was about nine and three fourths years. The average salary of teachers of industrial arts is \$2169; of college teachers of industrial arts, \$3179; and of supervisors of industrial arts \$3293. Years of service and professional training are important determinants of salary. Frequently, moreover, the salary is increased by the teacher changing from one position to another. To these figures, which doubtless represent a fair statement of corresponding positions in music, music teachers have unusual opportunities for making additions. Church choirs constantly seek the services of the music supervisor either for organist, soloist, member of the quartet, or director of the choir. If these and the other demands which the community is sure to make do not consume all of his spare time and energy, the supervisor can easily find students who will be glad to have some private lessons, vocal or instrumental. The financial income of many supervisors is probably superior to that of most of the other teachers on the staff when all of these extra opportunities are utilized.

School music is developing rapidly in this country and there is an increasing demand for wellprepared teachers and supervisors. The education of the future will doubtless make much greater use of music than it does at present and consequently there will be need of better preparation, better musical ability, and better educational outlook.

*The world's a very happy place,
Where every child should dance and sing,
And always have a smiling face,
And never sulk for anything.*

*The world is such a happy place
That children, whether big or small,
Should always have a smiling face
And never, never sulk at all.*

—Gabriel Setoun.



THE SEVEN CARDINAL OBJECTIVES OF EDUCATION

Everyday Resolutions for All

Health and Safety—Set your health standards high and improve your habits daily. Modern life demands reliable strength and energy; a sound mind in a sound body.

Worthy Home Membership—Magnify your home as the center of a life that is happy, useful, and unselfish. Home is the soil in which the spirit grows. Give your best.

Mastery of the Tools, Technics, and Spirit of Learning—Know how to observe, to study, to think, to plan, to judge, and to act. The world is run by thinkers and doers.

Vocational and Economic Effectiveness—Find your talents and train them. Spend wisely less than you earn.

Faithful Citizenship—Do something daily to make your school, your community, your state, your country, and your world happier, cleaner, quieter, more beautiful, better governed. Each for all and all for each.

Wise Use of Leisure—Let your daily play be a source of joy and strength, a balance wheel for your work. Cultivate growing things, fresh air, sunshine, and simplicity.

Ethical Character—Search for the highest values and build your life according to the best patterns. Read often the lives of great men and women. Character is king.

America the Beautiful

KATHARINE LEE BATES

MEMORY travels a long way back to June 29, 1893, when I started out from Wellesley, my last college reports in, household affairs set in order, and a breathless packing done, for the new summer school at Colorado Springs. Hitherto my furthest west had been Philadelphia and I found the journey a keen delight. My old Line-a-Day book has this for June 30: "The glory and the music of Niagara Falls." The weekend was spent in Oak Park, near Chicago, at the home of my friend and Wellesley colleague, Katharine Coman, historian and economist, also under engagement to lecture at the Colorado summer school.

My friend took me to the great World's Fair, whose White City made such strong appeal to patriotic feeling that it was in no small degree responsible for at least the last stanza of *America the Beautiful*. It evoked its own lyric which, because of its intimate connection with my subject, I may be pardoned for quoting here:

Is there no ivy greener than the rest,
No amaranth from shadowy isles Elysian,
That we may lay upon thy snow-heaped breast,
Year of the Vision?

For thou hast touched this people to a grace
That half rebukes the solitary ditty.
All men were poets for one brief, bright space
In the White City.

Beyond the circle of her glistening domes
A bitter wind swept by to waste and wither.
A cry went up from hunger-smitten homes
But came not hither.

So fair she stood, imparadised within
Her own delight, as film of elfin labor,
A moonshine fabric, far from stain and din
Of her dark neighbor.

And yet Chicago, from her troubled gloom,
Young daughter of the young, undaunted nation,
Breathed in this evanescent lily-bloom
Heart-aspiration.

For through all stress of the material strife,
The greed, the clash, the coarse, unlovely fashion,
America bears on to sweeter life
And purer passion.

Oh, sting our souls with this diviner need
And, ere thou fadest, take our high decision
To make thy radiant dream immortal deed,
Year of the Vision.

It was with this quickened and deepened sense of America that we went on,

my New England eyes delighting in the wind-waved gold of the vast wheat-fields.

But the sublimity of the Rockies smote my pencil with despair, and once arrived at Colorado Springs, there was little chance for verses. The faculty of

Day book carries, under date of July 22: "Most glorious scenery I ever beheld." And I had seen the Alps and the Pyrenees.

My memory of that supreme day of our Colorado sojourn is fairly distinct even across the stretch of thirty-five crowded years. It was before the advent of automobiles and the cog railway was not then in operation. I think we went by train to Cascade, where the carriage-road began, and there scrambled up into a belated prairie-schooner, its tail-board emblazoned with the traditional slogan, "Pike's Peak or Bust." Wondering at the brilliant spread of devil's paint-brush and the grey reaches of giant mignonette, we came to the halfway house, where the horses were taken out and sturdy mules put in. We had all brought basket lunches, but our astronomer, Professor Todd of Amherst, warned us so solemnly of the danger we incurred in eating above the clouds that we meekly passed over our baskets to him. As a seasoned abider in the upper spaces, he proposed to remain a week on the summit, where the observation station was more famous for its view than for its food. The mules tugged our cumbrous chariot up and up through a waste of dead white stems, a ghostly forest, until the awful abode of the ancient Manitou, the Peak that young Lieutenant Pike had seen but never trod, was attained. We were all eager to jump out, but again were warned by our mentor that we must descend leisurely.

An erect, decorous group, we stood at last on that Gate-of-Heaven summit, hallowed by the worship of perished races, and gazed in wordless rapture over the far expanse of mountain ranges and sea-like sweep of plain. It was then and there that the opening lines of *America the Beautiful* sprang into being. But our stay was brief—barely half an hour. Professor Todd himself fainted and we were all unceremoniously bundled into the big wagon.

It is my impression that I wrote out the entire song on my return that evening to Colorado Springs. At all events, the four stanzas were penciled in the notebook that I brought back to Wellesley. The comment carried in my Line-a-Day book on the poetic output of the summer under date of August 15 is: "Consider my verses. Disheartening."

America the Beautiful

KATHARINE LEE BATES

O BEAUTIFUL for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country
loved,
And mercy more than life!
America! America!
May God thy gold refine
Till all success be nobleness
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

the summer school consisted mainly of professors from the east and when we were not actually lecturing we were beset by the most generous and varied hospitalities. We were driven to Manitou, to the Garden of the Gods, to the grave of Helen Hunt Jackson, to canyons, lakes, glens, bluffs, and cascades innumerable, all so marvelous that our stock of exclamations gave out. An enchanted summer! We loved it all, even when the road by a precipice caved in almost before we had passed, obliging us to spend a night at Cripple Creek, then in its first fierce development as a gold-mining center, with no baggage along but a volume of Browning. My Line-a-

Square Baby: A Tale of Minneapolis

BERTHA FERGUSON

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OLIVER LEE was fat and fourteen. Please remember both facts, but especially the first one, for fat at fourteen is even more embarrassing than fat after forty. Adipose tissue is the heavy villain of this story. Other facts which you will do well to note are that it was a crisp morning in October and that Oliver was unlawfully standing in a filling station directly opposite his home when he should have been in school laboriously constructing sentences to illustrate four types of predicates. But the heck with predicates! He hated them and everything and everyone therewith connected. If only he could take auto-mechanics instead!

The following items also will interest anyone who has ever been in a tight place and hoped to get out without losing dignity. Oliver was trying to make the back steps of his home without being seen, a thing difficult to do because of his one hundred sixty pounds, his old red sweater, his ancient tennis shoes, loose blue jeans, his ruddy face, red hair, and blue eyes. He was decidedly uneasy. He had "lamm school" four times already and felt it in his bones that reckoning drew nigh. And the open street corner was no place for a figure of such high visibility as his.

He detoured a block or two and then came down the alley to his home, and up the back steps with as much dash as his weight allowed. Stopping on the landing for a much needed breath, he shied an empty ginger ale bottle at a passing cat, and surveyed the quiet neighboring backyards with satisfaction. Taking the key from its secret place under the doormat, he entered the silent house, gloomier and stuffer than usual.

Lunch was easy to get, but nothing to linger over—a loaf of white bread, a link of highly spiced sausage, washed down with cold milk, and topped off with delicatessen cookies and some mixed candy. It sure had been a pippin of a morning. At the garage where he had passed the time he had seen all kinds of automobile operations—everything from dirty spark plugs to diseased transmissions. Best of all, by wiping car windows he had earned enough money for a show or two. Still he wasn't exactly happy.

He cleared away the signs of his unlawful midday presence, considered washing his face but decided against it, and hurried down the back steps bound for the first show at the Empress. One sharp look around for enemies, educational or otherwise, and then a headlong charge down the avenue. This would be one grand day when he wouldn't have to listen to the other kids calling him Fatty, Lard, or Square Baby in the shower room after gym class. His face grew hot as he remembered the humiliation of undressing for that shower bath and enduring the jokes about his fat. How dumb Dad was to force him into that special class! He'd never lose an ounce if he stayed in it ten years, for he was usually sitting it out on the side-lines as a penalty for getting out of step or out of order, or out of breath. But Dad's word went. Well, he'd just not be there, that's all. He should worry! But he really did worry and no slang about it either.

Everything went according to schedule. At six-fifteen when Mr. Lee arrived, Oliver, whistling loudly, with an old apron tied around the waist of his one hundred sixty pounds, was setting the table in the kitchen, and keeping an eye on the potatoes that they did not boil dry. The heavy iron frying pan was heating on the back of the range for the steak or pork chops his father usually bought on his way home.

As they sat down to supper, Mr. Lee said absentmindedly, "Well, son, how's school?"

"S'all right," Oliver returned.

Then impelled to dive off the deep end, he continued: "Had a swell speech in auditorium this morning. A guy told about a trip to the North Pole an' how he lived off'n the ice as he went. Never et anything but fresh meat all the time he was away. Shot seals under the ice and killed piles of polar bears. Gee, it'd make a peach of a movie!"

As his father made no close inquiries, Oliver breathed more freely and even began to enjoy the excitement of leading the conversation, now near the danger line and now away from it. At the right moment he asked if he might go to a show that evening.

"All yer home work done?"

"Yes, sir; had three study periods in school today," lied Oliver plausibly, as he began piling the dishes into the sink.

"Well, come right back after the first show, don't hang out on the street corner. Now mind! And rustle these dishes before you go. I'm goin' to sweep up the front room and straighten out that junk in the woodshed."

As Oliver puffed up the front steps after the show that evening, light oozing out at the sides of the lowered shades in the front room failed to warn him. With his mind far away in film-land, he opened the sitting-room door and walked into an ambush.

There sat the Home and the School. Two bulwarks of the nation. And they faced the sinning Oliver. Just a word about the second bulwark, Miss Slade. If this were the usual story, it would be necessary to describe the only woman in it—her hair, her eyes, their shifting violet lights, and so forth and so on. But as this is not the usual story, all that need be said about Miss Slade is that she was Oliver's favorite teacher and that she was social-minded. She understood Oliver and his kind. Which is a very, very different thing from saying that she excused and shielded Oliver and his kind.

Oliver feebly returned Miss Slade's pleasant greeting and started toward the kitchen.

"Come in here, Oliver," roared his father. "What did you lamm school for today? Where was you?"

"Garage," Oliver replied.

"All day?"

"No, sir."

"Where was you, then?"

"Movie."

"Where else was you? Now don't tell me any lies!"

"I ain't tellin' you lies!" retorted Oliver hotly. "I was, too, at the Falls Garage, 'n' went to a show in the afternoon."

"Two shows in one day, eh? Pretty soft! Plannin' to be a second Fatty Arbuckle, I suppose? Well, me lad I'll have a little show all for you one o' these fine days. It'll cost ya nothin' to get in, but something before yer out! Get me?"

Oliver did not signify whether he "got" his father or not, but stared hard

ahead at the wall space between the bulwarks. As Mr. Lee stood menacingly before the unyielding Oliver, it seemed to Miss Slade that he was trying to coerce some younger edition of himself—the same bright blue eyes; red, upright hair; the fresh colored face with its open expression and stubborn jaw.

"That's about enough from you for one day. Go on up to bed! I'll settle with you in the morning," directed Mr. Lee tersely.

"That sure beats my time," he said, as Oliver slowly ascended the stairs. "Thought he was in school today; gave me a line about a man there this morning tellin' how to live at the North Pole. All lies, I suppose?"

"Not exactly; that was an address at the school last year, I think," Miss Slade explained.

"I'll teach him to string me with his old stuff! Lammin' school and tellin' lies is about all he does this year! Seems like he's gone plumb hay wire!"

"What do you think is the reason he's acting this way, Mr. Lee?"

"There ain't any reason. He's just mean and ornery, that's all. He knows what's right as well as you or me, but he just won't do it unless he's forced."

Miss Slade had heard this explanation from other parents and sometimes from teachers. It recalled in some way the doctrines of original sin and infant damnation. It was simple and always satisfactory to those unable or unwilling to cope with the complexities of human behavior.

Noting that her glance rested upon a framed photograph near her, Mr. Lee said in a softened tone: "That's Oliver's mother. She died two years ago the last of this month. We've been gettin' along the best we could since. Oliver had a splendid mother, Miss Slade. And a man never had a better wife than I had. Oliver was awful fond of his mother."

"You intend him to finish high school, Mr. Lee?"

"High school and college both. I'm bound and *de-termined* he's to have everything I missed. I want him to take all the frills, too—music, drawin', speakin' pieces, everything that'll give him a polish. He ain't goin' to do the dirty work of this world for small pay like I've had to. And I'm goin' to get that extra fat off him, if I've got to take a jack plane to him.

"I saw the principal myself and got him into a special gym class with lots of exercisin' and cold showers after. And what's me thanks? Lies and lammin'

school! Sore's a pup about the gym class, because he's clumsy and the other kids call him Square Baby. Days he hides out is usually them gym days. I'm at me wit's end, I'll tell the world!"

"And of course you've talked this all over with Oliver?" Miss Slade asked.

"No use. All he wants is to bum around a garage or hang out at the Falls or at some fool show. Crazy about cars. That last time him and Andy Cooper was out of school he hooked ten dollars outa me Sunday pants and they hopped a freight for Chicago; goin' to work in a garage there. He was a sorry lad before I was through with him that time!"

"He's a sorry lad very often," Miss Slade said gently.

The father looked at her inquiringly, uneasily.

"What has he to be sorry about? He's got it darned good compared with me at his age!"

"He's sorry about this lonesome house and the good mother he lost, Mr. Lee; sorry, in his own way at not being able to please you; terribly sorry, I imagine, at being so stout, so badly dressed——"

"O that kid don't give a hang how he looks," interrupted Mr. Lee; "he won't wash his neck without a row!"

"There's a time in everyone's life when he hates to wash his neck," Miss Slade defended.

Then began in earnest a friendly battle for the soul of Oliver Lee. The father armed with a parent's love, a parent's frustrated ambition, was a strong contender. Could a lad of that age, he demanded, have any idea as to what was the best way for him to make a living? Most boys liked tinkering with cars, but was that any good reason why they should become mechanics?

If he let him out of the gym class, wouldn't it look like a reward for truancy, and wouldn't Oliver think he had him buffaloeed entirely? If a boy did wrong and knew he did wrong, should he be let off easy? What about sparing the rod and spoiling the child? And wasn't that what was wrong with all the youngsters today—too much of their own way? Fixing Miss Slade with his bright, blue eyes, he concluded:

"I'm gonna force that kid to do what'll be best for him in the long run. He's not gonna take any dinky, short-horn mechanics course in high school. He's to get ready for college and be a doctor or lawyer with a nice office in one o' them big buildin's up town—I'd make any sacrifice for that!"

"I know you would, Mr. Lee, I know

you would. But be careful! Oliver himself may be the sacrifice. He has a strong will and knows his own mind. Don't force him too far; he's run away once and he's lonesome in a way we grown-ups don't understand."

A peculiar creaking of the floor above brought a slight lift to the father's worried face. It was a sound he seemed to recognize.

"No use list'nin' at that stove pipe!" he shouted up the stairs; "you won't hear no good of yerself! I told you to go to bed, didn't I?"

"Goin' now!" came back from above as Oliver, red and hot, rose from his vigil at the stove pipe. Although he had caught but an occasional word, he was somehow vaguely comforted by Miss Slade's presence. She was rather a good egg, he reflected, as he collapsed into bed and drifted off into dreams.

The friendly battle below continued. From time to time the father rattled menacingly the rusty armor of an unlightened authority, but more often he was silent, deeply interested in the teacher's social tactics for capturing the Young Enemy above. As far as Mr. Lee could discover from her conversation, his boy was "lighting up" this way because he was lonesome, because he was too fleshy, because he was ragged, and because he had the wrong program at school. He had never thought of Oliver's bad behavior as being caused by anything. Queer notions people had nowadays about managing youngsters. Himself, he believed that a good clump on the side of the head was what most of them needed.

But it was a caution, too, the way that woman had everything planned out! Wouldn't Mr. Lee buy Oliver a new suit instead of that old red sweater outfit? And perhaps he had best let him out of that gym class where he was called Square Baby and instead try some medical treatment for his overweight; it was often a matter of glands, she explained. And, she strongly advised that Oliver be given a one-term trial in the industrial course. The world needed industrial workers as well as doctors and lawyers. She had plans for vacation, plans for partime work and plans for recreation for Oliver and even for his father. Although he did not admit it, Mr. Lee found it rather pleasant to hear anyone planning anything for him except work and then more work.

Rising to go, Miss Slade said:

"If you think well of his dropping that gym class and changing from the college

preparatory to the industrial course, tell him to come to school a bit early tomorrow morning, will you? And the sooner we get him out of that old red sweater, the better for all of us."

Mr. Lee, although carefully noncommittal, shook hands cordially in parting and helped Miss Slade start her Ford, which had grown somewhat sulky during the interview. He seemed pondering something, however, and she delayed her departure. Finally, he said: "I mind a headline in an old copybook I had once, 'Be good and you will be happy.' You seem to work it the other way around—tryin' to make the kids happy first so's they'll be good after!"

"Well, maybe there's something in it, Mr. Lee. And we must always be sure that our idea of good is not just a prejudice, a forcing of our own opinions. Childhood should be happy, I am sure of that at least. Suppose we try it out on your boy and then talk it over again later in the year? Everything else has failed so far."

As she drove past Minnehaha Falls, flashing in the moonlight, Miss Slade smiled faintly, uncertain as to whether she had won or lost.

After his visitor had gone, Mr. Lee locked up his house, put the oatmeal to soak in the double boiler, and then went heavily upstairs. As he passed Oliver's room, he had a glimpse of a rosy face and a strand of bright hair sunk deep in a pillow. As he looked at Oliver, he smothered an exclamation which might have been his favorite and rather frequent bit of profanity. Then again it might have been a favorite but decidedly infrequent term of endearment.

When Oliver woke the next morning, there was a grand smell of coffee and the clatter of dishes from below. He started up uneasily. Why had his father not called him? He dressed hurriedly and went hesitantly into the kitchen. Oatmeal in silence. First three slices of toast in silence. After a cup of swell coffee, his father's voice:

"That teacher wants me to give you

another chance. Myself, I think ya need a whale of a thrashin'!"

No words exactly suitable occurring to Oliver, he applied himself to nourishment.

"Beginnin' tomorrow, you stay after

"I Never Had a Chance"

HORACE C. CARLISLE

If over a pine-knot fire at night,
With charcoal on a spade,
Young Abraham Lincoln learned to
write

And cipher, without aid,
Then rose to the super-heights divine—

Unhandicapped by "cant's"—
What reason has youth today to whine:
"I never had a chance?"

If Abraham Lincoln, through the aisles
Of nature's darkest nook,
By night, walked his eighteen weary
miles

To borrow just a book,
With naught but the stars of hope to
shine

Along his dark advance—
What reason has youth today to whine:
"I never had a chance?"

If out on the wildest of frontiers
Known but to nature's heart
Offspring of the simplest pioneers
Young Lincoln got his start
By learning in nature's school divine
To master circumstance—
What reason has youth today to whine:
"I never had a chance?"

school enough nights till you've made up every minute you've lammed. No bellyachin' about it, either! Get me?"

Oliver nodded and turned some water into the coffee pot, forcing it to give up an extra cupful of something.

"When school's out today, come to Smith and Brown's Clothing Store for a new suit. Take that old sweater out and burn it some dark night. If you make good all around this term—and by making' good I mean yer to be in school every day and cut up no monkey shines of any sort—if ye make good, you kin try the industrial course the rest of this year. Get to school early this mornin'; Miss Slade has somethin' to say about that gym class."

As Mr. Lee was leaving, he stopped in the doorway to remark:

"If you wanta live in greasy overalls the rest of yer life and wedge yerself under the drip pans of all the tin lizzies in the country, it's your funeral, not mine. But don't forget I give you a chance for somethin' better."

June 15, the last day of school marked on Oliver's calendar by an enormous red hand, came at last. The tourist camp at Minnehaha Falls was filling up. Cars from every state in the Union flashed by the Lee home and three gorgeous vacation months stretched ahead.

There was but one session that last day of school and Oliver, home at noon looking around for a costume suited to the occasion, found the old red sweater on the back porch where it had flapped empty arms all winter. He put it on expectantly before the long mirror in the kitchen, and sure enough, it was loose! Hooray! He had dropped some of that silly fat! He walked up and down as though modeling in a style show. Of course he was no sliver yet, but the way that sweater didn't fit was a dream!

Before leaving the house, he took out his precious report card and read once more his final averages. Oh, but they made sweet reading! Auto-mechanics, A; Mechanical drawing, A; Math., B; English, pass; History, pass; number days absent, 0; times tardy, 0; deportment, A. He piled his books in the middle of the table with the sugar bowl on top and propped the report card against it so that Dad would be sure to see it if he came home early.

The family Ford, protesting, was induced to back out of the garage and Oliver picked up Andy Cooper and a few other guys for a visit to the Falls and a good rattle along Minnehaha Parkway, festivities to close with a supper at the sandwich counter in the newly opened Falls pavilion. That is, supper for all but Oliver. Himself, he meant to be standing carelessly somewhere near the kitchen sink when Dad read that report card.



School for American Children, Shanghai

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The Spirit of Cincinnati

FIFTY YEARS ago Music Hall, one of the most ambitious centers of community life and culture in America, was opened in Cincinnati. For fifty years the graduation exercises of Cincinnati high schools have been held there.

During the second week in October these five decades of progress in Cincinnati were celebrated in an industrial exhibition in Music Hall which has been greatly enlarged and improved through the years. The schools were asked to take part in this exhibition and in the brief period of two weeks brought together a living exposition that filled one of the great auditoriums and aroused the pride of Cincinnati citizens.

Even the large hall could accommodate only a small part of the material found to be available. That finally selected showed the typical activities of the schools from kindergarten to college in a series of seventy booths. On entering the door one came face to face with a great banner

An equal chance for every child with character and citizenship as the end of education.

At every turn one came upon large charts which taken together summarized the modern philosophy of education. For example:

The principles of education—To reveal truth and beauty; to develop intelligence and skill; to inculcate social and civic ideals; for a broader and richer personal life.

For a liberal education—All who will may find an equal and varied opportunity based alike upon art and industry, books and things, work and study, combined; and where good health, the spirit of play, and joy in work well done shall abound.

The kindergarten exhibit was a classroom with modern furniture, happy and eager children in charge of gifted teachers, going about their usual learning quite unconscious of the passersby.

In another "classroom" with one side open on the aisle were children of primary grades going ahead with the usual school day—a convincing demonstration of the effectiveness of the activity program. Here they learned more or less incidentally the three Rs. Parents saw arithmetic taught with games or problems in storekeeping, where children made change and kept records.

In the history booths one saw the story of our fascinating past made a living reality in wood, soap, and clay. There was a beautiful model of the Parthenon built by boys. From plans made by themselves they had prepared the magnificent old Greek structure to an exact scale, thus bringing into correlation history, mathematics, drawing, and woodworking. This idea of correlation between the esthetic subjects and the practical arts is a strong feature of the Cincinnati school system.

Among junior high-school activities were demonstrated industrial art courses, homemaking, cooking, health care, metal work, and school clubs. One junior high school has established a kindergarten to give training in child welfare.

One could not go through the high-school exhibit without a new pride in American youth. Using equipment from the regular laboratories, young men and women explained experiments in chemistry and physics, showed the workings of gas and water meters, and other everyday scientific facts of which the modern youth is master but which to the older generation are largely mysteries. These young Americans know what they are talking about. They speak in simple, direct, accurate sentences that would do credit to any teacher.

The school shops in Cincinnati make much of the furniture for the schools, the only requirement being that it shall be of a higher quality than commercial products of the same kind.

In the exhibit of the practical arts parents saw the connection between the work of the schools and the industry of the city. Boy sheet metal workers showed a trash

can so cleverly designed that it has been taken over by industry for manufacture on a commercial scale. In the wrought metal department were fancy lamps and beaten brass in many designs and patterns. At another booth boys were wiring a telephone switchboard—Cincinnati's next generation of electricians. The automobile department had a booth with motors running with parts cut away to show the mysteries of ignition. Boys learning tailoring were cutting and basting suits. The girls in the dressmaking department were proud of the new models in contrast to a graduation dress worn by a Cincinnati girl graduate fifty years ago. The school kitchens made many a housewife envious. The girls prepared food which was served to school officers according to the latest practise of home hospitality.

A model dental clinic with fine equipment went ahead with its usual schedule cleaning the teeth of children.

Fifty years ago at the Paris exhibition the Cincinnati schools were awarded a gold medal for an exhibition. It was largely a mass of figures. The 1928 exhibition was probably greater than the entire educational exhibition at Paris. It showed what a school can do on short notice when the administrative staff, the principals, the teachers, and the pupils cooperate to interpret the marvelous workings of modern schools.



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PAUL V. McNUTT, dean of the Law School of Indiana University, recently elected national commander of the American Legion for 1928-29. The American Legion has from the first been interested in schools as one of its patriotic objectives. This year it has honored teaching by elevating a teacher to its highest office.

An Adventure in Personal Growth

Suggesting a Plan for Professional Growth

BENJAMIN FRANKLIN

IT WAS ABOUT this time I conceived the bold and arduous project of arriving at moral perfection. I wished to live without committing any fault at any time; I would conquer all that either natural inclination, custom, or company might lead me into. As I knew, or thought I knew, what was right or wrong, I did not see why I might not always do the one and avoid the other. But I soon found I had undertaken a task of more difficulty than I had imagined. While my care was employed in guarding against one fault, I was often surprised by another; habit took the advantage of inattention; inclination was sometimes too strong for reason. I concluded, at length, that the mere speculative conviction that it was our interest to be completely virtuous, was not sufficient to prevent our slipping; and that the contrary habits must be broken, and good ones acquired and established, before we can have any dependence on a steady, uniform rectitude of conduct. For this purpose I therefore contrived the following method.

In the various enumerations of the moral virtues I had met with in my reading, I found the catalog more or less numerous, as different writers included more or fewer ideas under the same name. Temperance, for example, was by some confined to eating and drinking, while by others it was extended to mean the moderating of every other pleasure, appetite, inclination, or passion, bodily or mental, even to our avarice and ambition. I proposed to myself, for the sake of clearness, to use rather more names, with fewer ideas annexed to each, than a few names with more ideas; and I included under various names of virtues all that at that time occurred to me as necessary or desirable, and annexed to each a short precept, which fully expressed the extent I gave to its meaning. These names of virtues, with their precepts were:

1. *Temperance*—Eat not to dullness; drink not to elevation.
2. *Silence*—Speak not but what may benefit others or yourself; avoid trifling conversation.
3. *Order*—Let all your things have their places; let each part of your business have its time.

4. *Resolution*—Resolve to perform what you ought; perform without fail what you resolve.

5. *Frugality*—Make no expense but to do good to others or yourself; i. e., waste nothing.

Form of the Pages								
TEMPERANCE								
EAT NOT TO DULLNESS DRINK NOT TO ELEVATION								
	S.	M.	T.	W.	T.	F.	S.	
T.								
S.	*	*		*		*		
O.	**	*	*		*	*	*	
R.			*			*		
F.		*			*			
I.			*					
S.								
J.								
M.								
C.								
T.								
H.								

6. *Industry*—Lose no time; be always employed in something useful; cut off all unnecessary actions.

7. *Sincerity*—Use no hurtful deceit; think innocently and justly; and, if you speak, speak accordingly.

8. *Justice*—Wrong none by doing injuries, or omitting the benefits that are your duty.

9. *Moderation*—Avoid extremes; forbear resenting injuries so much as you think they deserve.

10. *Cleanliness*—Tolerate no uncleanness in body, clothes, or habitation.

11. *Tranquillity*—Be not disturbed at trifles, or at accidents common or unavoidable.

12. *Humility*—Imitate Jesus and Socrates.

My intention being to acquire the *habitude* of all these virtues, I judged it would be well not to distract my attention by attempting the whole at once, but to fix it on one of them at a time; and, when I should be master of that, then proceed to another, and so on till I had

gone through them all; and, as the previous acquisition of some might facilitate the acquisition of certain others, I arranged them with that view, as they stand above. *Temperance* first, as it tends to procure that coolness and clearness of head, which is so necessary where constant vigilance was to be kept up, and guard maintained against the unremitting attraction of ancient habits, and the force of perpetual temptations. This being acquired and established, *Silence* would be more easy; and my desire being to gain knowledge at the same time that I improved in virtue, and considering that in conversation it was obtained rather by the use of the ears than of the tongue, and therefore wishing to break a habit I was getting into of prattling, punning, and joking, which only made me acceptable to trifling company, I gave *Silence* the second place. This and the next, *Order*, I expected would allow me more time for attending to my project and my studies. *Resolution*, once become habitual, would keep me firm in my endeavors to obtain all the subsequent virtues; *Frugality* and *Industry* freeing me from my remaining debt, and producing affluence and independence, would make more easy the practice of *Sincerity* and *Justice*, etc., etc. Conceiving, then, that, agreeably to the advice of Pythagoras in his *Golden Verses*, daily examination would be necessary, I contrived the following method for conducting that examination.

I made a little book, in which I allotted a page for each of the virtues. I ruled each page with red ink, so as to have seven columns, one for each day of the week, marking each column with a letter for the day. I crossed these columns with red lines, marking the beginning of each line with the first letter of one of the virtues, on which line, and in its proper column, I might mark, by a little black spot, every fault I found upon examination to have been committed respecting that virtue upon that day. (See form on this page).

I determined to give a week's strict attention to each of the virtues successively. Thus, in the first week, my great guard was to avoid every day the least offense against *Temperance*, leaving the

other virtues to their ordinary chance, only marking every evening the faults of the day. Thus, if in the first week I could keep my first line, marked T, clear of spots, I supposed the habit of that virtue so much strengthened, and its opposite weakened, that I might venture extending my attention to include the next, and for the following week keep both lines clear of spots. Proceeding thus to the last, I could go through a course complete in three months, and four courses in a year. And like him who, having a garden to weed, does not attempt to eradicate all the bad herbs at once, which would exceed his reach and his strength, but works on one of the beds at a time, and, having accomplished the first, proceeds to a second, so I should have, I hoped, the encouraging pleasure of seeing on my pages the progress I made in virtue, by clearing successively my lines of their spots, till in the end, by a number of courses, I should be happy in viewing a clean book, after three months' daily examination.

This my little book had for its motto these lines from Addison's *Cato*:

Here will I hold. If there's a power above us

(And that there is, all nature cries aloud Through all her works), He must delight in virtue;

And that which He delights in must be happy.

Another from Cicero:

O Philosophy, guide of life! O investigator and expeller of crimes! A single day, lived well and in accordance with your precepts, is to be preferred to sinning immortality.

Another from the Proverbs of Solomon, speaking of wisdom or virtue:

Length of days is in her right hand, and in her left hand riches and honor. Her ways are ways of pleasantness, and all her paths are peace.

And conceiving God to be the fountain of wisdom, I thought it right and necessary to solicit His assistance for obtaining it; to this end I formed the following little prayer, which was prefixed to my tables of examinations, for daily use:

O powerful Goodness! bountiful Father! merciful Guide! Increase in me that wisdom which discovers my truest interest. Strengthen my resolutions to perform what that wisdom dictates. Accept my kind offices to thy other children as the only return in my power for thy continual favors to me.

I used also sometimes a little prayer which I took from Thomson's *Poems*, viz:

Father of light and life, thou Good Supreme!
O teach me what is good; teach me Thyself!
Save me from folly, vanity, and vice,
From every low pursuit; and fill my soul
With knowledge, conscious peace, and virtue
pure;
Sacred, substantial, neverfading bliss!

The precept of *Order* requiring that every part of my business should have its allotted time, one page in my little book contained the following scheme of em-

The Salutation of the Dawn

From the Sanskrit

LISTEN to the Exhortation of the Dawn!

Look to this Day!

For it is Life, the very Life of Life.
In its brief course lie all the Verities
and Realities of your existence;

The Bliss of Growth,
The Glory of Action,
The Splendor of Beauty.

For yesterday is but a Dream
And tomorrow only a Vision.

But today, well lived, makes
Every yesterday a Dream of Happiness,

And every tomorrow a Vision of Hope.
Look well therefore, to this day.

Such is the Salutation of the Dawn.

ployment for the twenty-four hours of a natural day:

The Morning

Question. What good shall I do this day?

5 Rise, wash, and address *Powerful Goodness!* Contrive day's business, and take the resolution of the day; prosecute the present study, and breakfast.

6
7
8
9
10 Work

Noon

11
12 Read, or overlook my accounts, and dine.

2
3 Work

4
5

Evening

Question. What good have I done today?

6 Put things in their places. Supper.
7 Music or diversion.
8 Examination of the day.

9
10
11
12

Night

1 Sleep
2
3
4

I entered upon the execution of this plan for self-examination, and continued it with occasional intermissions for some time. I was surprised to find myself so much fuller of faults than I had imagined; but I had the satisfaction of seeing them diminish.

After a while I went through one course only in a year, and afterward only one in several years till at length I omitted them entirely, being employed in voyages and business abroad, with a multiplicity of affairs that interfered; but I always carried by little book with me.

My scheme of ORDER gave me the most trouble; and I found that, though it might be practicable where a man's business was such as to leave him the disposition of his time, that of a journeyman printer, for instance, it was not possible to be exactly observed by a master who must mix with the world and often receive people of business at their own hours. *Order*, too, with regard to places for things, papers, etc., I found extremely difficult to acquire. I had not been early accustomed to it, and, having an exceeding good memory, I was not so sensible of the inconvenience attending want of method. This article, therefore cost me so much painful attention and my faults in it vexed me so much, and I made so little progress in amendment, and had such frequent relapses that I was almost ready to give up the attempt, and content myself with a faulty character in that respect, like the man who, in buying an ax of a smith, my neighbor, desired to have the whole of its surface as bright as the edge. The smith consented to grind it bright for him if he would turn the wheel; he turned while the smith pressed the broad face of the ax hard and heavily on the stone which made the turning of it very fatiguing. The man came every now and then from the wheel to see how the work went on and at length would take his ax as it was, without further grinding. "No," said the smith, "turn on; turn on; we shall have it bright by and by; as yet, it is only speckled." "Yes," said the man, "*but I think I like a speckled ax best.*" And I believe this may have been the case with many who, having, for want of some such means as I employed, found the difficulty of obtaining good and breaking bad habits in other points of vice and virtue, have given up the struggle, and concluded that "*a speckled ax was best*"; for something, that pretended to be reason, was every now and then suggesting to me that such extreme nicety as I exacted of myself might be a kind of foppery in morals, which, if it were known, would make me ridiculous; that a perfect character might be attended with the inconvenience of being envied and hated; and that a benevolent man should allow a

few faults in himself, to keep his friends in countenance.

In truth, I found myself incorrigible with respect to Order; and now I am grown old and my memory bad, I feel very sensibly the want of it. But, on the whole, though I never arrived at the perfection I had been so ambitious of obtaining, but fell far short of it, yet I was, by the endeavor, a better and a happier man than I otherwise should have been if I had not attempted it; as those who aim at perfect writing by imitating the engraved copies, though they never reach the wished-for excellence of those copies, their hand is mended by the endeavor, and is tolerable while it continues fair and legible.

It may be well my posterity should be informed that to this little artifice, with the blessing of God, their ancestor owed the constant felicity of his life, down to his seventy-ninth year, in which this is written. What reverses may attend the remainder is in the hands of Providence; but, if they arrive, the reflection on past happiness enjoyed ought to help his bearing them with more resignation. To Temperance he ascribes his long-continued health, and what is still left to him of a good constitution; to Industry and Frugality, the early easiness of his circumstances and acquisition of his fortune, with all that knowledge that enabled him to be a useful citizen, and obtained for him some degree of reputation among the learned; to Sincerity and Justice, the confidence of his country, and the honorable employs it conferred upon him; and to the joint influence of the whole mass of virtues, even in the imperfect state he was able to acquire them, all that evenness of temper, and that cheerfulness in conversation, which makes his company still sought for and agreeable even to his younger acquaintances. I hope, therefore, that some of my descendants may follow the example and reap the benefit.

It will be remarked that, though my scheme was not wholly without religion, there was in it no mark of any of the distinguishing tenets of any particular sect. I had purposely avoided them; for, being fully persuaded of the utility and excellence of my method, and that it might be serviceable to people in all religions, and intending some time or other to publish it, I would not have any thing in it that should prejudice any one, of any sect, against it. I purposed writing a little comment on each virtue, in which I would have shown the advantages of possessing it, and the mischiefs attending

its opposite vice; and I should have called my book *The Art of Virtue*, because it would have shown the means and manner of obtaining virtue, which would have distinguished it from the mere exhortation to be good, that does not instruct and indicate the means, but is like the apostle's man of verbal charity, who only, without showing to the naked and hungry how or where they might get

BENJAMIN FRANKLIN is one of the twelve heroic figures chosen by students from schools in more than thirty countries in the prize competition of 1925-26. The following is the student's essay on Franklin which won the prize in this competition:

UNIQUE in character, winning in personality, Benjamin Franklin has a place among world heroes because he has done so much for America and for humanity. In the scientific world his discoveries and inventions were numerous and of surpassing value. He founded the University of Pennsylvania, started public-library systems, and created the postoffice of America. The Declaration of Independence and the Constitution both have among their signatures the firmly written name, "Benjamin Franklin." As a peace-maker he is not equaled. Long he held off the peril of a great war between England and America. Long he battled for the friendship of the French, and, although he was getting old, he persevered in the accomplishment of his objective. He had a large part in gaining liberty for his country. He has been called "the many-sided Franklin," for he was a patriot, a statesman, a diplomat, an author, and a man of science. "Of sound sense no man ever had more." His great aim was to do good. This aim he certainly accomplished, for "his was a life of magnificent usefulness."

clothes or virtuous exhorted them to be fed and clothed.

But it so happened that my intention of writing and publishing this comment was never fulfilled. I did, indeed, from time to time, put down short hints of the sentiments, reasonings, etc., to be made use of in it, some of which I have still by me; but the necessary close attention to private business in the earlier part of my life, and public business since, have occasioned my postponing it; for, it being connected in my mind with a great and extensive project that required the whole man to execute, and which an unforeseen succession of employs prevented my attending to, it has hitherto remained unfinished.

In this piece it was my design to explain and enforce this doctrine, that vicious actions are not hurtful because they are forbidden, but forbidden because they are hurtful, the nature of man alone considered; that it was, therefore, every one's interest to be virtuous who wished to be happy even in this world; and I should, from this circumstance (there being always in the world a number of rich merchants, nobility, states, and princes, who have need of honest instruments for the management of their affairs, and such being rare), have endeavored to convince young persons that no qualities were so likely to make a poor man's fortune as those of probity and integrity.

My list of virtues did not at first contain all twelve; but a Quaker friend having kindly informed me that I was generally thought proud; that my pride showed itself frequently in conversation; that I was not content with being in the right when discussing any point, but was overbearing, and rather insolent, of which he convinced me by mentioning several instances; I determined endeavoring to cure myself, if I could, of this vice or folly among the rest, and I added *Humility* to my list, giving an extensive meaning to the word.

I cannot boast of much success in acquiring the *reality* of this virtue, but I had a good deal with regard to the *appearance* of it. I made it a rule to forbear all direct contradiction to the sentiments of others, and all positive assertion of my own. I even forbid myself, agreeably to the old laws of our Junto, the use of every word or expression in the language that imported a fixed opinion, such as *certainly*, *undoubtedly*, etc., and I adopted, instead of them, I *conceive*, I *apprehend*, and I *imagine* a thing to be so and so; or it *so appears to me at present*. When another asserted something that I thought an error, I denied myself the pleasure of contradicting him abruptly, and of showing immediately some absurdity in his proposition; and in answering I began by observing that in certain cases or circumstances his opinion would be right, but in the present case there *appeared* or *seemed* to me some difference, etc. I soon found the advantage of this change in my manner; the conversations I engaged in went on more pleasantly. The modest way in which I proposed my opinions procured them a readier reception and less contradiction; I had less mortification when I was found to be in the wrong, and I more easily prevailed with others to give up

their mistakes and join with me when I happened to be in the right.

And this mode, which I at first put on with some violence to natural inclination, became at length so easy, and so habitual to me, that perhaps for these fifty years past no one has ever heard a dogmatical expression escape me. And to this habit (after my character of integrity) I think it principally owing that I

had early so much weight with my fellow citizens when I proposed new institutions, or alterations in the old, and so much influence in public councils when I became a member; for I was but a bad speaker, never eloquent, subject to much hesitation in my choice of words, hardly correct in language, and yet I generally carried my points.

In reality, there is perhaps, no one of

our natural passions so hard to subdue as *pride*. Disguise it, struggle with it, beat it down, stifle it, mortify it as much as one pleases, it is still alive, and will every now and then peep out and show itself; you will see it, perhaps, often in this history; for, even if I could conceive that I had completely overcome it, I should probably be proud of my humility.—Selected from Franklin's *Autobiography*.

Plans for Group Discussion

THE PROFOUND INFLUENCE of Franklin on the life of his age is wellknown. No one can estimate the force of the homely maxims that he gathered from his wide reading and passed on with all the multiplied power of a pioneer printer in a day when the yearly almanac was almost the only printed matter that came into many homes.

Every American teacher should be familiar with Franklin's *Autobiography* and should lead youth to enjoy and appreciate Franklin's life. The plan for selfimprovement here given is taken from the part of the *Autobiography* in which Franklin tells about going into business for himself. Members of our profession will see in this plan subjects for professional as well as personal improvement.

The power of Franklin's teaching lies in its simplicity and good humor. He did not try to preach. He simply stated facts. He took it for granted that people wanted to be better and that everyone had habits which he would gladly leave behind if he only knew how. And he had the supreme wisdom to begin on himself. This is the strength of Franklin's plan. It cannot be made a system of reporting to others without destroying its real purpose. No one need apologize to a normal youth or a true teacher for suggesting growth; he need not attempt to force growth by over-formalized methods, by irritated pressure, or by strained preaching. For the true teacher and the normal youth the urge to grow is as natural as the appetite to eat. In the best schools it is taken for granted as much as the need for play or food or companionship. In such an atmosphere of mutual helpfulness and frankness pupils and teachers share in the great adventure of making their lives finer and happier. To belong to such a school is a joy indeed. There teachers practise among themselves the cooperation and selfhelp which they seek to extend among the pupils.

In applying Franklin's scheme each school will wish to work out its own plan.

A committee may be appointed to draw up a scheme of the professional virtues which each may use and modify to suit his own needs. One teacher of long ex-

How to Use This Plan

ASK EACH TEACHER to read over the plan carefully.

2. Recall several other devices of like nature designed to aid in forming right habits.

3. Show why records thus kept must be entirely private with the person keeping them to be most effective.

4. Have someone show how any plan for the improvement of habits must be worked out by the person expecting to use it to meet his own needs.

5. Have someone show why it is especially important for teachers to lead happy lives. See George Herbert Palmer's little book on *The Ideal Teacher*.

6. Have some one explain why it is important for every teacher to share in the work of local, state, national, and world movements among teachers.

7. Have several make lists of things which every teacher can do to aid the profession to lift the level of child opportunity throughout the world.

8. The slogan, "Do something daily to advance your profession," has been suggested. Try keeping a record of your efforts along this line, according to Franklin's plan.

perience who has gone over these pages believes that teachers would profit by checking their growth with the following virtues: (1) Order, (2) industry, (3) sincerity, (4) justice, (5) cleanliness, (6) tranquillity, (7) cheerfulness, (8) sense of humor, and (9) promptness.

Another form of Franklin's idea may be found in the codes of such groups as boy and girl scouts, Four-H clubs, and the like. The boy scout seeks to do a good turn daily and has a code of practise which emphasizes the following points: A scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

One of the most loved and successful teachers in America is William C. Bagley. In the outline which he gives to summer school students occurs the following section, which will be helpful here:

The problems of developing personality traits in prospective teachers:

1. Generally accepted significance of personal example leads to obvious inferences regarding the importance of good personality traits among normal-school and teachers-college instructors and executives.

2. The association of traits with appropriate action is an obvious application of the recognized principles of learning.

3. Selfimprovement by the individual on the basis of selfratings is a technic that seems to be promising. (See Charters, *The Teaching of Ideals*, pages 146-56.)

4. The Hartshorne-May *Studies in Deceit* (1928, Chapter XVI; also pages 320-23) warrant the inference that institutional morale is very significant in the development of character and personality traits.

5. The importance of the problem gives special importance to the work of such normal-school and teachers-college officers as the dean of women, the dean of men, the training-school director, the critic teachers, and others who have individual contacts with students.

Points that are important in professional ethics may be gleaned by examining materials that have appeared in earlier numbers of THE JOURNAL:

Professional ethics for educators—Florence M. Teagarden, February, 1924; 13:64.

Ethics for teachers—N. J. Gould Wickey, September-October, 1924; 13:261.

Ethics for teachers—November, 1924; 13:294.

Des Moines teachers creed—April, 1925; 14:120.

A teacher's prayer—M. L. Wright, January, 1926; 15:11.

Ethical ideals for professional men—April, 1926; 15:130.

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

The Improvement of Rural School Buildings

H. W. SCHMIDT

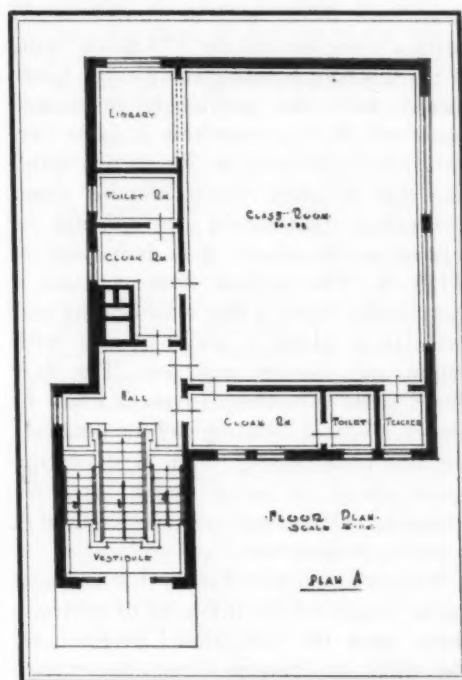
Supervisor of Buildings, Department of Public Instruction, Madison, Wisconsin

IN SPITE of our consolidation program in the rural districts the nation is still supporting over 150,000 one and two-room rural schools as compared with approximately 14,000 consolidated schools. In the very nature of the situation the one-room schoolhouse is bound to exist and in many cases must exist to serve the educational needs of over 3,000,000 young people. In many states there are innumerable sections where consolidation is not feasible, so we might as well face the fact that the one-room school will be with us for long years to come and probably never will cease to exist except possibly in lessened numbers, no matter how much we may wish to the contrary.

There is however one phase of the subject which, until quite recently, has not been recognized sufficiently, that is the physical improvement of existing schools and bringing to bear upon the situation better technical and educational talent to serve both new and old buildings. The recognition that there exists here a real *problem* of stupendous proportions has come somewhat late and even now this thought has not yet been overly well developed. We are still satisfied to let well enough alone, though this phrase might be paraphrased as, "let poor enough alone." The term 'problem' is used advisedly for the improvement of rural schools is a problem and too often neglected or turned over for solution to inexperienced or diffident people; the results are often not encouraging. Somehow or other there are still many who possess the notion that rural schools do not need the same modern and extensive facilities that are accorded city children; that a 'box-car' effect is all right for this type of school. Of course there are exceptions, especially among those educators intensely interested in this work, but we do not find so many among those who should be most interested—school boards. Again it is true that we find many excellent school buildings erected here and there but the great majority are still of the "unwashed," neither enticing nor a subject of pride.

This situation, among many others in the educational field, confronted the Department of Public Instruction of Wis-

consin some years ago and some studies and investigations were carried on to determine, if possible, a set-up for a remedial program for the physical plant of the rural school. A building survey of



all rural schools in four representative counties was made by the department and gave not only very valuable results but committed the department to a betterment program. When out of 350 rural buildings the median score is but 48.5 percent it becomes necessary, as a matter of policy, to seek for a remedy. And observation and comparisons have shown that Wisconsin is by no means a "tailender" in this respect but on the contrary is certainly in the upper quartile. Yet much improvement was needed and how to go about it became of vital importance.

Most people resent paternalism; main force is obnoxious; benevolent despotism, no matter how benevolent, is contrary to American ideals. How to effect an improvement of rural buildings, how to convince those primarily responsible to change their attitude, proved no light task if results were to be permanent and the principles evolved in this connection were to be accepted wholeheartedly and cooperatively by the rural school authorities. I believe that the Wisconsin plan, to be explained herewith, not only pro-

duces excellent results but is sound in principle. It is certainly being accepted by the state at large. It gives school boards what they want, within reason; it cooperates with school authorities in giving a service not usually available; it prevents injudicious expenditure of money; it gives expert technical advice, and last, though not least in the minds of school officials, the service is gratis and given freely to all who wish to avail themselves of it.

The scheme is simple and developed in quite a natural way. In looking about to see what had been done by others in this direction it was found that the mainstay of improving rural school buildings consisted of available state "stock" plans, i. e., a number of plans were developed, ranging from a half dozen to a score or more and these were then offered school districts. This work is most commendable and has resulted in great improvement where used. But I found a rather serious drawback to the scheme. In many cases a very definite compromise had to be made as the plans did not always fit either the locale or the pocketbook, neither did they always meet with the desires of the people of the district. And this is not to be wondered at as the number of combinations which can be made with the existing variables, such as geographic orientation of building, cloak-room facilities, sanitary conveniences, auxiliary rooms such as kitchen, library, teachers' room, etc., is so great that even thirty or forty stock plans will not suffice. Of course with any scheme some compromise must be made as a matter of practicability but it was believed that the field in the above direction was too limited to serve to its fullest extent.

For the past year and a half through the department of public instruction I have developed one and two-room rural school plans, complete with specifications and all necessary detailing. (The service is limited at present to the above type of schools as it was felt these were in greatest need of help and the department was not encroaching upon the commercial architects' field. This has been borne out in past experience.) School boards desiring this service fill out a blank containing pertinent information, such as plan of school plot, type of building, whether

convertible later into two-room structure, materials of construction, auxiliary rooms, type of heating plant, etc. Some even send in preliminary sketches of what they would like to have. With this information as a basis the plans are developed according to the provisions of the state building code and the finished plans submitted to the Industrial Commission, which is legally charged with approval insofar as safety, construction, and code application is concerned. The plans are then sent to the school authorities and building may proceed. The extent of this service may be gauged by the fact that up to date, since January 1, 1927, *eighty-three* of these plans were sent out, excluding one exact duplicate. And the end is not yet!

Aside from this, innumerable buildings have been remodeled and modernized by the department; plans and specifications furnished for complete artificial lighting layouts in all types and sizes of older buildings not adequately provided with this service; plans made for heating and ventilating plants; to say nothing of conferences with school officials, too numerous to mention. Under a cooperative arrangement with the industrial commission all plans for school buildings in the state, except in a few cities, are submitted to the department for suggestive checking and criticisms. The latter are always constructive and vary from a few comments to pages of written material. These are made of record and copies furnished

both architect and school boards. In this way many serious mistakes in planning are often prevented. It is now quite customary to have architects submit preliminary sketches for this checking.

The estimated cost of buildings erected from the department's plans is close to \$550,000. The saving to school districts of fees in this connection is \$19,000.

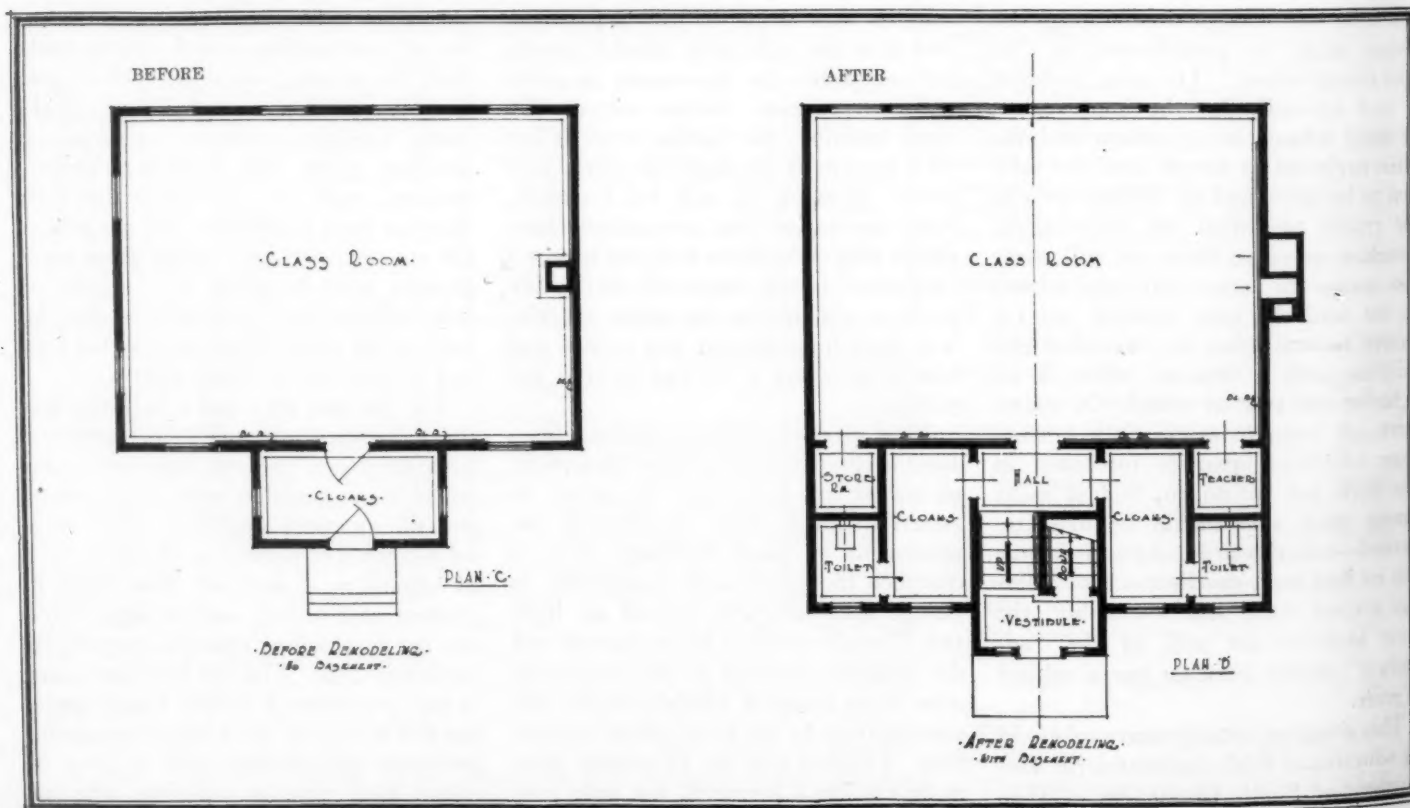
The state has benefited materially through this service, even though it has been offered but a short time. Of the eighty-three plans developed so far at least two thirds will be classed as A1 with a score around the 850 mark, using a rural school building score card. Compared with the previously mentioned score of 48.5 percent this is most certainly an improvement. Recently a building was designed which contains about everything that could conveniently be placed on the plans; it is designated as Plan A. The ground floor contains a community room, a first class heating and ventilating plant, a water system with pump and storage tank, etc. The first floor plan is selfexplanatory. Plan C shows a school building before remodeling and modernizing. Plan B shows the same school, or rather room, after replanning. Oftentimes such remodeling is a paying proposition.

In conclusion may I state that we have rather neglected the influence of environment upon the educational progress of the child, at least in many, too many, rural schools, yes, in too many other

schools as well. It will be conceded that the physical comfort of the child is an important factor influencing for the better a "learning situation" and pleasing surroundings contribute as well to this situation. Therefore anything we may do to better school buildings will be reflected ultimately and even immediately in child reaction.

May I quote a teacher and give an incident along the above thought? The old school building had been abandoned and the children had moved into a fine new structure in the fall. The following comments by the teacher are significant:

"Yes indeed, we are certainly enjoying our new school and we have been kept nice and warm all winter and we get lots of fresh air now without taking cold. Discipline? Why no, we are so pleased with our surroundings that the children have no thought of being naughty. We can now study in a quiet room (library) and the children, even the little folks, are beginning to read books voluntarily. We are now serving warm lunches at noon as we have a very nice kitchen. It is a real treasure. Do we use the building in other directions? Oh yes; we have had two parent-teacher meetings already. You see the old school room was so small and cold and dingy that the parents did not like to come, I guess. But this is different. And all my children are working hard now and they are certainly enjoying the school; I find it much easier to teach now."



Married Women As Teachers

SHOULD married women be employed as new teachers? Should single women teachers who marry be allowed to continue to teach? These questions have been the subject of much discussion and some research.

Opinion divided. Opinion is widely divided on these questions. Lewis, in *Personnel Problems of the Teaching Staff*, lists thirty-one relatively distinct arguments for, and thirty-one against the employment of married teachers. The *American Educational Digest* recently presented a general survey of opinion on the question, based upon 954 replies to a questionnaire by school superintendents. Many viewpoints were expressed. One superintendent stated:

I would not employ married women because I am old-fashioned enough to think that, when a woman marries, she should make a home, but as far as efficiency is concerned, I have found little difference.

Another superintendent declared:

Married women do little if any outside preparation, never attend summer schools, and dislike teachers meetings, as supper is likely to be late. Their children are neglected. One kept roomers and boarders. Most of this type were cleared out when the rule was adopted against employing married teachers.

The viewpoint of other school executives is expressed by this quotation:

The only question is, Have married women been able to render efficient service? We have found them, if anything, more stable and equally efficient, in many cases superior. We make no distinction whatever between single and married women and see no reason why any distinction should be made.

Arguments against employment of married women as teachers. Lewis has classified the arguments frequently advanced against employing married women as teachers under three heads, as follows:

The first is the public bounty fallacy. Many laymen still hold that tax-paid positions belong to the needy citizens. A married woman presumably has a means of support. An unmarried woman has none. The second reason is that it is the first business of a married woman to look after her home, and this duty is considered impossible of proper fulfillment if the woman teaches. The third reason is often given by superintendents. They argue that married women are home talent and are harder to handle as one often has to handle the whole family and sometimes many of the relatives and friends. It is expedient, therefore, to rule against all married women as a class rather than to deal with each case on its merits.

Arguments in favor of employing married women teachers. Those who support the policy of employing married women as teachers begin by rejecting the arguments usually advanced against the

THIS interesting statement on married women as teachers is taken from the *Research Bulletin* of the National Education Association for September, 1928. The subject of this excellent Bulletin is *Practises Affecting Teaching Personnel*. It represents months of careful study and tabulation by Dr. John K. Norton, Director of Research, and his associates. Other topics discussed in the Bulletin are: Salary scheduling; Requirements affecting appointments; Retention and promotion of teachers; Practises affecting professional improvement; The sick leave problem; Relation of salaries to efficiency; Salaries of men and women teachers; and Number of monthly salary payments. In addition to the discussion of these topics there are selected references on each pointing the way to further study. Persons wishing copies of the Bulletin may obtain them for twenty-five cents each from the Research Division, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

policy as largely irrelevant and appeal to a more vital consideration.

They contend that school boards should constantly strive to attract and retain efficient, and to eliminate inefficient teachers, and that this principle should be applied with impartiality to all teachers, both married and unmarried.

An article in a recent issue of *Harper's*, "Blue Laws for School Teachers," sees this question as a part of a larger one. The viewpoint expressed is as follows:

It is surprising that so little has been said in defense of the school teacher and her right to live her own life. For it is a lamentable fact that in any number of communities the public school teacher no more dares call her soul her own out of the schoolroom than she does in it. If she dresses too youthfully, if she has too many "dates"—in short, if her social behavior is at all out of the ordinary, she lays herself open to censure, or perhaps even dismissal when her year's contract expires. And finally, if she commits the indiscretion of marrying, she is more than likely to become *persona non grata*.

After opposing the barring of married women on several grounds the same article concludes:

But the most cogent argument of all has not yet been mentioned, and that is that our pub-

lic schools cannot afford to sacrifice teachers who have had extensive training and experience if the latter are willing to continue to serve the community. Indeed, such teachers represent a social investment, for they have been trained by the normal schools and universities, institutions supported by the state or by private endowment, and as beginners they have gained their experience at the expense, let us say, of the public schools themselves. Experience and training in any profession are the ultimate criteria and can hardly be affected by the married or unmarried status of the individual.

The attitude of parents. Recently in Washington, D. C., the matter of employing married women as teachers was made the subject of a citywide discussion and referendum. It had been suggested that the policy of employing married women teachers be modified. Accordingly the superintendent of schools recommended that:

Since this question originated with the citizens and since it is a social problem affecting home life, as well as an administrative and educational problem, the superintendent is of the opinion that the matter should be thoroughly discussed by the public before any final conclusion can be reached regarding what, if anything, should be done.

Pursuant to the adoption of this recommendation, the parent-teacher associations and various civic groups of the city were furnished with information as to the policy of the Board, and were given time in which to study, discuss, and vote upon the question. The vote from seventy organizations was as follows:

Favoring married women as public school teachers and as normal school students	57
Opposed to above.....	7
Non-committal ("let the board decide," etc.)	6
Total	70

Legal aspects. According to a recent survey of the situation, only five states and the District of Columbia have adjudicated the question of marriage as a bar to teaching. In the decisions thus far handed down it has been held that in itself marriage is not a valid cause for the dismissal of a teacher who is under contract, or who is teaching under a tenure law which allows dismissal only for specified causes.

Brubacher quotes at length some of the decisions thus far made. The decision in the Oregon case is clearcut. The argument of the counsel for the Board follows:

There are many reasons why the policy adopted by the board is just and wise. In the lower court, however, counsel for petitioner pleaded that such policy casts a stigma on the marriage institution, and the court held it to be contrary to public policy. Of course, neither contention is sound. It is no reflection on the state of matrimony. It is simply a recognition of the new and sacred duties which that state imposes, not only on the wife but as well on the husband. They have entered upon a new life. Both have assumed new and additional obligations and duties. Now her mind must largely be centered on new duties and obligations. She, more than he, is affected by this status, so far as concerns the pursuit of their former respective callings. Again, when a woman marries she rightfully assumes that her husband will support her, and society at large expects that of him. The unmarried woman worker resents and justly resents, the competition in her labor market of a married woman whose husband is in health and strength, and she has a right to assume that such is the condition of a newly acquired husband. Why should not, and why may not, a school board recognize these conditions?

The Court replied to this viewpoint as follows:

If a teacher becomes inefficient or fails to perform a duty, or does some act which of itself impairs usefulness, then a good or reasonable cause for dismissal would exist. The act of marriage, however, does not, of itself, furnish a reasonable cause . . . The act to which the instant rule relates does not involve a single element of wrong, but, on the contrary, marriage is not only protected by both the written and unwritten law, but it is also fostered by a sound public policy. It is impossible to know in advance whether the efficiency of any person will be impaired because of marriage, and a rule which assumes that all persons do become less competent because of marriage is unreasonable because such a regulation is purely arbitrary. If a teacher is just as competent and efficient after marriage, a dismissal because of marriage would be capricious. If a teacher is neglectful, incompetent, and inefficient, she ought to be discharged whether she is married or whether she is single.

This and other decisions do not mean

that the courts have decided a board of education cannot refuse to employ a married woman, or that it cannot refuse to reemploy her at termination of contract. But when an unmarried woman is employed, under conditions where cause must be shown previous to dismissal, marriage is not acceptable as a reason for dismissal.

Brubacher in the article previously cited raises an issue pertinent to this whole question in the following words:

. . . all the cases to date have arisen and been judged in the light of the early years of a woman's life. Of course, this is natural; it is the time when, probably, marriage and possibly maternity are most crucial for her career outside of the home. It is here submitted, however, that before the wife and mother are excluded from public school teaching and professional and vocational life in general, their cases should also be viewed from the standpoint of middle life. With children grown up and quite able to care for themselves and home duties less pressing, it seems a misfortune if women are not to be allowed to realize greater possibilities within themselves than just the small part of their energies and working day which homemaking will consume. It will be further unfortunate, too, from the view of the state that the investment that has been made in the general and professional education of these women shall not continue to make a profitable return throughout their lives.

Objective evidence. The amount of research on the question of single vs. married women teachers is limited. The article in the *American Educational Digest* cited above asked 954 superintendents: Are married women with equal training and experience as efficient as unmarried? The answers were:

Yes	597 or 63 percent
No	174 or 18 percent
Conditional	141 or 15 percent
Married women more efficient	42 or 4 percent
Total	954 or 100 percent

Opinion based on experience seems to indicate that marriage is not a significant factor in determining the efficiency of a teacher.

Carrothers, in *Physical efficiency of teachers*, contributes one bit of evidence. His data for the city of Cleveland indicate that married women who teach are subject to a greater amount of illness than single women. The difference between the two groups is not large however.

Lewis reports a study in Detroit by Moehlman which sought to determine the relative efficiency of single and married women teachers. The conclusion was that married women teachers ranked a little higher in professional ability, as measured by principals' ratings, than the general ranking of women teachers.

The evidence of the preceding paragraphs does not justify any final conclusions. Neither opinion nor research thus far suggests more than an open mind on the whole issue. A general evaluation of the evidence seems to reveal little basis for the blanket barring of married women from teaching on the basis that they are less efficient in the classroom than single women.

Current Practise. Turning from theory, opinion, and research findings, we have the following data on city school systems as it affects the employment of married women. Approximately sixty percent of cities over 2500 in population do not employ married women as new teachers. This percent holds reasonably constant for cities of all populations. On the other hand, approximately half of the cities report that single women who marry may continue to teach.

Married women employed as new teachers	66 Cities over 100,000 in population		161 Cities 30,000 to 100,000 in population		326 Cities 10,000 to 30,000 in population		397 Cities 5000 to 10,000 in population		582 Cities 2500 to 5000 in population		1532 Cities over 2500 in population	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>I</i>	2	3	4	5	6	7	8	9	10	11	12	13
Yes.....	26	39.4	59	36.6	110	33.7	143	36.0	260	44.7	598	39.0
No.....	40	60.6	102	63.4	216	66.3	251	63.2	321	55.1	930	60.7
No report.....							3	.8	1	.2	4	.3
Total.....	66	100.0	161	100.0	326	100.0	397	100.0	582	100.0	1532	100.0
Single women teachers who marry:												
Required to resign at once.....	23	34.8	48	29.8	97	29.8	97	24.4	120	20.6	385	25.1
Required to resign at end of school year.....	5	7.6	39	24.2	83	25.5	105	26.4	158	27.1	390	25.5
May continue to teach.....	38	57.6	71	44.1	144	44.1	188	47.4	292	50.2	733	47.8
No report.....			3	1.9	2	.6	7	1.8	12	2.1	24	1.6
Total.....	66	100.0	161	100.0	326	100.0	397	100.0	582	100.0	1532	100.0

Read table as follows: Of the 66 cities over 100,000 in population reporting, 26, or 39.4 percent, employ married women as new teachers; 40, or 60.6 percent, do not employ married women as new teachers. Of the 66 cities over 100,000 in population reporting as to their policy concerning single women teachers who marry, 23, or 34.8 percent, require resignation at once; 5, or 7.6 percent, require resignation at end of school year; and 38, or 57.6 percent, allow teachers to continue in the service. Similarly read data for other population groups.

Forty American Books—1927

THESE FORTY notable books are chosen by the American Library Association for the International Institute of Intellectual Cooperation of the League of Nations. By the best-trained librarians of the country these are considered the outstanding books of the year. Teachers more than any other group are interested in finding the best. This list enables the teacher to get the best without spending valuable time on unworthy volumes.

The notes given here are supplied by the Cleveland Public Library which prepared the notes for THE JOURNAL on the corresponding list last year.

History

BEARD, CHARLES A. AND MARY R. The rise of American civilization. 2 vols. illus. \$12.50. Macmillan. An admirably organized and fascinatingly written survey and interpretation synthesizing the economic, political, and social aspects of the American advance and treating some neglected features such as scientific development, the rise of the school system, and the part played by women.

HASKINS, CHARLES H. The renaissance of the twelfth century. \$5. Harvard. Summarizing intellectual achievement during one of the most richly creative periods of medieval history, Professor Haskins' book combines a graceful, lucid style with sound knowledge of all aspects of the revival of Latin scholarship.

JONES, HOWARD M. America and French culture, 1750-1848. \$5. University of North Carolina. A painstaking and valuable study of French influence upon American life during a period of close-knit relations, the author's plan omitting all discussion of science and commerce and deferring the consideration of literature to a future volume.

NEVINS, ALLAN. The emergence of modern America, 1865-1878. \$4. Macmillan. A study, swift, readable, and scholarly, of the marked economic and social changes in American life during the Reconstruction period, a virtual revolution which has influenced our present-day civilization materially.

ROSTOVITZ, MICHAEL I. A history of the ancient world; v. 2, Rome. \$5. Oxford. The second of a two-volume history of the ancient world, this is an admirably proportioned and richly illustrated history of Rome, stressing the economic, social, and intellectual aspects of that civilization.

SULLIVAN, MARK. Our times: The United States, 1900-1925. II America finding herself. \$5. Scribner. The second of Mr. Sullivan's projected four volumes, this, like the first, giving a panoramic survey of his time. Part one of this volume features McGuffey's Readers in relation to the average American's stock of ideas; part two shows the developments of the trusts, aviation, motor cars, and refrigeration, and describes Roosevelt's earlier public activities.

WERTENBAKER, THOMAS J. The first Americans, 1607-1690. \$4. Macmillan. A forceful and colorful portrayal of seventeenth century American origins against the European background, a study "showing how changes brought about by isolation and environment laid the foundation of a new culture distinctly American."

Social Science

REMIS, SAMUEL F. American secretaries of state and their diplomacy. \$4. Knopf. The first three of ten volumes, planned to give a history of American diplomacy through biographical sketches of the men who have successively directed our foreign policies as secretaries of state. The present volumes cover from Benjamin Franklin to James Monroe.

DEWEY, JOHN. The public and its problems. \$2.50. Holt. An application of scientific method to the study of human behavior in the political field, in the endeavor to ascertain the present and prospective status of democracy.—Adapted from the N. Y.

Times Book Review. "Professor Dewey has performed in politics the service for which we were already indebted to him in education, in ethics and in art."—R. M. Lovett.

FRANKFURTER, FELIX, AND LANDIS, JAMES M. The business of the supreme court; a study of the Federal judicial system. \$5. Macmillan. The first

Undernourished Minds

MANY PEOPLE suffer from starved minds. These unfortunate victims lack the invigorating sense of adventure that comes to those who regulate their intellectual diet with the same common sense that governs the feeding of their bodies. We do not expect a sound body from a diet of chaff, or cake, or candy. We seek a well-balanced ration with good solid food, with proper bulk, variety, and vitamin. We eat that ration with reasonable regularity and reap the reward in physical vigor and lengthened years. Can we afford to do less for our minds and spirits than for our bodies? Intellectual loaves and fishes have never been so plentiful. Let us take and eat of them that wisdom may be ours and that we may rise above the petty, the narrow, and the trivial; that we may achieve for ourselves that most precious and satisfying of all great gifts—the well-nourished mind.

adequate study of the organization, history, and workings of the federal judicial system from the creation of the courts in 1789 to the "Judges Act" of 1925.

SUMNER, WILLIAM G. AND KELLER, ALBERT G. The science of society. \$4. Yale. A profound study of the evolution and life of human society, begun in 1899 by Sumner and brought to completion after his death by Keller. "A daring and challenging creation . . . it will be found to be built of tested and enduring stuff, adequately wrought."—Yale Review.

Psychology

MYERSON, ABRAHAM. The psychology of mental disorder. \$1.40. Macmillan. Informing, lucid, and revealing a wise, humane personality, Dr. Myerson's book gives briefly the names, major symptoms, and significance of specific mental diseases and speaks more fully of their causes. Well calculated to "stimulate intelligent nonprofessional interest in a serious subject."

Belles Lettres and Art

BROOKS, VAN WYCK. Emerson and others. \$3. Dutton. An important, critical, and interpretive study in six episodes of Emerson's life and times occupies half of the book, the remainder is devoted to six essays, covering such a wide range of subjects as W. B. Yeats, Randolph Bourne, Ambrose Bierce, Upton Sinclair, Herman Melville, and "literary life in America."

CULLEN, COUNTÉE. Copper sun. \$2. Harper. A second volume of lyrics by the author of "Color." Here is a "naïveté, love of color, and inborn lyric impulse . . . best of all he can forget that he is of the colored race and be just 'poet'."—Nation.

HAZARD, LUCY L. The frontier in American literature. \$2.75. Crowell. Mrs. Hazard's interesting thesis, to which she strictly adheres, is that American literature has followed the frontier and nav-

changed with the locale of the frontier. "The geographical frontier being now exhausted, as Mrs. Hazard points out, the American literary mind has now turned in upon itself to discover what lies within its innermost and undiscovered reaches."—Booklist.

LOWES, JOHN L. The road to Xanadu; a study in the ways of the imagination. \$6. Houghton. An exhaustive and absorbing study of the genesis of the "Rime of the ancient mariner" and "Kublai Khan." "It is valuable not merely because it displays the fragments of Coleridge's raw material but because it shows us how they were brought together."—Saturday Review of Literature.

MILLAY, EDNA ST. VINCENT. The King's henchman. \$2. Harper. A lyric drama of tenth century Saxon England which "is too good, line for line, to be lost in opera. It belongs to lyric poetry of the timeless order."—Saturday Review of Literature. "Here is a beautiful thing which satisfies our sophisticated twentieth century hunger for the primitive and delicately lifts the stark life of our forbears into the purest atmosphere of romance."—Atlantic Bookshelf.

PARRINGTON, VERNON L. Main currents in American thought; an interpretation of American literature from the beginnings to 1920. Vol. 1, 1620-1800. \$4. Vol. 2, 1800-1860. \$4. Harcourt. "Side by side with Beard's 'Rise of American civilization,' comes this thoroughly able and enlivening interpretation of American political, social, and economic development as seen in the progression of American letters from 1620 to 1860. A third volume, 'The beginnings of critical realism in America,' will carry the story from the Civil War down to 1920."—Booklist.

ROBINSON, EDWIN A. Tristram. \$1.50. Macmillan. "The old legend 'Tristram and Isolde,' has never been told with more dignity and emotion, nor in lines that possess such human simplicity and life-likeness."—Survey.

SANDBURG, CARL. The American songbag. \$7.50. Harcourt. Songs and ballads from every section of the country, reflecting the spirit of the time and place as well as the mood of the singer. A collection which is a notable commentary on American life and a genuine contribution to American folk literature.

TALLMADGE, THOMAS E. The story of architecture in America. \$3.50. Norton. A popular history of American architecture, giving a complete view of its development from the life of the people and an intimate and intelligent account of the architects whose influence has been most powerful.

Religion

CASE, SHIRLEY J. Jesus, a new biography. \$3. University of Chicago. A scholarly, candid, and dispassionate study submitting the Gospels to scientific biographic method in an effort to recover the facts of Jesus' life from the myths and legends nurtured by ardent but less thoughtful followers.

MOORE, GEORGE F. Judaism in the first centuries of the Christian era, the age of the Tannaim. \$10. Harvard. A notable contribution to the study of the Jewish background of the Gospels and to the study of Judaism in the early centuries of the Christian era.

Drama

O'NEILL, EUGENE G. Marco Millions. \$2.50. Boni and Liveright. A satirical and at times movingly poetic dramatization of the adventures of Marco Polo, Venetian merchant, in the exotic East of great Kublai Khan. "O'Neill sees Marco Polo as a Babbitt of his time, letting beauty and love slip through his fingers like rejected merchandise."—Publishers' Note.

QUINN, ARTHUR H. A history of the American drama from the Civil War to the present day. \$10. Harper. A well-organized, scholarly, and entertaining survey continuing in two volumes the history covered in a 1923 volume as far as the Civil War. Volume 1 of this series ranges from Augustin Daly to the death of Clyde Fitch; Volume 2 from W. V. Moody to the present.

Biography

BAKER, RAY S. Life and letters of Woodrow Wilson. \$10. Doubleday. These first two volumes of the authorized biography cover from Wilson's birth to his entrance into New Jersey politics. Based on a mass of hitherto unavailable official and personal material and quoting freely from his intimate letters, they throw much light on the development of the war president's character and ideals during his formative years.

BRADFORD, GAMALIEL. D. L. Moody; a worker in souls. \$3.50. Doran. A study of the personality of the great evangelist "who for forty years worked passionately, lovingly, and successfully to bring God to man and man to God;" a nicely shaded portrait drawn with sympathy, discernment, and unerring good taste. "A complete vindication of Mr. Bradford's method of biography."—Herbert Gorman.

JENSEN, CARL C. An American saga. \$2.50. Little. The story of a Danish peasant lad who, coming to America, pursued an adventurous career from stevedore to socialist. Bearing the stamp of a strongly marked and original personality, this is distinctive among "immigrant biographies."

JOHNSON, GERALD W. Andrew Jackson; an epic in homespun. \$3.50. Minton, Balch. A spirited and well-proportioned retelling of the picturesque story of Old Hickory, frontier warrior and seventh president of the United States, incidentally a very attractive piece of bookmaking. "While taking account of Jackson's weaknesses and limitations, his biographer succeeds in making him a heroic figure."—*Book Review Digest*.

LAMB, HAROLD. Genghis Khan; the emperor of all men. \$3.50. McBride. The first readable biog-

raphy in English of one of the greatest conquerors of all time, the Mongol whose armies swept Asia and Eastern Europe in the thirteenth century. Mr. Lamb has drawn his materials from fragmentary early chronicles but he has a genius for recreating the past and his narrative has color and vitality.

PECK, WALTER E. Shelley, his life and work. \$12.50. Houghton. An exhaustive, scholarly work, well-proportioned and organized, and written in animated style. "This definitive life of Shelley must take its place by Miss Lowell's 'Keats' as a splendid example of American constructive scholarship."—Percy Hutchinson.

Travel and Social Work

ADAMS, JAMES T. Provincial society, 1690-1763. History of American life, v. 3. \$4. Macmillan. A vivid portrayal of American life during the Pre-Revolutionary period, in which bits from old newspapers, memoirs, and early travels are fused by a brilliant and witty style into a smoothly flowing narrative.

BEEBE, WILLIAM. Pheasant jungles. \$3. Putnam. A scientist's tale of an adventurous search for rare pheasants in the Far East, a delightful account stripped of all technical matter and told with the author's usual literary skill.

BROWNELL, WILLIAM C. Democratic distinction in America. \$2.50. Scribner. A survey of contemporary American civilization which "traces the trend of democratic feeling, shows our basic traits, temper, and tradition and points the way towards better educational training and popular culture."—*Boston Transcript*.

Science, Natural and Applied

BRIDGMAN, PERCY W. The logic of modern physics. \$2.50. Macmillan. A critical examination of the

purpose of physics and the nature of its fundamental concepts. Recommended to readers interested in the philosophy of physics. The author is Hollis Professor of Mathematics and Natural History at Harvard.

CLENDENING, LOGAN. The human body. \$6. Knopf. A vivid, occasionally facetious summary of medical knowledge by a practicing physician. Illustrations from photographs, drawings, and other sources. For mature readers.

EAST, EDWARD M. Heredity and human affairs. \$3.50. Scribner. Summarizes current knowledge of heredity and its laws, and discusses the transmission of physical and mental traits with special reference to its social effects. For the thoughtful general reader.

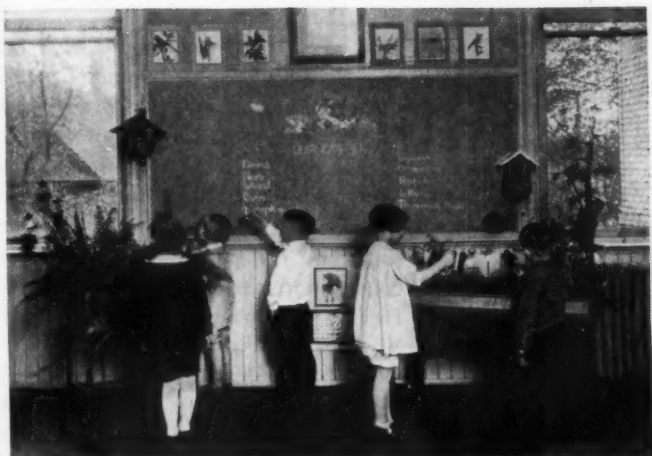
MILLIKAN, ROBERT A. Evolution in science and religion. \$1. Yale. Three lectures by an eminent physicist dealing with the evolution of recent physics, the relation between new truths and old as revealed in the history of physics, and the evolution of religion under the influence of science. Characterized by clarity and simplicity.

PUPIN, MICHAEL I. The new reformation; from physical to spiritual realities. \$2.50. Scribner. An interpretation of the revelations of science during the last four hundred years, based on the author's belief that science and religion supplement each other. Addressed to readers without elaborate scientific training, but with some knowledge of the leading facts of physics.

SARTON, GEORGE. Introduction to the history of science. v. 1. \$10. Williams and Wilkins. The introductory volume of a projected series of eight or nine planned to give a complete chronological survey of the history of science. A very scholarly piece of work. For the student and searcher.



WITH THE increasing love of books, libraries are becoming finer and better equipped. This picture of the children's room of the West Side Branch of the Grand Rapids Public Library illustrates the growing appreciation of beautiful surroundings.



WE TRY to put meaning into everything." This was the reply of Elizabeth Hall, assistant superintendent of Minneapolis schools, when asked the difference in the old and the new teaching. Under her direction, an unusually helpful and stimulating exhibit was displayed in the Emerson School during the N. E. A. convention last July and was studied by all the Minneapolis teachers during September. These pictures from that exhibit suggest some of the methods which "develop the child from within."

An Elementary School Citizenship Club

RAY N. DAVIS

Principal, Sartori School, Renton, Washington

CITIZENSHIP clubs have long been common in junior and senior high schools, but it seems the elementary schools have but recently begun to make use of them. They can be used to the same ends and quite as successfully in elementary schools. The ends such clubs serve are desirable, and the individual and community benefits derived from them are invaluable.

It was decided at a teachers' meeting at our school to test the values of an elementary school citizenship club. It was recognized that the feeling of responsibility and pride that goes with office holding could not be offered to every individual, but participation, that goes hand in hand with selfesteem, should be the aim of our club. After some discussion, a working plan was formed by which responsibility, participation, and selfreliance should be the chief objectives, and therefore character-building, the fundamental objective of all education, would be encouraged.

Under this plan the privilege of membership in the club was to be extended first to the fourth, fifth, and sixth grades and to the first, second, and third grades as the plan progressed. Membership was to be absolutely voluntary on the part of the pupil, but only those pupils having a satisfactory scholarship record could become active members of the club. A satisfactory record in citizenship for one ten-week period was also made a requirement. The pupils who were ineligible because of scholarship record were privileged to join the club as passive members, without vote or office-holding privileges. This ruling was made because it was felt that pupils not making passing scholastic marks should devote all available time to that work.

A president, a vicepresident, and a secretary were elected, but the actual executive work was to be the duty of a group of special committees. The committees were to be numerous enough to give every member an opportunity to participate in one or more. The members were allowed to choose the committee on which they wished to serve. Each committee was to formulate its duties, elect its chairman and execute any work it decided was appropriate to such a committee. Each committee decided on the means and methods

best suited to get the results desired. A teacher was to be assigned to each committee to supervise its activities and suggest greater ones.

Since our school had long had letter awards for scholarship, athletics, and va-

mittee responsibilities. Pupils were trailing teachers asking what more could be done instead of teachers trailing pupils to get a few things done as had been the case the day before. Disciplinary problems faded into an uninteresting background.

No school ever had so many pupils hunting out citizenship duties. The library was besieged for books on plays and games, and the coaching committees made a teacher practically useless on the playground. Hall and stair duty for teachers became superfluous. The lunchroom committee regulated and improved that room beyond the fondest dreams of a teacher.

Every school activity met with enthusiasm where before indifference had been the rule. Safety-first campaigns were initiated by the pupils. School savings accounts increased in numbers and amounts. Health posters appeared on the hall walls. Absence was cut to a minimum.

Club meetings are held about every two weeks to which the parents are invited. Speakers from outside schools are asked to make talks on the responsibilities and duties of citizenship. Club members prepare health talks and safety-first projects to present at these meetings. It is here, perhaps more than any place, that the pupil is able to form a true idea of citizenship. It is in these meetings that enthusiasm is kept at the boiling point.

The first, second, and third grades soon demanded membership in the club, and became as active as any other grades. In fact the second grade soon took the lead in many activities in the building and on the playground.

Every teacher heartily supported the idea and gave every encouragement to all the club activities. The success of the club is in a large measure due to the teachers' direction and guidance of the special committees assigned to them. They could well do this as the time spent is more than compensated in the relief gained from duties now performed by the club.

It is felt that the problems of citizenship have been brought home to the pupils in a forceful way. By actual participation habits in citizenship are formed. We are pleased with our experiment in character-building. The idea has proved itself more successful than we ever expected, and we are looking forward to a continued success with it.



SARTORI SCHOOL where the elementary school citizenship club described in this article is located.

rious other activities, it was decided that it would only be fair to award letters for proficiency in citizenship. With this plan in mind the officers of the club met with a teacher and drew up a plan. Under this plan the award was to be made on a point basis. As an example, perfect attendance for one semester counted ten, club membership ten, committee membership twenty, and various other activities pertaining to citizenship counted points. To get the award the candidate must earn at least 100 points per semester. To get this before the pupils a list of the various activities with the points to be earned was mimeographed and given to each member of the club. All applications for letter awards were to be referred to the letter award committee composed of teachers.

This plan was launched in the first two weeks of the semester. Interest ran high. The attitude toward citizenship duties was completely revolutionized. Citizenship activities were a real pleasure and had a real value. Every pupil was puffed up with selfesteem and busy with com-

A Profession in the Making

PAYNE TEMPLETON

Principal, Flathead County School, Kalispell, Montana

THIS PROFESSION of ours, teaching, is very much in the making like most everything else. There is hope in this dynamic situation. The climb of the teacher to his 1928 status has been tedious and hesitant. Only two hundred years ago the professional situation was about like this: Old dames, adventurers, one-legged and otherwise crippled artisans, idle churchmen, did the teaching. Untrained they were, with no professional standards. In the middle and southern colonies of America indentured servants did much of the teaching.

Since, we have been striding along, though haltingly, until now we are a borderline profession. Professional and ethical standards have been set up; professional organization has become a constructive force; a third of our teachers attend summer school annually, through coercion and choice; there are two hundred professional magazines, and dozens of professional books each month; requirements for teaching in the cities are ever rising, and similar standards for rural and village workers are in the offing; salaries are such that most urban teachers dress well, travel some, and generally enjoy life.

But are we a profession, even now? Or is teaching "just a craft, or even a job, a temporary job at that?" Our answer depends on what is meant by the term "profession." Is it a matter of psychology, depending upon the attitude one takes towards his work? Is it possible, for instance, for a ditch-digger to be a professional man provided he loves his work and realizes the service he renders humanity?

Most of us will agree with W. R. Smith that the question is primarily a sociological one. Whether or not a calling is a profession depends upon the way society regards it, not upon the individual. Mr. Smith names four criteria of a profession and these we will here apply to teaching. So measured, are we in the same class with the attorney, the physician, and the minister?

Criterion number one: Does the vocation render specialized social service? It would be a waste of time to argue this point. Teachers who are at all trained do render a specialized social service and

do creative work. In this regard teaching is not transcended by any profession, even granted there is some tiresome "prattle" about the "unselfish service" the teacher renders, uttered often by men who are not sincere.

Measuring rod number two: Are salaries adequate for the maintenance of a

NO BODY of workmen seeks more earnestly to improve its workmanship than do the teachers of the public schools. No other profession spends as much time in selfimprovement as the teaching profession.

Few school officers and patrons know how much of a teacher's time outside of school hours is given over to effort to make himself a better teacher. While teaching school he is always attending school. In order to be a good teacher he must ever be a good student. If he grows stale as a student, he grows stale as a teacher. In order that the streams of knowledge may be kept fresh and refreshing for his pupils, he must ever be drinking at the fountain.—Francis G. Blair, state superintendent of public instruction, Springfield, Illinois.

cultural standard of living? General deductions are sufficient here. College professors and public school administrators could be worse off, much worse. They are "getting on," buying cars, traveling some, buying homes, though they hardly rank financially with the successful business man. High-school teachers do not fare so badly, if they have no dependents—though it is surprising the number who have dependents. The average high-school teacher in the northwest, if a woman, gets around \$1600, and if a man, around \$1800, for the nine months of work. He dresses well, travels some, and all in all gets a fair share of life's pleasure.

The same can be said of grade teachers, graduates of normal school or college, who are working in cities and rather large towns. But teachers in the small towns and the wide open spaces are not so fortunate. There the fight to maintain the cultural standard is hard.

Yardstick number three: Are the workers well trained, and is tenure rea-

sonably permanent? Here we fall below par professionally. The average rural teacher, even in the northwest, has only a high-school education. The average elementary teacher in the city has only two years above high school, and in the village considerably less than that. Thirty percent of high-school teachers have had less than four years of college training. A negligible percent possess master's degrees.

But the untrained teacher is losing ground. He must take further training whether he remains on the same job or whether he changes. A "winning way with the children," a sweet smile, and a pull with the chairman of the board, do not usually suffice.

Tenure and training are, of course, related. If you have invested a considerable amount of time and money in preparation for a work, you are very likely to remain in it. The tenure situation is a sore spot in our profession. Once a preacher, always one. How seldom a lawyer or physician changes his vocational skin. Once a teacher, always a teacher, only if nothing else offers. This is not so true of the college professor or the administrator in a large community, who have almost reached the professional plane in this respect.

We are biologically handicapped as to tenure. Young lady teachers simply will marry, and school boards will continue to say: "Now you have a husky husband you don't need to teach; let some poor girl who can't get a husband have the job."

Standard number four: Have the workers professional spirit? No one seems to know exactly what professional spirit is, but we can isolate certain elements, such as loyalty, pride, and cooperativeness.

Perhaps you have heard of the teacher who turned probate judge, but later returned to the educational fold and thereafter wanted to be accosted and known as "Judge." Young teachers often try to hide the fact of their profession. Isn't it true that most of us cringe just a little when referred or spoken to as the "new professor," or "teacher?" We can't expect public respect when most of us are

a little ashamed. Self-esteem comes first.

Teachers' organization is a factor in arousing and maintaining spirit. It can be instrumental in raising standards of professional training, tenure, and salaries, but the chief contribution of organization is in the field of professional spirit.

A professional organization, local, state, or national, is useless if not virile. It must have a backbone which bristles occasionally. It must go at things as other influential bodies do. Opposition, if it arises, must be met courteously and tactfully, but firmly. A few opponents are a good thing.

The professional organization will be honeycombed as long as only administrators are active. The classroom teacher usually joins, but all too often because gently coerced. His only contribution is his fee. This condition is sometimes rightly laid at the door of the ad-

ministrator who has formed the habit of always speaking for and repressing his teachers. But just as often the fault is the teacher's. He isn't big enough professionally to see that organization means strength for both the group and himself.

Occasionally the live organization will work directly for teachers, as in those cases where the public is careless in matters of salary and tenure. But the teacher group must work primarily for the general improvement of educational conditions and for the underprivileged child. Says Mr. Bagley: "The cornerstone of our profession is service to the public."

Can we say, then, that teaching is a profession? Hardly. When will it be? If only someone would tell us! We are making professional strides. College professors and administrators in rather large communities are almost there now. The rest of us, as a group, lag behind.

Higher salaries will help, so will higher certification requirements, a longer period of professional training and practise teaching, a reasonably permanent tenure. Teachers' organizations, local, state, national, and even international, will add virility and spirit. Out of it all will emerge a teacher who is scientifically trained for his work, but with this special training grafted on a broad general culture; the equal in natural ability of the average worker in any other profession; possessed of those personal qualities which make him a guide and a friend rather than a lecturer and a taskmaster of children; unashamed to be known as a worker in the educational field; an ardent and active member of various teacher groups. Do you recognize him? He is on his way, assuredly. The coming teacher—the schoolmaster of the future!

Fifteen Books for Parents

Prepared by the Child Study Association of America

THE ADOLESCENT GIRL by Winifred Richmond, Ph.D. Macmillan. 1925. \$1.25. A splendid contribution to the literature of adolescence, giving a wholesome survey of this period of a girl's life. A very helpful book.

PARENTS AND SEX EDUCATION by Benjamin C. Gruenberg. American Social Hygiene Association. 1923. \$1. For parents of children under school age. Deals with the young child's need for guidance in matters of sex, always keeping in mind the building of habits, knowledge, attitudes, and ideals in regard to all the other aspects of child training.

BEING WELL BORN by Michael F. Guyer. Bobbs-Merrill. 1927. \$5. A very clear explanation of the facts and principles of heredity, and of their bearing on the problems of race improvement.

GUIDANCE OF CHILDHOOD AND YOUTH: READINGS IN CHILD STUDY. Edited by Benjamin C. Gruenberg. Macmillan. 1926. \$1.50. A source book of readings edited for the Child Study Association as a companion book to the *Outlines of Child Study*. These readings are careful selections from the most authoritative sources on child psychology and child development and training. They cover a wide range of materials, and are so selected as to touch upon every phase of child development. A library in one volume. Invaluable to parents, teachers, social workers, and others who have to do with children.

EVERYDAY PROBLEMS OF THE EVERYDAY CHILD by Douglas A. Thom, M.D. Appleton. 1927. \$2.50. A very helpful book for all parents. Behavior problems are described and analyzed in simple language based on scientific findings.

GROWING UP by Karl de Schweinitz. Macmillan. 1928. \$1.75. A simple, direct, and unsentimental account of the events of reproduction and propagation. Although written for children, parents will find it helpful in meeting their children's questions.

CONCERNING PARENTS. A Symposium on Modern Parenthood. New Republic. 1926. \$1. A record of the National Parenthood Conference held by the Child Study Association in October, 1925.

FEEDING THE FAMILY by M. S. Rose. Macmillan. 1916. \$2.40. A most practical book—scientific in spirit, but sufficiently simple for untrained mothers to use.

MORAL INSTRUCTION OF CHILDREN by Felix Adler. Appleton. 1892. \$2. One of the earliest and best contributions to the solution of the problem of moral instruction of children from six to fourteen or fifteen years of age, with a discussion of the methods by which this kind of instruction should be imparted.

YOUR CHILD TODAY AND TOMORROW by Sidonie M. Gruenberg. Lippincott. 1913. \$1.75. A simple treatment of the daily problems arising in the life of parent and child, based upon the results of modern scientific

research and actual experience in the home and mothers' groups. Some of the problems discussed are punishment, lies, fear, adolescence, etc.

PSYCHOLOGY OF CHILDHOOD by Naomi Norsworthy and Mary T. Whitley. Macmillan. 1918. \$1.80. Although intended as a textbook, it is a valuable contribution to a parent's library. Chapter XV, a cross-section of child life at five and eleven, is particularly helpful.

THE NEW PSYCHOLOGY AND THE PARENT by H. Crichton Miller. Thomas Seltzer. 1923. \$1.75. An introduction to the theories of psychoanalysis interpreted in terms of practical application, helpful to parents.

THE NERVOUS CHILD by Hector C. Cameron. Oxford. 1919. \$1.70. In spite of the title, the contents of this book apply to all children. The author shows splendid understanding of childhood problems, mental as well as physiological. Deals helpfully with many and varied phases of child behavior.

ADOLESCENCE by Maurice A. Bigelow. National Health Series, Funk & Wagnalls. 1924. 35 cents. Clear, vital, and scientific study of this critical period of mental and physical development. It gives a sane presentation of facts and is replete with scientific suggestions.

THE FATHER AND HIS BOY by T. W. Gallows. Association Press. 1921. \$1. Nontechnical, practical help to parents in guidance and instruction concerning reproduction and sex.



Crater Lake, Ore.

Vitalized Group Study and Faculty Meetings

A FINE professional spirit is evident in the enthusiasm and joy with which teachers are working on their problems. Wouldn't it be a deep satisfaction to you to grow in your understanding of children? Or, in a cooperative study of the curriculum of your school, to discover where improvement can be made? Or, in cooperative effort with teachers and the community, to establish better tenure for teachers or a finer understanding of your school by parents?

Why are educational magazines excellent material on which to base your group study and faculty meetings? THE JOURNAL, your state association and other educational magazines reach you every month, with fresh material. If your school has 100 percent membership in the N. E. A. or state association, then everyone of your faculty has a copy of the same material for study.

In many schools superintendents, principals, and teachers work together in planning *what* to study and share in the responsibility of presiding at meetings. Some committees work on special problems for a year or longer.

What to study—The teaching load, curriculum revision, tenure, salaries, retirement, parent and community cooperation, teacher rating, supervision, American Education Week, the New Education Bill, new school legislation in your own state, what constitutes a profession, the seven cardinal objectives, teacher training in service, gains from county institutes and state and national conventions, pupil failures.

How conducted—A special committee might work on how Dr. La Rue's series on mental health can be useful in your classes, another committee on how your school can get the most benefit from the Damrosch concerts, another on budgeting professional dues, another on how your school can use Miss Boysen's experiment in character education. Teachers might take turns in posting references to JOURNAL articles on the bulletin board.

For elementary teachers—The following articles in the last three issues of THE JOURNAL were planned for elementary teachers:

A rural school blazes a new trail—Bessie M. King, October, p205

Meeting parents—Garry C. Myers, October, p209

The John Newbery prize book, October, p210

Fine music for all schools, October, p212

Educating the whole child—editorial, November, p250

The vital organs of the mind—Daniel W. La Rue, November, p261

An experiment in character education—Agness Boysen, November, p261

The tired child—Max Seham, December, p271

What One Faculty Did

THROUGH the courtesy of the Lew Wallace School of Indianapolis THE JOURNAL is privileged to print the following program of a faculty meeting in that school based on a study of the October JOURNAL.

Theme—National Education Association objectives and accomplishments.

Our Objectives—To become better acquainted with scope of N. E. A. activities and its intimate connection with teachers' everyday problems, and to help us to realize it is our Association, and the vehicle for educational accomplishments.

Medium—JOURNAL of the National Education Association.

Program—1. Digest of President Adair's address—p199-200, stressing: Removal of illiteracy; Homes for retired teachers; Value of research work; Education bill; Exchange of credits and certificates; Relation between higher standards of training for teachers and salaries; Degree requirements for mature teachers; Objectives of N. E. A.; Accomplishments of N. E. A.; Challenge of the N. E. A.

2. Resolutions adopted—p215

3. Digest of constructive tendencies in education—p219: Unity in educational work; Utilities propaganda and Federal Trade Commission; Improvement of research; Interest in American Education Week.

4. Digest of American Education Week program—p223-227.

5. What the schools do—p228.

For junior and senior high schools—Teachers might tell how they used JOURNAL articles with their classes in studying citizenship, new books, and activities in other schools in such articles as:

Real teaching—Frank Crane, October, p203
The background of mental health—Daniel W. La Rue, October, p211

Ben Blewett intermediate school—Crecelius, Mecker, and Sackett, November, p239

The meaning of the Peace Pact—Sidney L. Gulick, November, p267

Radio and music education—Walter Damrosch, November, p256

Thomas A. Edison school for boys—Clayton R. Wise, December, p277

For colleges—During the past year lay magazines have printed many articles of interest to college teachers. The follow-

ing have appeared in THE JOURNAL since January:

The human side of teaching—Nathan G. Goodman, January, p25

Shall college doors be closed?—editorial, March, p84

Democracy in education—W. H. P. Faunce, April, p103

State universities and public education—Lotus D. Coffman, May, p133

"Externs" in teacher training—Lois Drake, November, p237

Mental health through growth—Daniel W. La Rue, December, p274

A few high points in state education journals—Among interesting articles in October issues of various state association journals are:

What shall we do about phonics? by Eva White in *Oregon Educational Journal*.

Do Georgia teachers want it? by Caroline Miller in *Georgia Educational Journal*.

The mission of the junior high school, by J. M. Glass in *Kentucky School Journal*.

Good teachers keep well, by Charles Loughinghouse in *North Carolina Teacher*.

Constructive program for sight-saving classes, by Franklin Royer in *Pennsylvania School Journal*.

Teaching reading in the elementary schools, by W. S. Gray. This article appears in several state association journals. It is one of a series syndicated by the Service Bureau of state education associations.

What THE JOURNAL checkup shows—Through the cooperation of a large body of its readers, THE JOURNAL has a system of checking which shows what material its readers find most useful. In the October JOURNAL, *Real teaching* by Frank Crane received first rank; *President Adair's address at Minneapolis* was second; and *Meeting parents* by Garry C. Myers, third. In view of these reports you may wish to go back to these articles for further study and reading.

The principal studies his job—The four pages in the November issue on this subject show that thousands of principals in the Department of Elementary School Principals are at work on their problems.

An adventure in personal growth—Another four-page feature—and this one in the present issue was planned especially for group study and faculty meetings! Why not use it with your pupils, also?

How you can help—Write a letter to the editor of THE JOURNAL telling about your faculty meetings, what you are studying, how conducted, and on what problems you would like help. Through THE JOURNAL your ideas can reach 180,000 other readers and through them the children of the nation.

Membership in Departments of the National Education Association, 1928

Prepared by the Research Division of the National Education Association

States and other units	Department of superintendence				Department of secondary school principals				Department of elementary school principals			
	Number eligible for membership	Number of members	Percent col. 3 is of col. 2	Rank of col. 4	Number eligible for membership	Number of members	Percent col. 7 is of col. 6	Rank of col. 8	Number eligible for membership	Number of members	Percent col. 11 is of col. 10	Rank of col. 12
1	2	3	4	5	6	7	8	9	10	11	12	13
United States.....	7,291	3,682	50.46	.....	21,775	3,310	15.20	.....	51,822	3,988	7.70	.....
Alabama.....	116	43	37.07	31	327	15	4.59	39	999	42	4.20	37
Arizona.....	36	21	58.33	14	58	10	17.24	18	200	14	7.00	26
Arkansas.....	122	33	27.05	40	407	23	5.65	34	678	15	2.21	46
California.....	207	94	45.41	21	428	468	109.35*	2	1,910	349	18.27	4
Colorado.....	103	39	37.86	29	221	71	32.13	12	602	78	12.96	8
Connecticut.....	112	104	92.86	5	99	35	35.35	11	702	81	11.54	13
Delaware.....	17	12	70.59	10	28	4	14.29	19	86	10	11.63	11
Dist. of Columbia.....	34	28	82.35	8	15	18	120.00*	1	106	74	69.81	1
Florida.....	99	34	34.34	33	241	15	6.22	31	852	56	6.59	28
Georgia.....	232	50	21.55	46	532	7	1.32	48	1,395	24	1.72	47
Idaho.....	70	10	14.29	49	164	3	1.83	45	232	14	6.03	31
Illinois.....	316	208	65.82	12	1,018	425	41.75	8	2,458	249	10.13	18
Indiana.....	206	89	43.20	22	860	55	6.40	30	1,158	70	6.04	30
Iowa.....	191	73	38.22	28	953	128	13.43	21	861	79	9.18	20
Kansas.....	176	65	36.93	32	759	195	25.69	14	703	60	8.53	23
Kentucky.....	182	40	21.98	45	623	187	30.02	13	681	33	4.85	35
Louisiana.....	111	34	30.63	35	353	6	1.70	46	753	20	2.66	44
Maine.....	196	75	38.27	27	224	162	72.32	3	340	11	3.24	41
Maryland.....	52	44	84.62	7	186	12	6.45	28.5	556	51	9.17	21
Massachusetts.....	281	318	113.17*	2	378	250	66.14	4	1,768	225	12.73	9
Michigan.....	200	201	100.50*	3	682	158	23.17	15	2,053	229	11.16	14
Minnesota.....	161	82	50.93	18	560	110	19.64	17	936	134	14.32	7
Mississippi.....	120	31	25.83	41	513	1	.20	51	1,028	9	.88	50
Missouri.....	201	79	39.30	25	877	74	8.44	27	1,193	175	14.67	6
Montana.....	78	10	12.82	50	217	14	6.45	28.5	269	14	5.20	33
Nebraska.....	135	43	31.85	34	620	.....	.....	.....	893	71	7.95	25
Nevada.....	13	5	38.46	26	34	4	11.76	24	37	.....	.....	.....
New Hampshire.....	88	77	87.50	6	108	12	11.11	25	168	21	12.50	10
New Jersey.....	176	200	113.64*	1	189	102	53.97	5	1,619	264	16.31	5
New Mexico.....	48	14	29.17	37.5	124	1	.81	50	160	5	3.13	42
New York.....	458	288	62.88	13	902	113	12.53	22	5,212	272	5.22	32
North Carolina.....	164	61	37.20	30	733	21	2.86	43	1,818	41	2.26	45
North Dakota.....	72	21	29.17	37.5	487	7	1.44	47	362	18	4.97	34
Ohio.....	264	197	74.62	9	1,400	45	3.21	41	2,587	270	10.44	16
Oklahoma.....	153	64	41.83	24	707	35	4.95	37	1,085	43	3.96	38
Oregon.....	65	15	23.08	44	299	15	5.02	35	415	83	20.00	3
Pennsylvania.....	433	288	66.51	11	1,136	140	12.32	23	3,481	233	6.69	27
Rhode Island.....	49	49	100.00	4	26	11	42.31	7	279	12	4.30	36
South Carolina.....	82	20	24.39	42	322	3	.93	49	916	12	1.31	49
South Dakota.....	89	19	21.35	47	337	72	21.36	16	235	24	10.21	17
Tennessee.....	150	28	18.67	48	430	21	4.88	38	1,083	30	2.77	43
Texas.....	392	168	42.86	23	1,200	29	2.42	44	2,247	136	6.05	29
Utah.....	57	30	52.63	17	94	8	8.51	26	311	36	11.58	12
Vermont.....	110	53	48.18	20	98	6	6.12	32	130	5	3.85	39
Virginia.....	155	45	29.03	39	515	15	2.91	42	1,050	35	3.33	40
Washington.....	85	20	23.53	43	374	13	3.48	40	603	135	22.39	2
West Virginia.....	103	31	30.10	36	289	105	36.33	10	737	10	1.36	48
Wisconsin.....	181	98	54.14	16	473	67	14.17	20	820	81	9.88	19
Wyoming.....	35	19	54.29	15	80	4	5.00	36	125	10	8.00	24
Alaska.....	7	.....	.....	.....	12	.....	.....	.....	11	1	9.09	22
Foreign.....	.....	2	.....	.....	.....	3	.....	.....	.....	2	.....	.....
Hawaii.....	8	4	50.00	19	13	5	38.46	9	154	17	11.04	15
Philippine Islands.....	52	6	11.54	51	35	2	5.71	33	2,400	6	.25	52
Porto Rico.....	48	2	4.17	52	15	8	53.33	6	365	1	.27	51

THIS TABLE compares membership of the various states in three departments of the National Education Association. You may obtain figures for your state by reading the table as follows: In Alabama there are 116 school executives eligible for active membership in the Department of Superintendence. This state has 43 members in this department. In Alabama 37.07 percent of those eligible for membership in this department are members. This gives Alabama a rank of 31 among the states and territories as to the percent of those eligible who hold membership in the Department of Superintendence.

In Alabama there are 327 principals of secondary schools. This state has 15 members in the Department of Secondary School Principals. In Alabama 4.59 percent of those eligible for membership in

this department are members. This gives Alabama a rank of 39 among the states and territories as to the percent of those eligible who hold membership in the Department of Secondary School Principals.

In Alabama there are 999 principals of elementary schools. This state has 42 members in the Department of Elementary School Principals. In Alabama 4.20 percent of those eligible for membership in this department are members. This gives Alabama a rank of 37 among the states and territories as to the percent of those eligible who hold membership in the Department of Elementary School Principals.

Column 2 includes chief executive officers of public school systems, state, county, and local, even though the title is not superintendent of schools in all cases, and heads of normal schools and teacher

training institutions. Column 6 includes principals of public junior, senior, four year high schools, and of combined high schools and elementary schools. Column 10 is an estimate based on the best information available and includes principals of elementary schools having approximately six or more teachers.

Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example, how many new members would have to be enrolled from your state in order that your state may rank first in percent membership in the Department of Superintendence?

* The percents in excess of one hundred percent are accounted for by the fact that college professors, librarians, and laymen hold membership in these departments.

Builders of Our Profession

Completed Enrolments

THIS LIST includes schools that have completed their hundred percent enrolment in the National Education Association since the list was published in the November JOURNAL. Each is doing its share to make teaching better. This list is also a tribute to the leadership of principals and teachers who have a vision of an improved teaching profession.



VETERANS in the service—Homer H. Seerley who inspired more than ten thousand graduates during his forty-two years as president of the Iowa State Teachers College at Cedar Falls; now retired on full salary and residence by an appreciative state, recently honored by the Iowa State Teachers Association at its annual convention—a notable occasion at which another veteran, Editor A. E. Winship, made the principal address.

Schools which enrol all of their teachers in the N. E. A. are placed on the Honor Roll of the Association. They merit this recognition because the 100 percent record suggests high professional spirit. It also suggests promise of progress for real progress in a democracy requires the combined strength of many. We do not make marked progress as individuals; we go forward in groups.

Six Years or More

ARIZONA—Bisbee, Lincoln; Glendale, Glendale Public Schools; Jerome, Jerome Public Schools, Administration Building, Elementary, High, Primary, Walnut Gulch; Mesa, Mesa Public Schools, Franklin, Irving, Lincoln, Union High, Washington, Webster; Phoenix, Phoenix Public Schools, Adams, Capitol, Creighton, Douglas, Dunbar, Emerson, Fillmore, Franklin, Garfield, Grant, Henshaw, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Washington, Wilson.
CALIFORNIA—Monrovia, Orange Avenue; Piedmont, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, High, Wildwood; San Francisco, Grattan, Kate Kennedy, Le Conte, Madison, Pacific Heights; San Jose, Gardner, Washington; Santa Ana, McKinley, Roosevelt; Stockton, Lincoln, Monroe.

COLORADO—Arvada, Grade; Boulder, Highland, Whittier; Denver, Alcott, Corona, Ironton; La Junta, La Junta Public Schools, Boys' Club, Columbian, High, Junior High, Lincoln, North La Junta, Park; Longmont, Columbine; Wray, Public.

CONNECTICUT—Meriden, Robert Morris; Stamford, Wall Street.

DELAWARE—Wilmington, Number 13, Number 23.

GEORGIA—Americus, High.

ILLINOIS—Blue Island, Junior High; DeLand, DeLand Township High; Fairbury, Edison, Isaac Walton; Maywood, Washington; Pekin, Pekin Public Schools, Community High, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Junior High; Springfield, Converse; Waukegan, Waukegan Public Schools, Andrew Cooke, Central, Glen Flora, Greenwood, McAllister, North, South, West, Whittier, Waukegan Township High.

INDIANA—Fort Wayne, Jefferson Intermediate; Hammond, Edison, Kenwood, Wallace, Woodrow Wilson; Huntington, Horace Mann, Lincoln, Tipton; South Bend, Coquillard; Terre Haute, McLean Junior High.

IOWA—Burlington, Burlington Public Schools, Corse, Grimes, Lauman, Lincoln, North Hill, Perkins, Prospect, Salter, Saunderson, Sunnyside, Washington; Council Bluffs, Longfellow; Keokuk, Elementary Teachers Club; Sioux City, Bancroft, Bryant, Cooper, Crescent Park, Emerson, Everett, Floyd, Franklin, Hawthorne, Hopkins, Hunt, Irving, Lincoln, Longfellow, Lowell, McKinley, Riverview, Roosevelt, Smith, Washington, Webster.

KENTUCKY—Louisville, George Washington.

MAINE—Caribou, High; Castle Hill, Castle Hill Public Schools; Chapman, Chapman Public Schools; Dexter, Pleasant Street; Houlton, Houlton-Littleton-Hammond Public Schools; Lewiston, Dingley Normal Training; Mapleton, Mapleton Public Schools, High; Portland, Butler Grammar, Chapman, Emerson, Heseltine, Monument Street, Nathan Clifford, Oakdale, Rosa E. True, Saunders Street, Shailer, Vaughan Street.

MASSACHUSETTS—Beverly, Beverly Farms, Brown, Centerville.

MICHIGAN—Cadillac, Cadillac Public Schools, Cass, Cooley, Emerson, Franklin, High, Lincoln, McKinley, Whittier; Detroit, Barstow, Hely, White; Ironwood, Aurora; Ludington, Luther Foster; Saginaw, Washington; St. Joseph, St. Joseph Public Schools, Garfield, High, Lincoln, Washington; South Haven, South Haven Public Schools, Central, Hartman, Indiana, Junior High, Senior High.

MINNESOTA—Duluth, Nettleton; Minneapolis, Hay.

NEVADA—Las Vegas, Grade, High, West Side.

NEW JERSEY—East Paterson, East Paterson Public Schools, Fifty-fourth Street, Gilbert Avenue, Market Street; West New York, Number 1, Number 3.

NEW MEXICO—Roswell, Washington Avenue.

NORTH DAKOTA—Minot, Roosevelt.

OHIO—Bellefontaine, Bellefontaine Public Schools, Central, High, Hubbard, Lincoln, Mary Fulton, McBeth, North; Cincinnati, Twelfth District; Columbus, Eighth Avenue, Fulton; East Cleveland, Mayfair; Elyria, Elyria Public Schools, Ely, Franklin, Garfield, Gates, Gates School for Crippled Children, Hamilton, High, Jefferson, McKinley, Roosevelt, Washington; Euclid, Noble; Huntsville, Huntsville Village; Mansfield, Hedges; Marietta, Marion, Norwood; Massillon, Whittier; Norwood, North, Norwood View; Oberlin, Oberlin Public Schools, Centennial, High, Junior High, Pleasant Street, Prospect Street; Scienceville, Coitsville Public Schools, Buckeye, Coitsville Center, Geography Hall, John White, Scienceville Grade, Scienceville High, Thorn Hill, Thorn Hill Avenue, Warren Richey; Toledo, Lincoln; Wooster, Beall Avenue, Bowman; Youngstown, Myrtle Avenue.

OKLAHOMA—Muskogee, Muskogee Public Schools, Central High, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, Washington, West High, Whittier; Okmulgee, Okmulgee Public Schools, Checotah, Emerson, Franklin, High, Horace Mann, Lee, McKinley, Roosevelt, Webster, Wilson.

OREGON—Hood River, Hood River Public Schools, Coe Primary, Junior High, Park Street, Senior High.

PENNSYLVANIA—Altoona, Altoona Public Schools, Adams, Allegheny, Curtin, Emerson, Fairview, Franklin, Garfield, Irving, Jefferson, Lincoln, Madison, Miller, Penn, Prospect Park, Roosevelt Junior High, Senior High, Stevens, Washington, Webster, Wright; Berlin, Berlin Public Schools; Corry, Corry Public Schools, Concord, Fairview, Harding, Junior High, Senior High, Washington; Doylestown, Doylestown Public Schools; Erie, Burns, Columbus, Franklin.

SOUTH DAKOTA—Mitchell, Mitchell Public Schools, Central, Eugene Field, Junior High, Lincoln, Litchfield, Longfellow, Senior High, Whittier; Sioux Falls, Irving, Lincoln.

VERMONT—Burlington, Adams.

NOTABLE RECORD in Florida—There are six professors on the faculty of the Teachers College of the University of Florida at Gainesville. Each member is a life member of the National Education Association. This is the first school to have a hundred percent enrolment of its faculty in the life membership column. Joseph R. Fulk, professor of Education of the Teachers College, led in the effort which resulted in this unusual achievement.

New Life Enlistments

LIFE MEMBERSHIP, professional salaries, secure tenure, wider training, regular faculty meetings led by teachers—these are some of the stages by which the profession is moving forward and upward to higher achievement. Here is a list of people who look upon teaching as a permanent profession. Their names are arranged alphabetically by states. Have you been invited to become a life member? Do you know of some friend who is worthy of this honor? Send inquiries to Secretary J. W. Crabtree, 1201 16th Street N. W., Washington, D. C.

The following life members have been reported since the list was published in the November JOURNAL:

ALABAMA—O. C. Carmichael, James J. Doster, Faye Emond, John R. McLure, T. H. Napier, J. D. Williams, Josephine Wilson.

ARKANSAS—H. L. Davis.

CALIFORNIA—George B. Albee, Miriam D. Eisner, Isabelle B. Herold, George A. Rice.

COLORADO—Velma L. Powers, V. M. Rogers, A. L. Threlkeld.

CONNECTICUT—Florence E. Bozenhard, Mary E. Marks.

DISTRICT OF COLUMBIA—Agnes I. Kinnear.

FLORIDA—Edward W. Garriss, J. F. Miller, Jr., James W. Norman, Joseph Roemer, B. A. Tolbert.

GEORGIA—J. M. Phagan.

HAWAII—Robert Leicht.

IDAHO—J. M. McDonald.

ILLINOIS—Evelyn F. Colby, Rachael G. Grimwood, Eugene E. Liljequist, Mrs. Pearl K. Nims.

INDIANA—M. Irene Johnson, J. W. Jones, Charles L. Ruby.

IOWA—Walter L. Ernst, Ward T. North.

KANSAS—John Corrigan, A. N. Pomeroy.

KENTUCKY—A. B. Crawford, Glen O. Swing.

MICHIGAN—Mrs. Erma J. Beckwith.

MINNESOTA—M. Elisabeth Stiening.

MISSOURI—A. L. Jackson, Clarence H. Lindemeyer, Charles H. Williams.

MONTANA—Jessie L. Duboc.

NEBRASKA—Lulu Pritchard.

NEW JERSEY—Dorothy A. Abrams, Mrs. Evelyn Stuckhouse Belcher, Annie E. Cowen, John H. Fox, George R. Herman, Lillian M. Hopper, Margarette E. Howard, Henry P. Miller, Daniel A. Prescott, Edith R. Shannon.

NEW MEXICO—Charles E. Brown, A. L. Hatton, S. P. Nanninga.

NEW YORK—Edwin H. Reeder.

NORTH CAROLINA—Chester C. Haworth, J. B. Jones, Ulysses S. Reynolds.

OHIO—Clara Dauman, Blanche E. K. Evans, James E. Frew, Olga A. Jones, David P. Simpson, Edward L. Starr.

OKLAHOMA—Joseph R. Holmes.

OREGON—Henry F. English, E. H. Hedrick, Mary M. Thompson.

PENNSYLVANIA—Thomas A. Bock, Clare B. Book, J. Frank Carter, Mary P. Lang, C. W. Lillibridge, Annabelle McConnell, Clarissa A. Moffitt, J. Earle Roberts, Bela B. Smith, Mrs. Ida P. Stabler, Alice C. Thomas, Beas E. Van Deusen.

SOUTH CAROLINA—W. A. Barton, Jr., L. Eugene Flowers.

SOUTH DAKOTA—Gertie B. Rogers, Joseph W. Whiting.

TEXAS—Winifred Bertram, Mary T. Chumbley, Lela Johnson, Mattie Sims.

UTAH—Perry R. Wolcott.

WISCONSIN—Katherine D. Lynch, Dahlia Muriel.

WYOMING—Flora H. Krueger.

VIRGINIA—*Lynchburg*, Garland-Rodes, White Rock.
 WEST VIRGINIA—*Clarksburg*, Towers.
 WISCONSIN—*Kenosha*, Durkee, Lincoln, Lincoln
 Junior High, Weiskopf; *Wausau*, John Marshall.
 WYOMING—*Casper*, Lincoln Park; *Cheyenne*, Central,
 Churchill, Converse, Gibson Clark.

Five years

ALABAMA—*Birmingham*, Hemphill.
 ARIZONA—*Bisbee*, Central, Garfield; *Flagstaff*, Emer-
 son, High; *Tempe*, Grammar.
 ARKANSAS—*Fort Smith*, Fort Smith Public Schools,
 Albert Pike, Belle Grove, Belle Point, Dunbar,
 DuVal, Howard, Junior High, Lincoln, Mill Creek,
 Parker, Peabody, Rogers, Senior High, South Fort
 Smith, Spradling, Trusty, Washington.
 CALIFORNIA—*Bakersfield*, William Pean; *Lompoc*,
 Miguelito; *Monrovia*, Wild Rose; *San Francisco*,
 Paul Revere; *San Jose*, Hawthorne, Longfellow;
South Pasadena, Lincoln Park.
 COLORADO—*Denver*, Fairmont, Gilpin, Globeville,
 Logan, Milton, Rosedale, Steele, Thatcher, Twenty-
 fourth Street, Valverde, Webster; *Englewood*,
 Hawthorne; *Gunnison*, County High; *Louisville*,
 Louisville Public Schools.
 CONNECTICUT—*Darien*, Baker, Royle.
 DELAWARE—*Wilmington*, Number 5, Number 30.
 IDAHO—*Boise*, Roosevelt; *Pocatello*, Jefferson, Lin-
 coln.
 ILLINOIS—*Bismarck*, Bismarck Township High; *Chi-
 cago*, Parker Practice; *Chicago Heights*, Garfield,
 Grant, Jefferson, Lincoln, Roosevelt; *Jacksonville*,
 Jacksonville Public Schools, Franklin, High, In-
 dependence, Jefferson, Josephine Milligan, Junior
 High, Lafayette, Morton, Washington; *Maywood*,
 Emerson; *Mount Sterling*, Grade; *Naperville*,
 Naperville Public Schools, Ellsworth, High,
 Napier; *Pontiac*, Pontiac Township High.
 INDIANA—*Bloomington*, Elm Heights; *Elwood*, Os-
 born; *Fort Wayne*, Forest Park, Hamilton, Lake-
 side, Miner, Riverside, South Wayne; *Hammond*,
 Franklin, High, Technical-Vocational; *Michigan
 City*, Canada; *South Bend*, Elder, Henry Stude-
 baker, Lincoln, Linden; *Terre Haute*, W. A. Rea.
 IOWA—*Council Bluffs*, Washington; *Dubuque*, Jack-
 son; *Sioux City*, Grant, Joy.
 KANSAS—*Cherryvale*, Garfield, High, Junior High
 and Central Grade, Lincoln, McKinley; *Humboldt*,
 Humboldt Public Schools, High, Junior High,
 Lincoln, Washington; *Hutchinson*, Grandview;
Leavenworth, Lincoln; *Pittsburg*, Lakeside Grade.
 MAINE—*Portland*, Americanization, Lincoln Junior
 High, McLellan, Roosevelt, Sherman Street Kin-
 dergarten.
 MASSACHUSETTS—*Belmont*, Josiah S. Kendall, Win-
 throp L. Cheney; *Beverly*, Prospect; *Gloucester*,
 Point Grammar; *Millers Falls*, Highland; *North
 Easton*, Junior High; *Turners Falls*, Montague
 City, New Eighth Street, Old Eighth Street, South
 End; *Waltham*, Jonathan B. Bright.
 MICHIGAN—*Detroit*, La Salle, Pattenstill, Wilkins,
 Williams; *Grand Haven*, Grand Haven Public
 Schools, Central, Fourth Ward, High, Junior High;
Grand Rapids, Stocking; *Saginaw*, Otto Roemer.
 MINNESOTA—*Mankato*, Lincoln Junior High; *Min-
 neapolis*, Clara Barton, Irving, Johnson, Longfel-
 low, Northrop, William Penn.
 MISSOURI—*Clayton*, Clayton Public Schools, Belle-
 vue, DeMun, Forsythe, High.
 NEBRASKA—*Fairbury*, East, West; *Omaha*, Sherman.
 NEVADA—*District Number One*, Educational District
 Number One, Bunkerville, Mesquite, Moapa, Over-
 ton, St. Thomas; *Elko*, Elko County High.
 NEW HAMPSHIRE—*East Rochester*, Public.
 NEW JERSEY—*Camden*, Charles Sumner; *Englewood*,
 Cleveland, Franklin; *Fair Haven*, Fisk Street,
 Willow Street; *Newark*, School for the Deaf; *Rar-
 itan Township*, Sand Hills, Stelton; *Rutherford*,
 Lincoln, Pierrepont, Sylvan; *Summit*, Brayton,
 Junior High, Roosevelt; *Trenton*, Girard, Mott.
 NEW YORK—*Oneida*, Washington Avenue; *Yonkers*,
 Number 14.
 OHIO—*Amherst*, Amherst Public Schools; *Barberton*,
 Barberton Public Schools, Central, Hazlwood,
 Highland, High, High Street, Lincoln, Oakdale,
 Rose Street, Washington; *Columbus*, Columbus
 Normal, Fifth Avenue, Fourth Street, Heyl Ave-
 nue, Medary Avenue, Reeb Avenue; *Cuyahoga
 County*, Cuyahoga County Public Schools, Bay
 Village, Beechwood, Berea Central Elementary,
 Berea High, Breckinridge, Breckinridge, Brooklyn Vil-
 lage, Brook Park, Butternut, Chagrin Falls, Coe
 Ridge, Dover, Fair Street, Fairview Central Ele-
 mentary, Fairview High, Garfield Heights High,
 Garfield Park Elementary, Garfield Roosevelt,
 Gates Mill, Gilles-Sweet, Independence Village,
 Maple Leaf, Mayfield Center, Mayfield High, May-
 field Oakville, Mayfield Road Elementary, Miles
 Heights Village, North Royalton Rural, Olmsted
 Falls, Orange Village, Park Knoll, Parma High,
 Parma Seven Hills Village, Parma State Road,
 Parma Thoreau Park, Pearl Road, Richmond
 Heights, Solon Village, Strongsville Village, Val-
 ley View, Warrensville Rural; *East Cleveland*,
 Superior; *Lakewood*, Grant; *Loan County*, Belle
 Center Village, Bokes Creek Rural, Harrison Rural,
 Iron City Rural, Lake Rural, Perry Rural, Quincy
 Village, Richland Rural, Rush Creek Rural, West
 Liberty Village, Zan's Rural; *Mansfield*, d. Prospect,
 West Fifth Street; *Norwood*, High; *Tiffin*, College

Hill, Junior High, Monroe Street; *Warren*, Dicke-
 Avenue, Elm Street, South Park Avenue; *Yong-
 s-town*, Jefferson.
 OKLAHOMA—*Pawhuska*, Pawhuska Public Schools,
 Century, Franklin, High, Lynn, Prudom, Separate,
 Union.
 OREGON—*Lakeview*, Lakeview Public Schools.
 PENNSYLVANIA—*Clearfield*, Fourth Ward; *Delaware
 County*, Upper Darby District, Cardington-Stone-
 hurst, Garrettford, Keystone; *Erie*, Harding, Wash-
 ington; *Lehigh*, Lehigh Public Schools, First
 Ward, Junior-Senior High, Third Ward; *Munhall*,
 Munhall Public Schools, Andrew Street, High,
 Junior High, Ravine Street, Twelfth Avenue;
Palmerton, Delaware, Franklin, Hazard, Stephen S.
 Palmer High; *Pittsburgh*, Bane.
 RHODE ISLAND—*Jamestown*, Carr, Thomas H. Clarke.
 SOUTH DAKOTA—*Chester*, Chester Consolidated.
 UTAH—*Jordan District*, Jordan District Public Schools,
 Bingham Central, Bingham High, Bluffdale, But-
 ter, Copperton, Crescent, Draper, Granite, Herriman,
 Highland Boy, Jordan High, Lark, Midvale, River-
 ton, Sandy, South Jordan, Union, Upper Bingham,
 West Jordan.
 VERMONT—*Brattleboro*, Canal Street.
 VIRGINIA—*Lynchburg*, Miller Park; *Grafton*, Grafton
 Public Schools, Central, East Grafton, First Ward,
 High, South Grafton, West Grafton.
 WEST VIRGINIA—*Sistersville*, High, Main Street.
 WISCONSIN—*Madison*, Randall; *Racine*, Gilbert
 Knapp, Jefferson, N. D. Pratt; *Sheboygan*, Frank-
 lin, Jefferson, Lincoln, Longfellow, U. S. Grant;
Wausau, Wausau Public Schools, Central, Franklin,
 Grant, High, Irving, John Marshall, Junior High,
 Lincoln, Longfellow, Vocational, Washington; *Wau-
 watosa*, Aetna Park.
 WYOMING—*Casper*, Grant, Jefferson; *Cheyenne*, Cor-
 lett; *Midwest*, Grade; *Riverton*, Riverton Public
 Schools, Delfelder Consolidated, Dobler, Grade,
 High; *Sheridan*, Central, Custer Street, John S.
 Taylor.

Four years

ALABAMA—*Birmingham*, Avondale, Henley, Robert E.
 Lee, Stonewall Jackson, Wylam.
 ARIZONA—*Douglas*, Grammar.
 ARKANSAS—*Texarkana*, Texarkana Public Schools,
 Central, College Hill, College Hill (Colored), Fair-
 view, Junior High, Orr, Senior High, Washington
 High.
 CALIFORNIA—*Bakersfield*, Roosevelt, Williams; *Los
 Angeles*, Brentwood; *San Francisco*, Cabrillo, Fre-
 mont, Hillcrest, Irving M. Scott, Speech Correc-
 tion Department; *San Jose*, Part Time High.
 COLORADO—*Boulder*, Mapleton; *Branson*, Branson
 Consolidated; *Denver*, Alameda; *District Number
 61*, Segundo; *Fort Lupton*, Fort Lupton Public
 Schools.
 CONNECTICUT—*Bridgeport*, Carfield.
 DISTRICT OF COLUMBIA—*Washington*, Blow.
 FLORIDA—*Daytona Beach*, Seabreeze High.
 IDAHO—*Kellogg*, Kellogg Public Schools, High, Lin-
 coln, Sunnyside, Wardner, Washington; *Rexburg*,
 Rexburg Public Schools.
 ILLINOIS—*Chicago Heights*, Chicago Heights Public
 Schools, Franklin, Garfield, Grant, Jefferson, Lin-
 coln, McKinley, Roosevelt, Washington, Washing-
 ton Annex; *Evanston*, Frances E. Willard, Lin-
 colnwood; *Jerseyville*, Jersey Township High;
River Forest, Lincoln; *Sherard*, Community High.
 INDIANA—*Fort Wayne*, Harmer, McCulloch, Washing-
 ton; *Freeland Park*, Freeland Park Public Schools;
Indianapolis, Number 81; *South Bend*, Boys Voc-
 ational, Central Junior High, Colfax, James Whit-
 comb Riley Junior High, Laurel, Senior High.
 IOWA—*Centerville*, Lincoln, McKinley; *Council Bluffs*,
 Avenue B.
 KANSAS—*Garden City*, Buffalo Jones.
 KENTUCKY—*Louisville*, Belknap, Emmet Field, Isaac
 Shelby, J. B. McFerran, Parkland.
 MAINE—*Dover-Foxcroft*, North Street; *Portland*,
 Staples; *Presque Isle*, Arrostook State Normal;
Sanford, Lincoln; *Waterville*, South Grammar.
 MASSACHUSETTS—*Adams*, Maple Grove; *Beverly*,
 Beverly Cove, McKay; *Franklin*, Thayer; *Glouc-
 ester*, Forbes, Hovey; *Lynn*, Coburn Street;
Saron, Charles R. Wilber; *Stoneham*, East; *West
 Springfield*, Mittineague.
 MICHIGAN—*Bay City*, Wenons; *Detroit*, Crosman,
 Henneman, Ruffuff; *Grand Rapids*, Auxiliary
 School for Exceptional Children; *Traverse City*,
 Traverse City Public Schools, Boardman Avenue,
 Central, Elmwood, Junior High, Oak Park, Senior
 High, Union Street.
 MINNESOTA—*Cloquet*, Jefferson; *Duluth*, Fairmount,
 Fond du Lac, Webster; *Minneapolis*, Agassiz,
 Bancroft, Grover Cleveland, Lowell, Madison,
 Rosedale, Webster.
 MISSOURI—*Kansas City*, Greenwood, Leeds, S. B.
 Ladd; *St. Louis*, Marquette, Wilkinson; *University
 City*, Flynn Park; *Webster Groves*, Junior High.
 NEW JERSEY—*Atlantic City*, Richmond Avenue;
Camden, H. C. Sharp, J. S. Reed, McKinley, Park-
 side; *East Orange*, Washington; *Englewood*,
 Liberty; *Fair Haven*, Knollwood; *Fairton*, Public;
Maywood, Public; *North Plainfield*, Somerset;
Paterson, Number 22; *Trenton*, B. C. Gregory,
 James Moore.
 NEW MEXICO—*Silver City*, New Mexico State
 Teachers College.
 NEW YORK—*Ardley*, High; *Kenmore*, Washington
 Elementary; *Oneida*, North Broad Street.

NORTH DAKOTA—*Minot*, Central, Lincoln, McKinley,
 S. H. S. Grade, Sunnyside.
 OHIO—*Akron*, Bryan; *Ashtabula*, Park Junior High;
Cincinnati, Girls Vocational; *Cleveland*, Landon,
 Waverly; *Columbus*, Avondale, Beck Street, Dana
 Avenue, Eastwood, John Burroughs, Lane Avenue,
 Main Street, Milo, Mt. Vernon Avenue, Second
 Avenue, Southwood, Stewart Avenue; *Lakewood*,
 Harrison, Roosevelt; *Lima*, Central High, Em-
 erson, Fauror, Franklin, Garfield, Horace Mann,
 Irving, Jefferson, Lincoln, Longfellow, Lowell, Mc-
 Kinley, Richardson, Roosevelt, Washington, Whit-
 tier; *Lime City*, Public; *Logan*, Junior High;
Mansfield, Brinkerhoff, Bushnell; *Middletown*,
 High; *Warren*, First Street, Market Street, Tod
 Avenue, West Junior High; *Woodstock*, Public.
 OKLAHOMA—*Hominy*, Mound Valley Public.
 OREGON—*Marshfield*, Coos River; *Newberg*, Hard-
 ington.
 PENNSYLVANIA—*Abington*, Abington Public Schools;
Delaware County, Upper Darby District, Upper
 Darby District Public Schools, Bywood, Cardin-
 ton-Stonehurst, Drexel Hill, Fernwood, Garrettford,
 Highland Park, Keystone, Primos, Stonehurst Hills,
 Upper Darby High; *Downington*, Industrial and
 Agricultural; *Muhlenberg Township*, Muhlenberg
 Township Public Schools, Hyde Park, Junior-Senior
 High, Rosedale, Temple; *Packerton*, Packerton In-
 dependent; *Reading*, Tenth and Green Street.
 RHODE ISLAND—*Newport*, Potter.
 SOUTH CAROLINA—*Walterboro*, Walterboro Public
 Schools, Grammar, High.
 SOUTH DAKOTA—*Astoria*, Astoria Public Schools;
Belle Fourche, Belle Fourche Public Schools, De-
 partmental, Gray, High, Lincoln; *Selby*, Selby
 Public Schools; *Sioux Falls*, Lewis Heights, River-
 side; *Wilmot*, Wilmot Public Schools.
 TENNESSEE—*Springfield*, Senior High; *Dallas*, North
 Dallas High.
 UTAH—*Alpine District*, Alpine District Public
 Schools; *Murray City*, Murray City Public Schools,
 Arlington, Bonnyview, High, Liberty; *Salt Lake
 City*, Edison.
 WASHINGTON—*Spokane*, Hilliard High.
 WEST VIRGINIA—*Clarksburg*, Alta Vista; *Fairmont*,
 W. R. White; *Fort Gay*, Fort Gay Public Schools;
Martinsburg, High.
 WISCONSIN—*Kohler*, Kohler Public Schools; *Madison*,
 Brayton; *New London*, N. W. London Public Schools,
 Lincoln, McKinley; *Sheboygan*, Horace Mann;
Wauwatosa, Junior High, Wilson.
 WYOMING—*Cheyenne*, Junior High; *Salt Creek*,
 Grade.

Three years

ALABAMA—*Birmingham*, Elyton.
 ARIZONA—*Clarkdale*, Clarkdale Public Schools; *St.
 David*, St. David Consolidated Schools.
 CALIFORNIA—*Anaheim*, Central; *Atascadero*, Public;
Oakland, Campbell; *San Francisco*, Hancock,
 Lafayette.
 COLORADO—*Boulder*, North Intermediate; *Denver*,
 Columbine, University Park; *District Number 61*,
 Primero High; *Englewood*, Lowell; *Frederick*,
 Frederick Public Schools; *Hillrose*, Hillrose Con-
 solidated Schools; *Longmont*, Bryant, Lincoln;
Meeker, Meeker Public Schools, Rio Blanco County
 High.
 CONNECTICUT—*Bristol*, North Side; *Stratford*, Wash-
 ington.
 DISTRICT OF COLUMBIA—*Washington*, Randle High-
 lands-Orr.
 GEORGIA—*Macon*, Bellevue.
 IDAHO—*Boise*, Whittier; *Cambridge*, High.
 ILLINOIS—*Chicago*, Farragut Junior High; *Evanston*,
 Noyes; *Marengo*, Public; *Serena*, Serena Com-
 munity High; *Wood River*, Wood River Public
 Schools, Lincoln, Washington, Wood River,
 Woodrow Wilson.
 INDIANA—*Fort Wayne*, Hanna, Nebraska, Rudisill;
Martinsville, Central; *Sedalia*, Public; *Seymour*,
 Shields Junior High.
 IOWA—*Council Bluffs*, Madison; *Sidney*, Sidney Public
 Schools; *Sioux City*, East Junior High Hobson.
 KANSAS—*Bonner Springs*, Bonner Springs Public
 Schools, Lincoln, McDaniel, Senior and Junior
 High; *Hawthorne*, C. H. Jan's; *Paola*, High; *Rolla*,
 Rural High; *Winfield*, Winfield Public Schools,
 Bryant, High, Irving, Lowell, Stevenson, Webster.
 KENTUCKY—*Louisville*, Hazelwood.
 LOUISIANA—*Grand Cane*, High.
 MAINE—*Augusta*, Cony High; *Portland*, Thomas B.
 Reed; *Waterville*, North Grammar.
 MASSACHUSETTS—*Greenfield*, Abercrombie; *Medford*,
 Hervey; *Plymouth*, Knapp; *Springfield*, Thomas M.
 Balliet; *Worcester*, George Washington.
 MICHIGAN—*Albion*, Albion Public Schools, Austin,
 Central, Dalrymple, Junior High, Senior High,
 West Ward; *Clawson*, Log Cabin High; *Dearborn*,
 Garrison; *Detroit*, Breitmeyer, Clark, Coolidge,
 Cooper, Don Hubert, Grayling, Holcomb, Lyon,
 Marcy, Peter Vetal, W. E. Leslie; *Ionia*, Emerson,
 Jefferson; *L'Anse*, L'Anse Public Schools, Grade,
 High; *Monroe*, Monroe Public Schools, Central,
 Christianity, High, Lincoln, Union; *Muskegon*,
 McLaughlin; *Pontiac*, Baldwin; *Saginaw*, Sweet.
 MINNESOTA—*Duluth*, Irving; *Mankato*, Lincoln;
Minneapolis, Cavell, Field, Greeley, Hawthorne,
 Howe, Lafayette, Loring, Margaret Fuller, Min-
 nehaha, Prescott; *Owatonna*, High; *St. Paul*, River-
 side; *Virginia*, Virginia Public Schools, Central,
 Farmstead, Franklin, Higgins, Homestead, Horace

Mann, James Madison, Jefferson, Johnson, Lincoln, Senior High, Technical High, Washington.
MISSOURI—St. Louis, Edward Wyman.

MONTANA—Great Falls, Lincoln.

NEVADA—Carson City, Carson City Public Schools.
NEW JERSEY—Bloomfield, Center; Bridgeton, Irving Avenue, Monroe Street; Carney's Point, du Pont Number 1, Lafayette; Hightstown, Grammar, Primary; Paterson, Number 17; Trenton, Monument Demonstration, Peabody.

NEW MEXICO—Roswell, East Side.

NEW YORK—Schenectady, Clinton, Nott Intermediate.
OHIO—Akron, Allen, Crosby, East High, Firestone Park, Grace, Harris, Howe, H. V. Hotchkiss, King, Margaret Park, McEbright, Miller; Alexandria, High, St. Albans Township Public Schools; Ashland, Columbus Street Grade, Division, High, Pacific Street; Cambridge, Park; Canton, Dueber; Chillicothe, Central, Eastern; Cincinnati, School for Crippled Children; Columbus, Felton, Leonard Avenue, Michigan Avenue, Spring Street, Third Street; Hamilton, Jefferson, Tyler; Lakewood, Hayes, McKinley; Lancaster, Lancaster Public Schools, Children's Home, East, High, North, South, Utica, West; Lima, Lima Public Schools, Central High, Emerson, Fawcett, Franklin, Garfield, Horace Mann, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Richardson, Roosevelt, South Junior High, South Senior High, Washington, Whittier; Logan, Logan Public Schools, Central, East, Junior High, Senior High, West; Mansfield, Newman; Maumee, Maumee Public Schools, Fort Miami, High, Riverside; Newark, East Main Street; Powhatan Point, Powhatan Village Schools; Rittman, Rittman Public Schools, First Street, High, Primary; Tiffin, Minerva Street; Warren, Central Junior High, Frances E. Willard; Youngstown, Caldwell.

OREGON—Pendleton, Washington.

PENNSYLVANIA—Clearfield, Clearfield Public Schools, Fourth Ward, High, Junior High, Market Street, Third Ward; Delaware County, Haverford Township, Haverford Township Public Schools, Brookline, Chestnutwood, Junior High, Lanerch, Manoa, Oakmont, Preston, Senior High; Emporium, West Ward; Erie, Burton, Longfellow; Gettysburg, Gettysburg Public Schools, Franklin Street, High, High Street, Lincoln, Meade; Lancaster, Strawberry Street; New Salem, New Salem Independent School District; Oil City, Innis Street; Pittsburgh, Glenwood.

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

TEXAS—College Station, A. and M. Consolidated.
UTAH—Mt. Pleasant, Junior High; Salt Lake City, Garfield, Longfellow, Ogden.

VIRGINIA—Lynchburg, Fairview, Fort Hill, West End; Norfolk, Ocean View.

WASHINGTON—College Place, Public School District Number 31.

WEST VIRGINIA—Oak Park, Triadelphia District High.
WISCONSIN—Kenosha, Columbus, Jefferson, Washington Elementary, Washington Junior High; Racine, Lincoln; Sheboygan, Sheridan; Wauwatosa, Wauwatosa Public Schools, Aetna Park, Junior High, Senior High, Wilson.

WYOMING—Cheyenne, Johnson, Park Addition; Laramie, Parkview; Rock Springs, Lincoln, Washington.

Two years

ALABAMA—Birmingham, Barker.
ARIZONA—Benson, Grammar; Bisbee, Franklin, Powell; Flagstaff, Brannen, Dunbar; Prescott, Miller Valley; Wilcox, Grammar.

ARKANSAS—Little Rock, Woodruff.

CALIFORNIA—Anaheim, Fremont, Lincoln; Alhambra, Fremont; Bakersfield, Toltec; Hayward, Hayward Highland, Pacific Primary; McArthur, Fall River Joint Union High; Modesto, Franklin; Needles, Needles Public Schools; Palos Verdes Estates, Malaga Cove; Pomona, Washington; San Francisco, Detention Home, Frank McCoppin, Raphael Weill, Twin Peaks, West Portal; San Jose, Branch High Schools; Santa Paula, Briggs-Oliveland Public Schools, Briggs, Oliveland.

COLORADO—Denver, Adams, Albion, Baker Junior High, Bryant, Teller; District Number 61, District Number 61 Public Schools, Old Segundo, Primero High, Segundo, Valdez; Fort Collins, Washington; Gypsum, Eagle County High; Laird, Laird Combined; Montrose, Johnson-Northside; Sedgwick, Sedgwick Public Schools; Trinchera, Public.

CONNECTICUT—Bridgeport, Lordship; Darien, High; East Norwalk, Roger Ludlow Junior High; Norwalk, Center, Roosevelt, Winnipauk; Southington, Lewis High; Warehouse Point, Hartford County Temporary Home.

DISTRICT OF COLUMBIA—Washington, Kenilworth.

FLORIDA—Daytona Beach, Lenox Avenue; Tampa, Thomas Jackson.

GEORGIA—Atlanta, C. J. McLendon, Faith, Frank L. Stanton.

IDAHO—Boise, Longfellow, Washington; Nampa, Lakeview.

ILLINOIS—Belvidere, Logan, Washington; Bowen, Bowen Community High; East St. Louis, William R. Morrison; Hartsburg, Commercial High; Highland Park, Elm Place; La Grange, Congress Park; Oak Park, Oak Park Public Schools, Abraham

Lincoln, Henry W. Longfellow, Horace Mann, James Russell Lowell, John Greenleaf Whittier, Nathaniel Hawthorne, Oliver Wendell Holmes, Ralph Waldo Emerson, Washington Irving, William Beye, William H. Hatch; Ramsey, Ramsey Public Schools; Rockford, Jackson; St. Clair County, Lafayette Public Schools.

INDIANA—Fort Wayne, Franklin, Justin N. Study; Hammond, Irving, Lincoln, Maywood, Warren G. Harding, Washington; Indianapolis, Calvin Kendall; Martinsville, South; Seymour, Emerson, Lincoln, Lynn Street, Riley, Washington; Sullivan, Junior High.



JASPER LUTHER BEESON, who is president of Georgia State College for Women, Mill-edgeville, Georgia. The faculty of his college have just presented Dr. Beeson with a life membership in the National Education Association. This tribute is one which might be made by other faculties which wish to honor a beloved officer.

IOWA—Cedar Rapids, Garfield, Kenwood; Council Bluffs, Dodge, Franklin, Gunn; Dubuque, Bryant.
KANSAS—Augusta, Junior High; Concordia, Lincoln; Hutchinson, Lakeview, Winans; Manhattan, High; McLouth, High; Pittsburg, Lakeside Junior High; Powhattan, Rural High.

KENTUCKY—Louisville, Beechmont, Main Building.
MAINE—Camden, Elm Street, Knowlton Street; Mexico, Kimball; Southwest Harbor, Pemetic High.

MARYLAND—Boonsboro, High.

MASSACHUSETTS—Athol, Lake Park, Main Street; Ballard Vale, Bradlee; Brookline, Michael Driscoll; Everett, Winthrop; Medford, James; Norfolk, City Mills; Plymouth, Junior High, Mt. Pleasant; Springfield, Jefferson Avenue; Swampscott, Machon; Westwood, Islington; Winchester, Lincoln; Worcester, Thorndyke Road.

MICHIGAN—Cedar Rapids, Arthur; Detroit, George Ford, Grant, Harris, Howe, McKinley, M. M. Rose, Monnier, St. Clair; Fremont, Fremont Public Schools; Highland Park, Liberty; Lincoln Park, Lincoln Park Public Schools, Good-11, Horster, Lafayette, Raupp; Royal Oak, Benjamin Franklin, Longfellow, U. S. Grant, Washington.

MINNESOTA—Duluth, Ensign, Morley Heights, Oneota, Washburn; Minneapolis, Adams, Cooper, Lind, Morris Park, Nokomis Park, Trudeau, Van Clave, Whittier; Rochester, Rochester Public Schools, Central, Edison, Hawthorne, Holmes, Junior-Senior High, Lincoln, Northrop.

MISSISSIPPI—Brooklyn, Forrest County Agricultural High; Jackson, Davis; Red Lick, Red Lick Consolidated.

MISSOURI—Kansas City, William A. Knott's.

MONTANA—Great Falls, Hawthorne, Lowell.

NEBRASKA—Grand Island, Dodge.

NEVADA—Lovelock, Lovelock Consolidated Schools; Reno, McKinley Park, South Side; Wellington, Smith Valley Union Schools.

NEW JERSEY—Bernardsville, Olcott; Brigantine, Public; Englewood, Intermediate; Hopewell, Grammar; Leonardo, Grammar, Middletown Township High; Livingston, Roosevelt; Madison, Central Avenue; North Plainfield, Watchung; Vineland, Vineland and Landis Township Public Schools,

Butler Avenue, Central, Chestnut and East Street, Chestnut and West Street, Cooper's Mill, East Avenue, High, H. L. Reber, Kingman, Magnolia, New Italy, North Vineland, Oak and Main Street, Opportunity, Orchard Road, Park and East Street, Park and Second Street, Pleasantville, Spring Road, Trento, West Side.

NEW YORK—Brookhaven, Public School District Number 29; Glens Falls, Ridge Street; Kenmore, Harding Elementary, Sheridan; Rome, Thomas Street.

NORTH DAKOTA—Fargo, Hawthorne.

OHIO—Ashtabula, Chestnut Street, Columbus Street Junior High; Canton, Fairmount, Liberty, Washington; Chillicothe, Southern; Cincinnati, Raschiq; Cleveland, Addison Junior High, Chesterfield; Columbus, American Addition, Bellows Avenue, Clinton, Hubbard Avenue; Coshocton, Public; Mansfield, John Simpson Junior High; Marietta, Har-mar, Willard; Massillon, Brookfield; Ravenna, West Main; Somerset, Somerset Village Schools; Tiffin, Miami Street; West Alexandria, West Alexandria Public Schools.

OKLAHOMA—Sapulpa, Forest Park, Garfield, Jefferson, Woodlawn.

OREGON—Jordan Valley, Grade; Lexington, Lexington Public Schools; Pendleton, Hawthorne, High, Lincoln; Roseburg, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High.

PENNSYLVANIA—Biglerville, Biglerville Public Schools; Camp Hill, Grade, High; Erie, Emerson; Oil City, Gay Street; Plymouth, Plymouth Public Schools, Central, Franklin Street, High, Main Street, Junior High, Nottingham Street, Temperance Hill, Vine Street, Willow Street; Schellsburg, Schellsburg Public Schools; West Pittston, West Pittston Public Schools, High, Intermediate, Junior High, Primary; Wilkinsburg, Wilkinsburg Public Schools, Allison, Johnston, Junior High, Kelly, McNair, Semple, Senior High, Turner.

RHODE ISLAND—Westerly, Pleasant Street.

SOUTH CAROLINA—Blaney, Blaney Public Schools, Grammar, High.

SOUTH DAKOTA—Canton, Canton Public Schools, Central, East Side, West Side.

TENNESSEE—Knoxville, Lincoln Park.

TEXAS—Texarkana, Rose Hill.

UTAH—Coalville, High, North Summit District Public Schools; Morgan County, Morgan County Public Schools, Grade, High, Milton, North Morgan, Peterson, Porterville, South Morgan; Weber County, Weber County Public Schools, Burch Creek Junior High, Eden, Farr West, Harrisville, Hooper Junior High, Huntsville Junior High, Kanesville, Liberty, Marriott, North Ogden Junior High, Plain City Junior High, Pleasant View, Riverdale Junior High, Roy Junior High, Senior High, Taylor, Uintah, Warren, West Warren, West Weber, Wilson Junior High.

VERMONT—Montpelier, Primary.

VIRGINIA—Lynchburg, Monroe; Newport News, Stonewall Jackson.

WASHINGTON—Everett, Beverley Park, Jefferson, Longfellow.

WEST VIRGINIA—Salem, Junior High; Shinnston, Junior High and Grade; Wheeling, Centre.

WISCONSIN—Green Bay, East High; Kenosha, McKinley Junior High; Madison, Dudgeon; Sheboygan, Washington.

WYOMING—Casper, Roosevelt; Cody, Cody Public Schools, Grade, High; Laramie, Fremont, Junior High; Rock Springs, Yellowstone; Sheridan, Colleen Avenue.

Current year

ALABAMA—Birmingham, Acipco, Martin, Minnie Holman, Montgomery, North Birmingham, Woodrow Wilson; Dora, High; Irvington, St. Elmo; Kennedy, Kennedy Public Schools.

ARIZONA—Seligman, Public.

ARKANSAS—Camden, Harmony Grove; Little Rock, Joe T. Robinson High, Parham; Mabelvale, Public.
CALIFORNIA—Alhambra, Central, Park, Ramona Grammar; Bakersfield, Lowell; Carmel, Sunset; Hayward, Fairview, Muir, Tennyson Grammar; San Francisco, Columbus, Commodore Sloat; San Gabriel, Potrero Heights; San Jose, Hester, Lowell, M. R. Trace; Vallejo, McKinley.

COLORADO—Canon City, Roosevelt Junior High; Denver, Boulevard, Colfax, Elyria; Fort Collins, Franklin, Junior High Annex, Laurel, Remington; Lime, Consolidated; Montrose, Montrose Education Association.

CONNECTICUT—Collinsville, Grammar; Hazardville, Scitico; Norwalk, Holmes.

DELAWARE—Wilmington, Number 27.

DISTRICT OF COLUMBIA—Washington, Military Road, Pierce-Webb, Wallach, Weightman.

FLORIDA—Apopka, Apopka Public Schools; Arlington, Arlington Consolidated; Daytona Beach, Central, North Ridgewood, Volusia; Gainesville, Teachers College, University of Florida; Jacksonville, Murray Hill; Mount Dora, High, Senior Accredited High; Pensacola, Annie E. McMillan; Pierce, Junior High.

GEORGIA—Americus, East Americus; Columbus, East Highland, Waverly Terrace; Midville, Public.

IDAHO—Blackfoot, Public; Boise, Colliester, Lowell, Park; Fairfield, District Number 14; Grace, District Number 35, Hailey, High; Rupert, Lincoln.

(Continued on page A-256)

The Fifty-Ninth Winter Meeting

PRESIDENT *Boynton on the ground*—The success of a big convention, such as the winter meeting of the Department of Superintendence, is dependent on a vast deal of detailed preliminary work. President Frank D. Boynton recently spent a busy weekend at Cleveland in anticipation of the Fifty-ninth annual meeting of the Department of Superintendence, February 24-28, 1929. In consultation with Robinson G. Jones, superintendent of the Cleveland schools, A. J. Kennedy of the Cleveland Convention Board, Colonel Leonard P. Ayres, and others, Superintendent Boynton completed plans covering such important convention matters as daily convention schedules, music, vesper programs, decorations, loud speaker and projection service. He inspected the ballrooms and auditoriums which are to house more than thirty section and discussion group meetings of the Department of Superintendence, as well as the meetings of the fourteen allied organizations officially invited to participate in the convention.

Convention exhibit an attractive feature—Careful consideration was given to the layout for the educational exhibit which will be located in a spacious exhibit hall directly connected with the public auditorium where all general sessions will be held. All of the exhibits will be on the same floor, which is on the street level. A wide covered arcade, adequately heated and lighted, connects the public auditorium with the exhibit hall, in which will be located registration and convention service, rest rooms, telephones, restaurant, and lounge. A notable convention feature will be a mass demonstration of health and physical education, in which more than two thousand Cleveland school pupils will participate.

The Convention theme—President Boynton announced that the theme of the convention will be, "How Can the Public Schools Better Serve Democracy—Increasingly Produce a Better Citizenry?" On Monday, not only at the general morning session, but also in ten afternoon section groups, the Department will consider "How Can the Convention Theme be Realized Through the Financing of Public Education?"

The subject for Tuesday will be "The Articulation of the Units of American

Education." Topics and speakers for the general program in the morning and for the discussion groups in the afternoon have been worked out in cooperation with Superintendent Herbert S. Weet, who is chairman of the 1929 Yearbook Commission. "How Can the Convention Theme be Promoted Through Research," will

WISE SCHOOL boards send their executive and administrative officers to the great conventions of the Department of Superintendence. The money thus spent comes back manyfold in the more economical and efficient management of the local schools. Education is moving forward rapidly, and any locality which deprives its leaders of first-hand contact with the currents of progress is robbing its children of their right to the best educational service.

be discussed at the general session Tuesday evening. "Better Training of Teachers: Basal and In Service," will be considered in the general session Wednesday morning, and by the section groups in the afternoon. This will be followed in the evening by the demonstration of physical and health education by the Cleveland public schools. Character education, most appropriately, has been selected for discussion on the final day of the convention.

Articulation Yearbook to be ready—At the Cleveland Convention, the Commission on the Articulation of the Units of American Education will present the first of two yearbooks intended to lessen the articulation difficulties which pupils encounter. The 1929 yearbook will consist in large part of a preliminary program for improving faults of articulation for all stages of education from that for the preschool child to the adult. For convenience, the Commission's work has been divided among five sub-committees. Herbert S. Weet, superintendent of schools, Rochester, New York, is chairman of the Committee on Elementary Education; Jesse H. Newlon, director, Lincoln School, Teachers College, Columbia University, New York City, of

the Committee on Secondary Education; Samuel P. Capen, chancellor, University of Buffalo, Buffalo, New York, of the Committee on Higher and Professional Education; Carroll R. Reed, superintendent of schools, Bridgeport, Connecticut, of the Committee on Adult Education, and John W. Withers, dean, School of Education, New York University, New York City, of the Committee on Teacher Training.

With a view to basing its report on actual school work, the Commission last spring secured the cooperation of twenty-two local school systems. Guided by uniform instructions prepared by the Commission, these school systems made an intensive study of articulation problems and their solution. Here are some typical suggestions gathered from these studies:

The concept of education and its purposes held by teachers in elementary schools, in junior high schools, in senior high schools, and in higher institutions of learning is quite different.

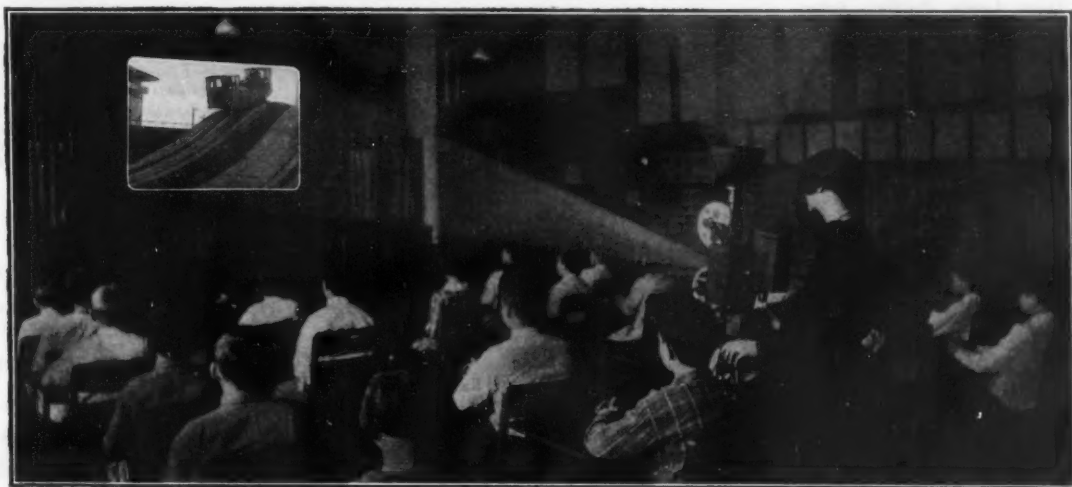
Bases for promotion from one type of unit to another vary widely and no answer seems to have been determined scientifically as to what should be the bases for pupil promotion.

Overlapping of requirements made by various teachers seriously affects pupils.

Some teachers think largely in terms of school subjects, while others think in terms of child development.

Solutions of articulation problems are difficult to find since they are so often grounded in personal prejudices or established custom.

At a three-day session held recently in Washington, preliminary drafts of proposed chapters of the yearbook were presented to the entire membership of the Commission for criticism and discussion. Twenty-seven leaders of education, representing every phase of school work and all parts of the nation, were in attendance. The Commission, through its 1929 yearbook, hopes to stimulate thought and to arouse local school systems to intensive study of their articulation problems. During the two years following, the Commission itself will undertake numerous cooperative research studies of articulation problems. The combined contributions gathered from local studies and from research will be presented in the 1931 yearbook of the Department of Superintendence.



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(Continued from page 309)

ILLINOIS—*Batavia*, High; *Belvidere*, Belvidere Public Schools, Lincoln, Logan, Perry, Washington; *Charleston*, City High, Franklin, Jefferson, Washington; *Chicago*, Dore, Lewis, Pulaski, Schley, Stowe; *East St. Louis*, Harding; *Franklin Park*, Leyden Community High; *Hammond*, Community High; *Joliet*, N. Hickory; *La Grange*, Cossitt; *Lockport*, Fairmont; *Mantito*, Community High; *Mascoutah*, Community High; *New Boston*, Community High; *Springfield*, Butler; *Vallmeyer*, Community High; *Wellington*, Township High; *West Brooklyn*, High.

INDIANA—*Hammond*, Morton; *Indianapolis*, William D. McCoy, Number 80; *Martinsville*, North; *Seymour*, Seymour Public Schools, Emerson, Lincoln, Lynn Street, Riley, Shields High, Shields Junior High, Washington; *Silverwood*, Lodi.

IOWA—*Council Bluffs*, Bloomer Junior High, Walnut Grove; *Sioux City*, North Junior High.

KANSAS—*Bronson*, Public; *Burdick*, Diamond Valley High; *Garnett*, Garnett Public Schools, High, Irving, Longfellow; *Kingsdown*, Consolidated Schools; *Merriam*, Shawnee Mission High; *Ness City*, Ness City Public Schools, Grade, High; *Pittsburg*, Forest Park Grade, *Wichita*, Park.

KENTUCKY—*Hyden*, Leslie County High; *Louisville*, Cochran, Stephen Foster, Theodore Roosevelt; *Maysville*, Center.

MAINE—*Boothbay Harbor*, Boothbay Harbor High and Southport Schools, High; *Camden*, High; *Gardiner*, Central Street; *Skowhegan*, Park; *Waterville*, Myrtle Street, Walnut Street; *Westbrook*, Warren.

MARYLAND—*Cumberland*, West Side; *Westernport*, Hammond Street.

MASSACHUSETTS—*Adams*, Commercial Street; *Granby*, Public; *Leominster*, Pierce; *Lynn*, Classical High; *Springfield*, Hooker; *Waltham*, Pond End; *Winchendon*, Poland.

MICHIGAN—*Alpena*, Cass; *Detroit*, Amos, Burgess, D. M. Ferry, Duane Doty, Field, Houghton, Marr Training, Maybury, McFarlane, Stephens, Thomas Houghton, Van Zile; *Ferndale*, Ferndale Public Schools, Central, Coolidge, Grant, Harding, Jefferson, Lincoln High, Roosevelt, Taft, Washington, Wilson; *Flint*, Doyle, Homedale, Rankin, Roosevelt, Walker, Washington, W. C. Durant,

Zimmerman; *Greenville*, Greenville Public Schools, Grade, Junior High, Senior High; *Highland Park*, High; *Ionia*, Ionia Public Schools, Emerson, Jefferson, Junior High, Senior High; *Ironwood*, North Side; *Jackson*, Trumbull; *Muskegon Heights*, Muskegon Heights Public Schools, Central Number 1, Central Number 2, Edgewood, Glendale, High, Oak Grove, Porter, South Park, West Park; *Northville*, Northville Public Schools.

MINNESOTA—*Duluth*, Adams, Kenwood, Lester Park, Lincoln, Longfellow, Monroe, Salter; *Gilbert*, Elba, Schley; *Minneapolis*, Peabody.

MISSISSIPPI—*Clarksdale*, Elizabeth Dorr High, Eliza Clark, Oakhurst, Oakhurst Annex.

MISSOURI—*Chillicothe*, Garrison; *Kansas City*, Central Junior High, Irving, Linwood, Lykins, Webster; *Lexington*, Junior-Senior High; *Maryville*, Maryville Public Schools, Franklyn, Garfield, High, Jefferson, Washington; *St. Louis*, Special Training No. 14, Stix; *Webster Groves*, Lockwood, Mark Twain.

MONTANA—*Great Falls*, Longfellow, McKinley.

NEBRASKA—*Fairbury*, Fairbury Public Schools, Central, East, Junior High, Senior High, West; *Grand Island*, Lincoln; *Kearney*, Alcott, Bryant, Collins, Emerson, Hawthorne, Kenwood; *Omaha*, Monmouth Park; *York*, Willard.

NEW HAMPSHIRE—*Lebanon*, School Street; *Pennacook*, Charles Street.

NEW JERSEY—*Camden*, Dudley, Kaighn; *Gloucester*, Ridgeway Street; *Lambertville*, High; *Linden*, Number 3; *Livingston*, Livingston Public Schools, Central, Roosevelt, Squiertown; *Matawan*, High; *Neptune City*, Public; *Palmyra*, Palmyra Public Schools, Number 1, Number 2, Number 3, High; *Raritan Township*, Bonhamtown; *Summit*, Hamilton; *Trenton*, Centennial, Cooper, Skelton.

NEW MEXICO—*Lovington*, Prairieview; *McGaffey*, Public.

NEW YORK—*Buffalo*, Lincoln; *Congers*, High; *Glens Falls*, Big Cross Street, South Street; *Ithaca*, Wyckoff; *Johnson City*, Frank M. Smith; *Kenmore*, Roosevelt; *Schenectady*, Yates; *White Plains*, Greenburgh High; *Yonkers*, Number 6.

NORTH CAROLINA—*Gibson*, Gibson Public Schools, Grade, High.

OHIO—*Akron*, Goodyear Hall; *Ashtabula*, Station Street; *Cambridge*, Oakland; *Canton*, H. S. Belden, Stark; *Chillicothe*, Western; *Cincinnati*, Cummins; *Cleveland*, Empire Junior High, Lyndhurst; *Columbus*, Chicago Avenue, City View, First Avenue, Ohio Avenue, Siebert; *Croton*, Hartford High; *Custar*, Elementary; *East Cleveland*, Cham-

bers; *Hiram*, Hiram Village; *Lakewood*, Lincoln, Taft, Wilson; *Lorain*, Brookside; *Massillon*, Vine-dale; *Mount Corry*, Union Township Centralized Schools; *Peeble County*, Camden Village Public Schools, Jackson Township Public Schools; *Shaker Heights*, Malvern; *South Euclid*, Beechwood; *Tiffin*, Junior Order Home Schools; *Van Buren*, Allen Township High; *West Elkton*, West Elkton Public Schools; *Youngstown*, Bancroft, Roosevelt.

OKLAHOMA—*Haskell*, Haskell Public Schools; *Sapulpa*, Sapulpa Public Schools, Forest Park, Garfield, High, Jefferson, Woodlawn.

OREGON—*Elkton*, Elkton Union High; *Helix*, Griswold High; *Sherwood*, Public.

PENNSYLVANIA—*Centre Hall*, High; *Chester County*, Chester County Public Schools; *Erie*, Wayne; *Montgomery County*, Hatfield Joint Consolidated Public Schools, North Wales Borough Public Schools, Upper Moreland Township Public Schools; *New Oxford*, High; *Philadelphia*, H. C. Lea School of Practice, Jones Junior High; *Royaltown*, Royaltown Public Schools; *Uniontown*, Benjamin Franklin Junior High.

SOUTH DAKOTA—*Pierre*, Pierre Public Schools; *Verdon*, High.

TENNESSEE—*Ashland City*, Idlewild; *Springfield*, Springfield Public Schools, Grade, Junior High, Senior High.

TEXAS—*Kaufman*, Kaufman Public Schools; *Ranger*, Merriman Ward; *Texarkana*, Whitaker.

UTAH—*Monticello*, Public; *Oasis*, A. C. Nelson; *Salt Lake City*, Lowell.

VERMONT—*Enosburg Falls*, High and Graded.

VIRGINIA—*Norfolk*, Campostella Heights; *Petersburg*, D. M. Brown; *Portsmouth*, Woodrow Wilson High.

WASHINGTON—*Bellingham*, Administrative Unit of the Bellingham Teachers League; *Everett*, Garfield, Jackson, Monroe, Parkland Home, Pinehurst; *Tacoma*, Pierce County Teachers Association; *Vancouver*, Franklin; *Wenatchee*, Lincoln, South Wenatchee.

WEST VIRGINIA—*Charleston*, Lincoln Junior High; *Sistersville*, Sistersville Public Schools, High, Junior High, Main Street; *Wellsburg*, Riverview.

WISCONSIN—*Kenosha*, Gillett; *La Crosse*, Franklin, Hogan, Logan, Roosevelt; *Racine*, Stephen Bull; *Superior*, Black River, Franklin; *Wausau*, Marathon County Normal.

WYOMING—*Casper*, Edgerton, Natrona County High; *Evanston*, Clark; *Oakley*, District Number 2; *Rock Springs*, Roosevelt; *Sheridan*, Linden Avenue.



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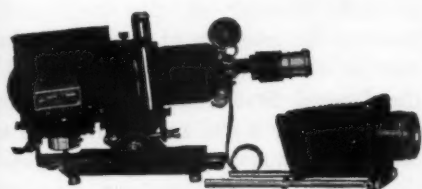
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Notes and Announcements

Christmas Greetings—What this appreciative pupil said to a beloved teacher the officers and staff of the National Education Association wish to say to its members and friends. How pupils appreciate their teachers—Gratitude is one of the great gifts and teachers get a fair share of it. It is one of the joys of the profession. The following letter was written last Christmas by a pupil to a teacher. We believe it expresses the Christmas spirit of thoughtful school children everywhere.

I have wanted to thank you for the lovely things you have done for me, and somehow I can't. Yet I like to think of you as one of the lovely gifts which have come to me to make me happier. But you are a gift for which I can give no return except my constant love and interest.

With hearty greetings for a Merry Christmas and a Happy New Year, I remain, Yours sincerely,

THE DEPARTMENT OF SUPERINTENDENCE is always confronted with insistent demands from many organizations, many of them worthy, seeking official recognition and participation in convention activities. In spite of efforts to limit attendance, it has become increasingly difficult from year to year to find cities where the necessary sleeping room accommodations are combined with an auditorium of sufficient size to seat those in attendance at the convention. At Boston, a committee was authorized to consider the relationships of the Department of Superintendence with other organizations. This committee held a meeting in Cleveland following President Boynton's official convention visitation. Proposals were brought to the attention of the committee, covering a range from educational radio to the simplified calendar. The formal report of this committee is to be presented to the Cleveland convention. In general, its tendency will be to limit the activities of the Department to those matters with which it is very directly concerned. The members of the Committee on Lay Relations are M. G. Clark, superintendent of schools, Sioux City, Iowa, chairman; Charles S. Meek, superintendent of schools, Toledo, Ohio; Daniel J. Kelly, superintendent of schools, Binghamton, New York; S. J. Slawson, superintendent of schools, Johnstown, Pennsylvania; L. P. Benezet, superintendent of schools, Manchester, New Hampshire.

At the business meeting of the California Teachers Association held at the Hotel Del Monte, Del Monte, California, October 2, 1928, Dr. Joseph M. Gwinn, superintendent of schools, San Francisco, California, was elected president of the California Teachers Association.

LEONARD V. KOOS was presented a life membership in the National Education Association at a luncheon held in his honor at the Radisson Hotel during the meeting of the National Education Association in Minneapolis. This presentation represented an expression of appreciation by one hundred former students of Dr. Koos for his worthy contributions to their training and for his contributions to the program of secondary education in the state of Minnesota and in the United States. The following men spoke of Dr. Koos' contribution to secondary education and to the organizations with which they are associated: A. E. McQuarrie, C. G. Schulz, John K. Norton, J. P. Vaughn, H. V. Church, Guy M. Whipple, J. Stevens Kadesch, Melvin E. Haggerty, and Ernest M. Hanson.

SUPERMAXIMUM salaries—The Research Division of the National Education Association presents the following facts: Out of sixty-six cities over 100,000 in population, twenty-seven have some form of special or supermaximum in addition to the regular or normal maximum. The twenty-seven cities reporting some form of special or supermaximum salary are:

Birmingham, Ala.	Albany, N. Y.
Oakland, Calif.	Rochester, N. Y.
Washington, D. C.	Syracuse, N. Y.
Atlanta, Ga.	Cincinnati, Ohio
Louisville, Ky.	Cleveland, Ohio
New Orleans, La.	Dayton, Ohio
Baltimore, Md.	Philadelphia, Pa.
Fall River, Mass.	Pittsburgh, Pa.
Worcester, Mass.	Reading, Pa.
St. Paul, Minn.	Scranton, Pa.
Kansas City, Mo.	Providence, R. I.
Omaha, Nebr.	Salt Lake City, Utah.
Paterson, N. J.	Milwaukee, Wis.
Trenton, N. J.	

Of these twenty-seven, eleven report additional academic and professional training as the principal basis whereby those who have reached the normal maximum may advance to the supermaximum. Four report merit as indicated by rating or other measures of efficiency; ten combine additional academic and professional training and merit as measured by rating or other measures of efficiency; one reported length of service as the basis of advancement.

THE UNKNOWN TEACHER school printing project planned by THE JOURNAL a year ago brought many beautiful posters to the JOURNAL office from printing classes in more than fifty schools. The plan was to set in type Henry van Dyke's tribute to The Unknown Teacher as a poster suitable to be framed and hung in schoolrooms. One of these posters was used on page 229 of the October JOURNAL. Many of the classes taking part in this project expressed a hope that a similar plan would be prepared for this year. This has been done. Specifications and copy for the project may be secured by writing to the editor of THE JOURNAL.

A LETTER written by D. W. Parratt, secretary of the Utah Education Association to presidents of boards of education in Utah, emphasizes the importance of superintendents attending the annual convention of the Department of Superintendence. Part of his letter follows:

It is hoped that your district will join the many others of our state in sending its superintendent to this important convention. The time is here when progressive superintendents throughout the country feel the serious need of advantages from these national meetings in order properly to direct and lead the educational thought and movements in their various districts.

My experience as one who has served on a board of education and also in the capacity of school superintendent has thoroughly convinced me of the importance of the superintendent attending these meetings if he is properly to measure to the expectations now demanded of his office.

It has been my good fortune to attend many of the National Education Association conventions, and in consequence I am in a position to assure you that the splendid, serious attitude of the delegates from Utah is a genuine credit to our state. Our men go to these conventions for what they can get out of them for the good of their schools. They appreciate the splendid opportunities to check on their own work, to obtain the best in new educational thought, and to partake of the rich abundance of professional inspiration. These are necessities on the part of the superintendent if he is to function as a real educational leader and thus keep the school district in which he serves a live, growing institution. Certainly every school board in Utah desires to maintain an uptodate, progressive organization and is anxious to give whatever aid he can to help the superintendent to execute these high hopes and thus render the best possible service to the teachers, pupils, and patrons of the community.

CHILD LABOR Day will be observed the last weekend of January. The purpose of this day is to bring to the notice of the people the conditions in regard to child labor. The National Child Labor

(Continued on page A-261)



"We melt snow for washing"

From a country school house comes the tale of a teacher meeting primitive conditions with true pioneering courage and inventiveness.

Thanking us for "After the Rain"—and its cleanliness stories for children — she writes: "We melt snow for washing and manage to have warm water and soap to wash at noon."

Perhaps you too will find the stories in this book interesting and helpful.

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"After the Rain" is a book of cleanliness stories about children in many lands, prepared for the 3rd, 4th, and 5th grades. Review copies free to administrators. Sold in quantity at \$15 for 100 copies in paper cover. \$30 for 100 copies in washable cover. Single copies, 25c, paper cover; 40c, washable cover.

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When Children Come to Florida

HERE IS A STATE WHICH LITERALLY OPENS ITS ARMS TO THE CHILDREN OF AMERICA AND BIDS THEM ENTER CLASSES WITH THEIR FLORIDA COUSINS. THOUSANDS OF CHILDREN AND YOUNG MEN AND WOMEN ARE PLACED IN FLORIDA SCHOOLS ANNUALLY. THIS WOULD NEVER BE TRUE IF FLORIDA WERE LESS PREPARED TO GIVE THEM THE EDUCATIONAL ADVANTAGES THEIR PARENTS SEEK FOR THEM. IN ONE FLORIDA CITY A RECENT SURVEY DISCLOSED THAT IN THE CLASSES IN GRADE AND HIGH SCHOOLS, PUPILS REPRESENTING EVERY STATE IN THE UNION WERE ENROLLED.

NOT ONLY IS FLORIDA MAKING GIGANTIC PROGRESS IN PRIMARY AND SECONDARY SCHOOLS, BUT HIGHER INSTITUTIONS OF LEARNING ALSO OFFER INCREASING ADVANTAGES. FLORIDA'S OWN UNIVERSITY AND THE FLORIDA STATE COLLEGE FOR WOMEN ARE GAINING NEW PROMINENCE THROUGH MODERN EDUCATIONAL SERVICE TO BOTH FLORIDA RESIDENTS AND VISITORS FROM OTHER STATES.

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All of Florida's many colleges and universities and numerous high schools are fully accredited in national educational circles. But the most treasured diploma of all awarded children attending school in the Sunshine State is improved health and happiness. Florida's sunshine, in winter, invites children out-of-doors, fosters all-year school sports, helps build sturdy bodies for sturdy-minded children.

Dr. John J. Tigert,
formerly United
States Commissioner of Education,
is now President of the University of Florida.

**DEPARTMENT OF AGRICULTURE,
TALLAHASSEE, FLA.**

Will you please send me information relative to Industrial Florida?

Name.....

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State..... J. E.

(Continued from page A-259)

Committee which is sponsoring the Day presents these facts about the situation:

In thirteen states children of fourteen may leave school for work regardless of their grade; in fifteen states children under sixteen may go to work without presenting evidence of physical fitness; in eleven states children under sixteen may work in factories from nine to eleven hours a day; in thirty-one states children may work on scaffolding, in twenty-four states around explosives, in twenty-eight states on railroads, in twenty-one states they may run elevators, and in fifteen states may oil and clean machinery in motion; in twenty-seven states there is no state law regulating the employment of children in newspaper selling and other street trades.

Anyone desiring posters and leaflets for distribution, and other helpful material, including a suggested program for use in church organizations, schools, and clubs, may secure them free of charge from the National Child Labor Committee, 215 Fourth Avenue, New York City.

THE MERGING of two of America's best known educational magazines took effect November 1 when the *Educational Review*, recently acquired from Doubleday, Doran and Company by the Science Press, was combined with *School and Society*. The magazine will be published weekly throughout the year, under the editorship of J. McKeen Cattell with the cooperation of William McAndrew. Dr. Cattell has been editor of *School and Society* since its founding in 1915. Mr. McAndrew has been editor of the *Educational Review* since 1924.

THE FOLLOWING extract from a letter received from Benjamin F. Cincebox, principal, Christopher Columbus School, dated October 25, 1928, is significant of the fine professional spirit which characterizes Binghamton:

Our school with its 42 teachers promptly went 100 percent in membership in the N. E. A., State Association, and local associations—this for at least the fifth consecutive year. We find it no particular trouble to get all teachers to join.

DIVIDING SHEEP and goats—The following excerpt is from a letter from W. O. Forman, principal, Lafayette Junior High School, Uniontown Public Schools, Uniontown, Pa.:

I am absolutely convinced that every teacher should be a member of the National Association. We have no right to consider ourselves professionally minded if we do not support our own professional organization. The quicker we divide the sheep and the goats the finer and better will be our professional progress.

(Continued on page A-262)



"Dad, what is a T. C. U.?
After Teacher was hurt, Miss
Ryerson said it was lucky she
was a T. C. U."

"Teacher had an accident today—"

They'll all be sympathetic when they hear of your accident—or sickness—
But what you will need then more than anything else is Cash.

This is the one organization in the United States that for over 25 years has been ready and willing to pay to any Teacher-Member an income when regular work is interrupted by reason of Accident, Sickness or Quarantine.

These Teachers Know What Cash from the T. C. U. Means

A Ray of Sunshine

Eva M. Langdon, Mt. Pleasant, Utah, writes: "Being over 2000 miles from home and friends, knowing that four months' salary checks were spent in advance for my operation, having 'bills' that must be paid, and then to have another illness shortly afterwards, well, it just isn't the best feeling to have. But the 'helping hand' of the T. C. U., coming at a time like this, is like a ray of sunshine after a month of dark days."

What Friend Could Do More?

Rebecca Sparkman, 505 Wilson Blvd. N., Nashville, Tenn., writes: "When crossing the street, I was struck by a speeding automobile, causing a fractured skull, dislocated rib, wrist and ankle, also several cuts and bruises."

"But I was a T. C. U. patient and had the best of everything in the finest hospital in the city. Always, in moments of consciousness, I thought of the T. C. U.—my true, reliable friend that sent money to help pay nurses and

doctors to save my life. Fifty dollars a month for 12 months! And such courteous sympathetic letters! What friend could do more?"

"I believe the T. C. U. saved my reason, my intellect, my sanity."

In the Twinkling of an Eye

Amanda E. Sharpe, San Francisco, Calif., writes: "The morning I met with my accident I never felt better. I even thought about it as I walked to school. In the next moment I was injured severely. This shows how little one knows what can happen."

Just "as Advertised"

Jessie M. Greene, Stamford, Conn., writes: "Like a 'gift from the gods' came your check in full payment of my claim for an attack of influenza. I have belonged to your organization less than three years, yet your service was sympathetic, prompt and all that you advertise it to be."

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

It will pay you \$50 a month when you are totally disabled by Accident or Confining Sickness. It will pay you \$25 a month for illness that does not confine you to the house, but keeps you from your work. It will pay you \$11.67 a week when you are Quarantined and your salary stopped. It pays from \$333 to \$1000 for major accidents or for accidental loss of life. All benefits doubled for travel accidents. Protects during the vacation period, too.

Policies with increased benefits issued to those enjoying larger incomes.

Will You Be Under the T. C. U. Umbrella When Something Happens to You?

While you are still in good health and free from injury—before it is too late—get your name on the "T. C. U. Payroll." Enjoy that comfortable feeling of knowing that the Teachers Casualty Underwriters stands ready to guarantee you an income when you are disabled by Accident, Sickness or Quarantine.

At least investigate now. We have some interesting booklets. Send your name in the coupon for full information. It places you under no obligation.

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(Continued from page A-261)

CHILD LABOR in Mississippi—The report on child labor in Mississippi by the National Child Labor Committee shows the following facts: Thirty-three and one third percent of the working children are thirteen years of age or less; 35.7 percent, fourteen and fifteen years; and 31 percent, sixteen years or more. Three fourths of all the fulltime children were working more than eight hours per day, the average day for all children being 9.6 hours. For 83.1 percent of the children thirteen years or less, 74.7 percent of those fourteen and fifteen years, and 71.2 percent of those sixteen years and over, a workday of more than eight hours was the lot. Of the partime children 47.1 percent worked more than eight hours on Saturday.

INTERNATIONAL Golden Rule Sunday will be observed on December 2 this year. For the last five years this has been the time for contributing to the Near East Relief. To obtain information about the observance write to Near East Relief, 151 Fifth Avenue, New York City.

REMARKABLE CONVENTION—Faculties of the ten teacher training institutions in the state of New York met in Syracuse on October 11 and 12 to work on the problems of the profession. Ned H. Dearborn, director of teacher training for New York State, calls attention to the fact that during this meeting the work was carried on in all the teacher training institutions by the students. Says Mr. Dearborn:

This arrangement resulted in worthwhile educational values for the students. It afforded them an excellent opportunity to assume heavy responsibilities, to exercise their powers of initiative, and to meet unusual problems resourcefully. Nearly 400 of the faculty members were present. This represents 88 percent of the total faculty membership. Three of the normal schools had 100 percent attendance. This splendid record of attendance from all the institutions is a clear expression of the professional interest of our normal schools and teachers colleges especially in view of the fact that each member attending pays his own expenses.

A **COURSE** in health education for workers in continuation schools is being offered by Teachers College, Columbia University this year. The course is planned to meet the specific needs which have been clearly recognized in a thorough study now being made in the New York City Continuation Schools, and this course is to be given at the request of the committee directing that project. Practical problems of the adolescent worker will be studied. Among subjects to be considered are safety and first aid

(Continued on page A-264)

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(Continued from page A-262)

on the job; posture and the job; nutri-
tion for the worker; etc.

AN AVIATION ENTHUSIAST in California
sends the following clippings calling at-
tention to the teaching of aviation in the
public schools. The statement follows:

Schools Purchase Planes for Boys—While
plans are progressing to make aviation in-
struction a part of the regular courses in
graded and high schools, as proposed by
the Daniel Guggenheim Fund for the Pro-
motion of Aeronautics, a number of Ameri-
can schools already are teaching the young
idea how to fly.

Some have made the start in their manual
training departments. In the Washington
School in New York, for example, boys
from 8 to 12 years old have completed eight
flying models of various machines, includ-
ing Col. Lindbergh's Spirit of St. Louis and
Commander Byrd's America.

One or two schools have gone so far as to
purchase full-sized planes for instruction in
the theory and mechanics of flight and in
actual flying as well. One of these, writes Ed-
gar C. Wheeler in *Popular Science Monthly*
for May, is the Galt Joint Union High School
at Galt, Calif., near Sacramento, where a
four-year aviation course was started last
fall. The equipment includes a 90-horse-power
Eaglerock biplane with a cruising range of
more than 500 miles. Students have christened
the ship the *Spirit of Galt Hi*. In addition,
there are two non-flying planes and eight air-
plane motors. All equipment was obtained
from the United States Government, and was
formerly used in the Army and Navy air
services.

For the first year there have been 32 stu-
dents, and all have experienced the thrill of
flying with an instructor. The train includes
a rigid inspection of the plane after each
flight. In this way the pupils become thor-
oughly familiar with all the mechanism.

A recent remarkable achievement of the
Galt students was the assembling of a seven-
passenger Fokker-type Martin observation
plane, which the boys changed to a single-
control plane of true passenger type. The skill
they displayed was acquired in shop practise,
which included tearing down and reconstruct-
ing the nonflying planes and the surplus
motors.

Another California high school, at San
Diego, recently purchased from the Gov-
ernment a \$35,000 Martin observation plane.
Received at Rockwell flying field, it was
partly assembled and towed to the high
school campus, where the schoolboys com-
pleted the assembly under direction of in-
structors.

WM. B. ITTNER, architect and school
specialist, St. Louis, has, with the cur-
rent year rounded out thirty years of
schoolhouse planning and construction.
During this period he has served 105
cities and towns in the capacity of archi-
tect or consulting architect. He has
planned and supervised construction of
430 schools, of which number 183 are
elementary; 118 secondary; ninety-seven

additions and rehabilitations; and thirty-two special, private, and rural.

Mr. Ittner has had honorary recognition from his own profession. He holds a Fellowship in the American Institute of Architects. He is also a life member in the National Education Association.

VALUE OF EDUCATION—Education plays a great role in increasing earning power. The states where education is poorly supported earn much less per person than states where educational support is more generous. Mental flexibility, as shown in willingness to try new methods and to seek more effective economic processes, is a characteristic of the educated man. Economists include increases in the working power of individuals resulting from education as one of the factors that mean greater productive power. One economist writes: "A nation's greatest wealth is knowledge disseminated among the masses of people. Education is recognized by President Coolidge as America's life insurance when he says, "Those who believe in America, in her language, her arts, her literature, and her science, will seek to perpetuate them by perpetuating the education which has produced them."

TRY TELLING THE GOOD THINGS YOU KNOW ABOUT PEOPLE.—Did you ever try telling the good things you know about people, while abstaining from speaking of their faults? Why not begin today, and for one week speak only good of those you know? You will like it and feel better pleased with yourself. You know how true it is that just as soon as you hear something unfavorable of a person you feel impelled to tell it to someone. It is a mean streak in your nature. You would get a lot more out of life with less loss to yourself if you would curb this bad habit of yours to "knock," scoff at, or malign others. If you must engage in personalities say the good things and leave the rest to the hopeless gossips or the few malicious ones in every community. Your own life is not so free from mistakes that you can expect to escape notice in regard to them, and you will have all you can do to so arrange your life that evil tongues cannot produce detrimental facts about you, for any purpose. It is dangerous to throw stones, unless you are looking for trouble. Begin that experiment in repeating good things of your friends, and begin today.—Selected.

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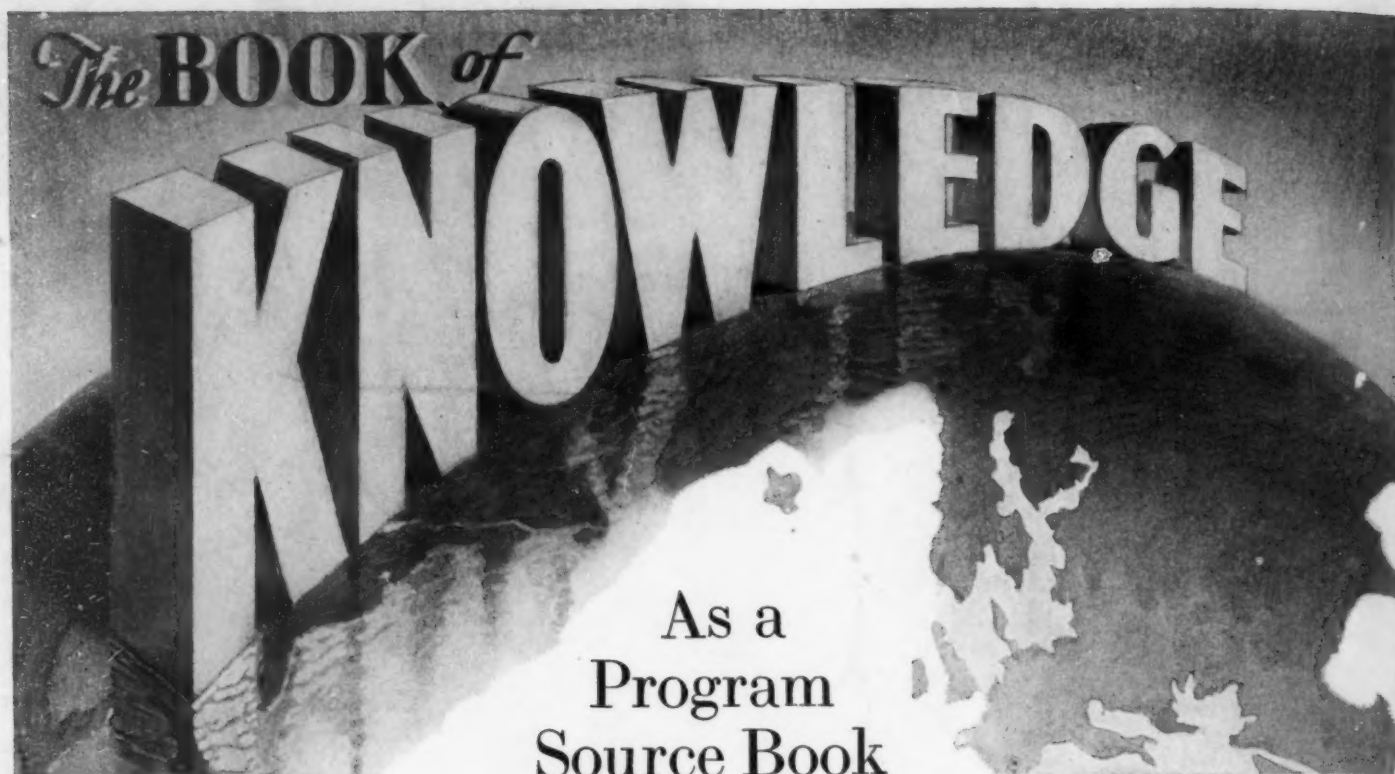
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