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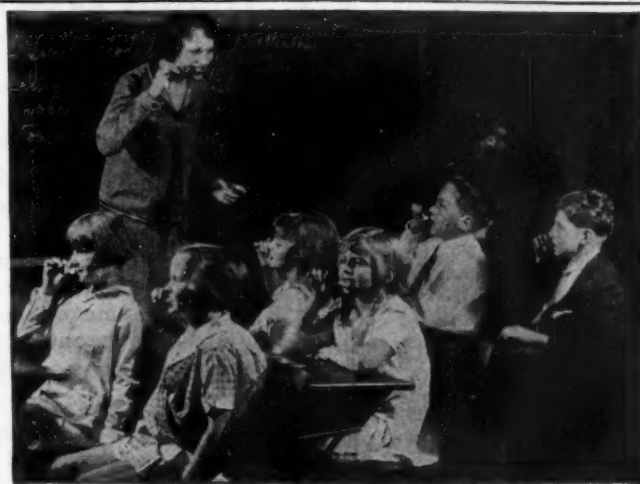
This letter is but a single instance of what is being done in thousands of schools throughout the country. And the future benefits from this widespread practice are well-nigh incalculable, for, in the words of one dental specialist: "If a man or woman reaches adult life with clean, healthy gums, he will probably keep them so for the remainder of his or her life."

How soft foods rob the gums of health

Children are the worst offenders in the hasty eating of soft foods that cause the many gum disorders so



Children seldom realize the value of coarse foods in maintaining healthy gums.



Give your children a careful demonstration of the two uses of the toothbrush. Then they will know how to insure their oral health and cleanliness.

prevalent today. This diet of ours, stripped of its fibre, robbed of its roughage, does not afford the stimulation that healthy gums require. As a result the blood courses but slowly in the gum walls. The tissues become tender and feeble, and break down. Soon a tinge of "pink" appears upon the tooth brush.

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The Journal for the Next School Year

THE SCHOOL today stands at the center of American life. This generation of teachers faces a challenge to be informed. The need for broad and constant reading is particularly great among the teaching group which in a sense stands between today's progress and tomorrow's promise to the young people of the world. To maintain a reasonable familiarity with what is happening requires persistent and thoughtful reading.

The teaching profession itself is growing rapidly in numbers and working power. Within a decade the profession has added three hundred fifty thousand teachers to its ranks. It has gained a new conception of the importance of teaching and the absolute necessity for adequate salaries, secure tenure, better working conditions, and provision for retirement. Professional associations have come to be significant policy-determining agencies in education. Through these associations—local, state, and national—teachers are coming to have a larger place in civic life. Their influence is helping to shape public sentiment and public policy. Unless public policy is to be dominated by competitive and selfish motives it is essential that the spiritual and noncompetitive groups be alert and active in shaping the values which govern human life.

Our professional organizations are therefore pioneer groups seeking to build better communities, better schools, higher conceptions of the art of living as distinguished from mere existence, higher standards of ethics, better notions of international relations, higher ideals of home life, more wholesome avenues of leisure, and so on through the list of higher values.

To every member of the Association THE JOURNAL goes each school month to help maintain that common background of information and mutual understanding which is the necessary foundation of cooperation and advance. THE JOURNAL seeks to interpret the work of the Association and to present new movements in education. Said one reader in a recent letter, "Nowhere else in such compact and inviting form do I find so much that is helpful and to the point."

Plans for 1929-30 are now sufficiently developed to insure an even better JOUR-

NAL than in the past. There will be continued emphasis on schools that are prophesies. Mental hygiene, which is proving so helpful in schools that are experimenting with it, will be still further treated in some of its practical phases. The second cardinal objective of educa-

phasize it as a regular feature. More than eight thousand schools now have 100 percent enrolment in state and national associations. Without additional cost the teachers in these schools have a variety of material which, if carefully read, will offset the narrowing tendency of specialized work. Many schools are now enriching the intellectual life of their teachers by this delightful process.

The series on Builders of Our Profession will be still further developed in keeping with the continued growth of professional activity. There will be many other inviting features.

After these years of growth it is instructive to note the stages in the development of THE JOURNAL itself.

1. The creation of the Division of Publications in 1920 to coordinate this phase of the Association's activities.
2. The appearance in January 1921 of the first issue of the new JOURNAL.
3. The development of JOURNAL policy through the editorial council and careful study of Association history and resolutions.
4. The arrangement of a procedure for obtaining estimates from several readers on each manuscript before a final decision is reached as to its use. Each manuscript reader is given the following outline upon which to base his estimate:

THE JOURNAL aims to include only material which
Advances the policies for which the Association
stands
Is clearly written in simple English
Appeals as far as possible to all JOURNAL read-
ers
Does not claim more space than the topic justi-
fies in a journal devoted to the whole profession
Does not cover ground too recently covered by
other articles in THE JOURNAL
Is accurate in facts cited
Helps to round out THE JOURNAL's treatment of
the entire field of education
Helps to unify the profession in its attitudes and
working policies.

5. Future planning which insures that THE JOURNAL will cover carefully and systematically the important ideas in education in the most attractive way.

6. The development of a plan of reader reports which gives each month a sufficient number of estimates to show which JOURNAL articles prove most useful to various types of readers and which throws much light on what teachers read in addition to THE JOURNAL. One report is secured each month for each thousand readers.

7. The development of a plan of vitalized group study and faculty meetings which enables teachers through discussion to bring out the broader values of the material in the journals of state and national associations.

By the sheer worth of its program and

A Service to Members

MANY thousands of people contribute directly or indirectly to THE JOURNAL each year. The 1929-30 issues will contain:

- 2 reports of great conventions
- 100 reports of educational progress in more than fifty states and territories
- 1000 names of new life members
- 4 pages of plans for American Education Week
- 9 pages of suggestions for vitalized group study
- 9 editorials on current themes
- 8000 names of 100 percent schools
- 10 descriptions of schools that are prophesies
- 9 posters for schoolrooms
- 8 articles on practical character education
- 9 articles on interpreting the schools to the public
- 9 articles on mental hygiene
- 5 articles on the changing secondary schools
- 10 thought-provoking articles on education for worthy home membership
- Other articles on significant current themes
- 5000 statistical facts showing educational progress in the states
- 150 important books described by appropriate notes
- Information about 200 schools which offer opportunities in summer sessions
- Several hundred notes and announcements on matters of immediate importance
- The equivalent of 4 professional books which would cost \$2 each.

tion—Worthy Home Membership—will be discussed in a series of articles which bring together a rich variety of material. Phases of this subject which have hitherto largely escaped notice will be developed by pioneer authors and thinkers. The statistical tables which throw light on large trends will be continued. Practical character education will have a series of excellent articles. The popular posters for schoolroom use which have appeared in recent numbers will continue.

Vitalized group study has now reached a point where THE JOURNAL will em-

the devotion of its pioneer workers the National Education Association has risen to a major place in the life of America. The very existence of this widespread movement is one of the evidences of national purpose and revival. This great organization seeks to elevate education—

to preserve, develop, and magnify those elements in the life of our people which make for human excellence and happiness. It is dedicated to the finer and nobler things. It can achieve its great purpose only through large use of the printed word. It is the aim of THE

JOURNAL to develop a body of reading material which shall be worthy of the spirit of the pioneer founders, which shall express the combined judgment and experience of our best workers, and which shall be in keeping with the place of the Association in the life of America.

Teacher Participation in Supervision

A SUPERVISORY activity which has done much to improve classroom instruction in Louisiana is the group conference. The term, as used here, means a day's meeting in which the forenoon is devoted to the observation of teaching and the afternoon to the discussion of the observed lessons. The conferences are usually organized on a parish (county) basis. Two general types of conferences are conducted, one in which the group of teachers participating is determined by schools, and one in which the group of teachers participating is determined by grades. The plans for the first type of meeting are as follows: The first step is to select the dates and places for the meetings. The parish superintendent or supervisor selects a number of schools that are to attend the conference and has the teachers from this group meet at a school that is centrally located. By this plan traveling is reduced to a minimum. Teaching is distributed throughout the grades, so that each teacher will observe one or more lessons from the grades he teaches. When it is convenient separate conferences are held for rural teachers and city teachers.

If the second plan is followed, the teaching at any meeting is confined to one or two grades. All the teachers of the parish who teach these grades attend the meeting. If the parish is large, a separate meeting is held for each grade, as it has been found that the best results are obtained if the number of teachers participating in the conference is limited to about twenty. The plan for either type of conference is essentially as follows:

Sessions—Two sessions are held, one in the morning and one in the afternoon. The morning session is devoted to observation of classroom instruction. The afternoon session is devoted to a roundtable discussion of the lesson observed.

Morning session—Four or five lessons are usually scheduled for observation. If the conference is organized by schools,

SUPERVISION is individual in its applicability, and hence is superior to any other agency of improvement in its potential serviceability and effectiveness, but in a real and comprehensive sense is almost or wholly lacking in many of the smaller and most nearly typical school systems of our country.—I. H. HART, director of extension, State Teachers College, Cedar Falls, Iowa.

the following lessons are usually taught:

1. A first-grade reading lesson
2. A second or third-grade language lesson
3. A fourth or fifth-grade arithmetic lesson
4. A sixth or seventh-grade content subject lesson; as, history, civics, geography, hygiene.

This list is only suggestive and the specific lessons to be taught are usually selected by the school principal and the teachers of the school visited. If the conferences are organized by grades, the demonstration lessons include practically all the subjects of the grades.

Teaching—The teaching is done by the regular classroom teacher. He is always notified in advance that he is to teach a given lesson, so that he may have time to make adequate preparation.

Observation—All observers visit the classroom together. Each teacher takes notes on what is done, writing down any questions he wishes to raise in regard to the procedure followed. Both strong and weak points of the lesson are noted. One of the teachers is usually appointed to lead the discussion for a given lesson.

Afternoon session—In the afternoon session, a roundtable discussion of the lessons observed in the morning is conducted. The discussion for a given lesson is conducted by the leader who was ap-

pointed for that purpose. All other teachers, principals, superintendents, and supervisors participate in the discussion. It is understood by all members of the conference that the discussion is to be strictly impersonal. The work done in the meeting is not to be made a subject of discussion with people outside the ranks of the profession. At the close of the discussion of each lesson, a previously named teacher summarizes the discussion on that lesson, stating: (1) what was done; (2) the weak points; (3) the strong points; (4) suggestions for improvement; and (5) suggestions for adapting the procedures to one's classroom needs. At the close of the conference, a general summary is usually made by the superintendent or state supervisor. After the meeting the general summary is mimeographed and sent to all the teachers who participated in the meeting.

The strong points of a group conference, as directed above, are:

1. The teaching is done under as nearly normal conditions as is possible when visitors are present.
2. The teaching is usually superior, thus furnishing good material for study, imitation, or discussion.
3. The teaching is done under conditions similar to those in which the observers work.
4. The group is small enough for each teacher to feel his responsibility in contributing to the discussion.
5. The discussion gives an opportunity to reach a common understanding about the outstanding points of each lesson.

Another type of conference that plays an important part in unifying the work throughout the state is the state conference for supervisors and superintendents. This conference is held annually and is attended by all supervisors and many superintendents. The purpose of the conference is to unify the work in supervision throughout the state and to decide upon objectives that are to be worked for in the future.—A. M. Hopper, state supervisor of elementary schools, Baton Rouge, Louisiana.

The Winnetka Schools

S. R. LOGAN

Assistant Superintendent of Schools, Winnetka, Illinois

THE WINNETKA school system has been called an adventure in freedom. With the naïveté of a child, this youngster has addressed itself to problems too weighty for the wise and has plunged with childlike directness into the heart and roots of things. It has pressed forward exploringly in the direction of its fancy. Its irreverent romplings in the sacred gardens of pedagogy have made some new tracks and combinations of tracks. Pedagogues from near and far step aside to see what, if anything, the strange marks spell and to note the characteristics of this extraordinarily lively infant.

Superintendent Carleton W. Washburne, who set up the system and infused into it his own boyish spirit, is tremendously driven by the ideal which possesses him. His mother, as a lieutenant of Colonel Parker, was the first editor of what is now the *Elementary School Journal* and was also closely associated with John Dewey. She wrote and lectured widely. His father a physician, Carleton's doctorate came near being in medicine instead of education. His imagination and reformer's zeal have been tempered by the study and teaching of science and by the responsibility of directing research for many years. A year's experience in a two-teacher school, and a year as teacher of an ungraded class in a California village, gave him close touch with children at the elementary level, free from the mechanics of grade organization. The fiery President Burk took him into his faculty at the San Francisco State Normal and heated him and hammered him for some years prior to his advent as superintendent of the Winnetka schools. His youthfulness, plus an unusual physical, emotional, and intellectual endowment, goes far to explain the rapidity with which his demonstration has been recognized as significant.

Winnetka is a beautiful suburb of Chicago in the woods along the North Shore. The present school enrolment is about 1800, distributed from the nursery school to the eighth grade inclusive. The junior high school consists of the seventh and eighth grades and part of the sixth.

The phrases *individual instruction*, *individual technic*, with which Winnetka is associated popularly, seem lately to be

a key to the interest of educational philosophers and practitioners everywhere and at every level. As they feel the pressure of wholesale organization in every field, people are becoming concerned to maintain themselves as persons, masters of, rather than slaves to the



A SECOND grade orchestra. These children are learning a music lesson in the best way possible—by working out their orchestra for themselves. They are developing initiative.

huge impersonal organization machines which use up and flatten out human beings. In the increasing integration and specialization what is to become of individuality?

Human beings cannot afford to be pawns of corporate power, nor can society afford to have them as such. The measure of social systems is the individual person. Regimentation and lockstep are not conducive to personal growth. Surely adequate opportunity should be provided in the school for an individual to choose his work and to do it in his own way at his own rate in voluntary cooperation with his fellows. In the making of men and women of hardihood, vision, and initiative, fit for new frontiers, method as well as content is important.

Psychological studies have shown how greatly children differ. All learning is individual and is facilitated by selfdirect-

tion. New types of men are produced by modifications in the systems in which they act and individuals working co-operatively may determine the kind of angels they and their descendants are to be and the kind of heaven or hell on earth they may have for a dwelling place. School has been faced to the future and has taken on a religious urge. If children are young gods of creation, each is infinitely precious for his own peculiar potentiality.

Religion and democracy call for a more personal type of schooling. People are at last eager to use their schools for democracy, realizing that reasoned freedom, initiative, selfcontrol, equality, and the exercise of mutual responsibility in the school are essential to abundant personal life and social progress in the larger community as well as in the school community.

A statement of faith for the Winnetka schools, in common with many others, would be in part somewhat as follows: Progressive education is scientific and appreciative rather than dogmatic and arrogant with regard to human relationships. It seeks to develop personal powers, independent thinking, a practical goodwill, and cooperative abilities. It aims to liberate rather than to indoctrinate. It endeavors to prepare for a changing order by purposeful living in an order which changes in response to human will. It is an enthusiastic expression of faith in democracy and faith in democratic methods and motives in school. It stresses the psychological rather than the logical. It seeks freedom through the discovery and use of law. Knowledge can best be attained by the pupil on his own attack. Winnetka boldly tries to act out its belief in a cooperative school society adapted to the pupil's maturity.

The personal-social side of education, which until recent years has been taken care of by home and neighborhood conditions formerly prevailing, has always been individual rather than class in type, and, by its nature, must be largely so. According to the guiding philosophy of the Winnetka system the test of a school is fourfold:

1. There is a body of common facts and skills which all should acquire certainly and

economically in preparation for adult life in modern society. A technic of selfdirected study and progression through mastery has been developed for this need.

2. Abundant, happy living in the now of childhood is an end in itself as well as perhaps the most fruitful means of preparation for further life.

3. Imagination, originality, and creativeness, resulting in uniqueness of personality, are essential to happiness, through selfexpression, and to social enrichment and progress.

4. The emotions, habits, and skills of social membership and interdependence must be intensified in school life and expanded by actual and imaginative participation into a vital program of social selfidentification and subordination; into adequate character.

The plan by which children vary freely in their rate of progress through certain subjectmatter has attracted more attention than any other feature. Children spend about half of their time in this type of work. It is the basis of promotion. In general the rest of the time is occupied by appreciative, creative, and social enterprises and activities the doing of which is its own reward. The mastery work is laid out in units called goals. Each child practises and checks his work by means of selfteaching text material until he has apparently mastered a unit. Then he takes an official test covering every point, and receives an OK in his goal book if his performance is 100 percent of the standard set. If he fails to show mastery, he practises again, guided by the results of the test, which show his weak points, and takes another form of the same test. The teacher gives oral encouragement, usually to one child at a time but not infrequently to a group who are having the same difficulties. Assignments are not

by class but are individual and in large undertakings which are broken up into units. *There are no recitations for the purpose of showing the teacher what one knows or does not know.* The tests and personal supervision take care of this need much more thoroughly and economically. There is, on the other hand, much more discussion in contemplation of action than traditional type schools afford.

It is understood between the teachers and the pupil, and by the pupil with reference to all others, that he is undertaking to educate himself, that he is responsible for his progress, and that his progress in "tool subjects" is to register as directly and obviously as it does in a game of golf. There are no "model recitations." *If there is any pursuing to be done let the child pursue the teachers and his studies rather than be pursued by them.* The ultimate object is to foster those dispositions and habits which constitute power in discovering and solving problems. The value of information and skills as ends is secondary only. The real question is, what is happening to the child, rather than the question of quantity of knowledge or status.

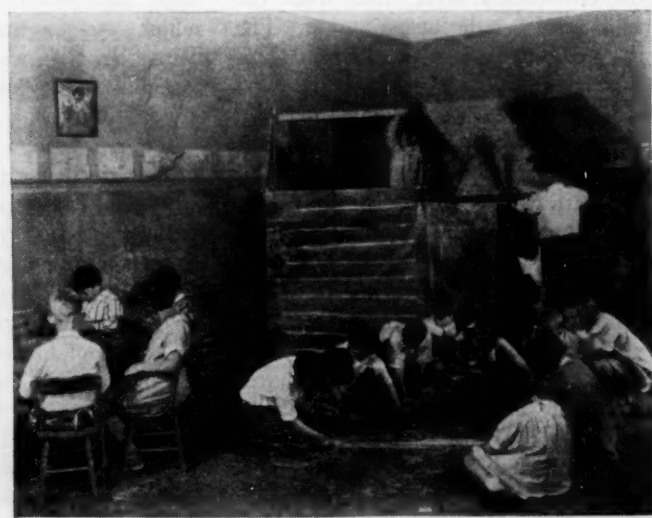
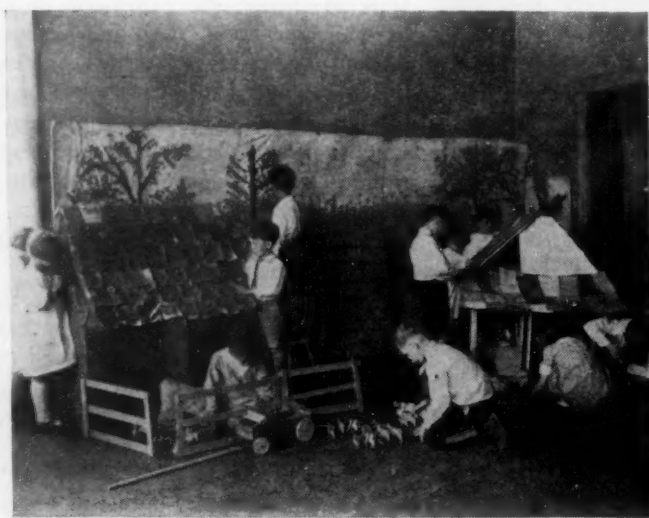
An experimental nursery school is maintained at one school. Each elementary building has kindergarten classes. Children are admitted into first grade work on the basis of the average of their mental and chronological age. There are often two or more groups per grade in each elementary building. The elementary school is not departmental.

In the junior high school there are six or seven groups, according to specific

abilities, in each grade. In no case is such classification fixed and rigid, nor does it interfere with strictly individual rates of progress for each child. In the departmental organization of the junior high school such grouping is by subject and adjustments are easily made by the pupil's adviser. Any individual's requirements in any group may be modified upon the advice of the psychologist. It must be remembered that every child is programmed as an individual, not as a member of a group. A time schedule is used in both elementary and junior high schools, but in the latter, particularly, many children are not required to adhere to it.

Promotion is continuous, although most of the changes are made yearly. Such placement is determined by social and physical characteristics and to a less extent by subject achievement and is supposed to provide the association most conducive to the given child's development. Usually an individual's work in a room or class does not range over more than one or two grades. Grade divisions in subjectmatter are still recognized but they will probably be dispensed with as soon as expediency permits. While a child's progress is entirely independent of that of the rest of the class, and there is consequently no uniformity in the class, each child, by budgeting his time, maintains an approximate evenness in his rates of progress in the various school subjects.

In the "appreciative, group, and creative activities" there is no question of promotion. The child participates and



AT THE left—working out farm ideas. These first graders are getting a practical insight into the way a farm is managed. Right—Thatching a house in connection with social studies. There is a deeper learning in these activities. Knowledge of social conditions does not soon leave these children when they have actually seen the surroundings in which people are living.

contributes in these, whatever they may be, merely as a matter of course, without thought of promotion. Each type of school work totals about half of the school day, the one kind alternating with the other by varying periods of thirty to ninety minutes.

No one is ever "failed" and "repeated." The pupil's success is assured in all subjects but his rate is commensurate with his own efforts and aptitudes. He competes with his own record only. There are no competitive marks. The wage system in school is capable of obscuring and perverting appropriate drives. *Let children think more in terms of giving and less in terms of getting.* Certainly the motive of acquisitive competition is cultivated by agencies outside of school so intensively that there is less of this left for the school to do than to undo. Teachers who cannot rely upon this cheap and often harmful incentive may hope to use worthier methods more expertly, and so lay a saner foundation of happiness and success in the lives of children, and to stimulate social improvement through mutual aid.

The chief incentives depended upon are the intrinsic interest of the job, pride of workmanship, ambition to reach a higher level of achievement in the social and creative activities, the thrill of creative participation, and in general the pleasure of meeting the approval of one's fellows.

Cramming and undue emphasis upon the acquisition of knowledge are avoided as far as possible. Knowledge is merely a tool which can gain virtue only from

the manner of the acquisition and the character of its use. The best that can be done with the three R's is to attack them with a technic which is so efficient that it saves time for more vital experience; which results in increased initiative, selfreliance, perseverance, and responsibility in the learner; which promotes a favorable set of mind toward school and learning; and which, by time economy, makes possible participation in creative and social activities which engage the emotions and build character and taste.

Usually children go into the junior high school as rapidly as they acquire suitable proficiency in the tool subjects. However, this can be delayed easily for immature children by increasing their committee and individual service to the school, by allowing them more music, art, dramatics, some seventh grade individual work, and special projects, and by making junior high-school electives available. Once in the junior high school they can be well occupied a year or so longer than the average if age, health, social maturity, grasp of subjectmatter, or other conditions seem to favor it. The twenty-four or thirty elective courses available in addition to constants, are more than even the fastest workers can do in the two years. Thus undue acceleration as well as excessive retardation is prevented. A child should never be promoted into high school as a member of a class but upon the merit of his individual case.

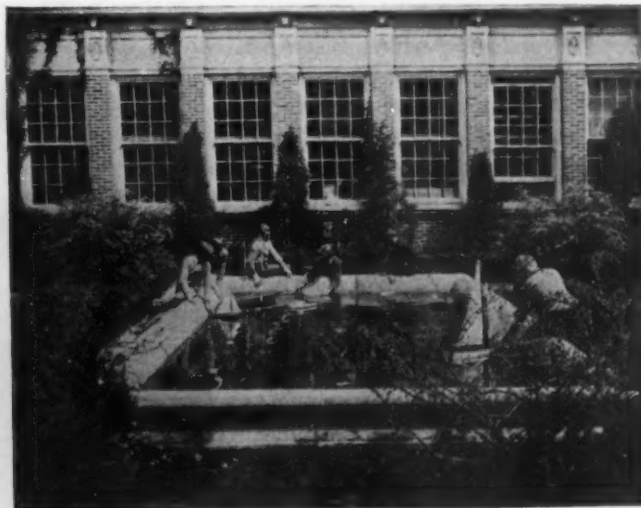
A strong sense of membership in the school and all parts of it is cultivated, but grade membership, which tends to set up

the same graduation time for all regardless of differences, is minimized.

Decisions upon policies, standards, and procedures are tentative, pending further evidence. There is a constant checkup. The research department, which employs five workers, is considered indispensable. A seminar is conducted for teachers who wish to engage in research. A class in psychology is maintained by the department of child guidance to train teachers better to understand behavior. Another class for teachers in children's dramatics is also open. Courses in educational sociology and in art are maintained. One evening monthly teachers meet to discuss current thought in politics, sociology, literature, or art. Usually the discussion centers around the talk of a guest of distinction in one of these fields. Everyone enjoys the completest freedom of opinion and speech.

Enthusiasms are appreciated but the disposition toward the scientific attitude in judging human situations is valued highly. In the schoolroom a conscious effort is made to promote the spirit of inquiry and to practise the elements of the scientific method. Determination of objectives, the placement of subjectmatter for economy of learning and retention, comparison of technics of measurement of results, impregnation of the school atmosphere with the zeal, humility, tolerance, and fearlessness of science in its best aspects—these characteristics Winnetka considers essential in progressive education.

For some time two psychologists have given full time to prevention and correc-



L EFT—Studying Greece, fifth-grade children made a play and appropriate properties. Here art and history are combined. Right—Trying out boats of their own construction. By this kind of work the children develop initiative, resourcefulness, and an appetite for achievement. As Joseph Lee says, what creative art is to the grown-up, constructive play is to the child.

tion of "problem cases." This work has just been expanded through the generous cooperation of Mr. and Mrs. Alfred Alschuler, the Rosenwald Fund, and the Illinois Institute of Juvenile Research with the Board of Education to provide a wellhoused and wellmanned experimental unit for child guidance. The wing built for this purpose will also house an experimental nursery school which has been in operation one year at another location. The development of the children of a control group not in attendance, matched in number, intelligence quotients, age, health, sex, and home conditions, is being checked as carefully as possible in comparison with the children attending the nursery school. Many other experiments have been carried out or are now in progress.

Practise of the theory that education consists primarily of richly living now is furthered by the rule that tool subjects as such must not occupy more than half the time. On the positive side this practise is reinforced by supervisors in art, manual arts, music, nature study, physical education, dramatics, and social activities. In this general field *projects, problems, socialized class meetings, dramatization, and all sorts of vitalizing activities* flourish in their own right, correlating the various departments of interest but never dragged in merely to show the need of and to stimulate interest in arithmetic, spelling, reading, writing, and the common social facts. There is no end of activity but none of it is extracurriculum.

A few words further concerning the theory underlying the socialization program. A society within society, the school needs to be looked upon as the new world in embryo. It may richly provide types of social organization which sociologists designate as primary, intermediate, and secondary. To bring about effective, responsible membership, or partnership, of every child in the infinite series of identifications which constitute expanding human life is the allinclusive job of the school. School management should use the sociological laws of expansion and limitation, and conflict and harmony, to engage children in these creative partnerships, on a high moral plane, as fully and as rapidly as possible. Such a program of social control and character development represents a revolutionary departure from the type of school where cultivation and direction of the emotions are given little systematic attention except as they relate to learning book assignments. As it is difficult to measure products in this field, technic of instruction and evaluation of

method and objectives are only conjectural.

All children and teachers participate in making and executing and revising programs of school control. This is done through individual selfgovernment, committee service for all, advisory rooms as the political unit, councils, assemblies, newspaper and magazine, principal's conferences, a "selfreliant" program and in other ways. The physical education program especially aims at socialization. Social practise is under constant analysis and is kept as much as possible on the level of sincerity and devotion. It is not do as you please. On occasion teachers exercise authority on their own initiative as well as in response to the demand of the children.

Social study is pursued as one subject with the whole community as its field and the whole school as its laboratory. At the junior high-school level it is in the nature of sociology, economics, and politics studied for light on future conduct, to promote understanding as a means for improvement of the immediate school environment, and in the organization and direction of society. History, geography, and civics are included as one unit. In the elementary grades children reproduce as graphically as possible cultures representative of various stages of social evolution. They plan and work out together all sorts of enterprises.

There are numerous excursions to observe civic, social, industrial, scientific, and fine arts institutions at work and these in turn are brought into the school through representatives. The city health officer and the city manager are, in effect, members of the instructional staff. Children participate in the work of com-

munity agencies for social amelioration. Business enterprises in the school are intended to engender professional perspective in business. There are many exploratory electives and many children's clubs. An orientation course which is required in the seventh grade includes a candid study of human reproduction and the home as a social institution. In art, dramatics, and free composition, expression and creativeness are emphasized first and accuracy follows more or less incidentally. A great deal of art, dramatics, manual construction, and oral composition is done in connection with research projects in social studies activities.

One means by which the relationship between freedom and responsibility is dramatized in the life of the junior high school is the "selfreliant program," as it is called. This is one of the "radiant points of social control." Children who achieve this status are practically free from the class schedules and may budget their time in the manner that seems to them most conducive to the welfare of themselves and the school. They expect a maximum of service and a minimum of selfishness from themselves and no privileges. The school's expectations of them are also formidable. It is looked upon not as a privileged but as a harder way of life, desirable because of its superior satisfactions.

The number in this advanced course in citizenship varies from about one fifth of the enrolment at the opening in the fall to about one half at the close in the spring. The standards are not fixed, but are constantly evolving in the tradition of the school and in the social growth of each individual person. To reach this selfreliant standing a child must have his application passed upon by his social problems class, the school council, other "selfreliant" pupils, and the faculty. Thus every child in school assumes responsibility of evaluating an applicant with reference to standards of selfreliance. Every time a person sets up standards of citizenship for another person he involuntarily enthrones an ideal for himself, and moral growth is encouraged thereby.

Truly Winnetka's motto is not *safety first*, yet, since it tries to submit long accepted practise as well as newer proposals to the test of objective evidence, it may be considered more careful than unquestioning schools. Its belief in freedom, equality, cooperation, and science is intense. Except in its fundamental philosophy, it is constantly changing. It knows the zest of adventure which comes to an institution which attempts to live its conviction.



Articulation and the Junior High School

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ARTICULATION problems will be solved when teachers and principals in all the school units catch the spirit of the junior high school."

Thus spoke the principal of an academic senior high school, who had been studying intensively the articulation problems in his local school system. When questioned as to what he meant, he explained that articulation results from the point of view which emphasizes adequate provision for the interests, needs, and capacities of boys and girls at each level of their development. And since the junior high school has set as its objectives the meeting of the needs of adolescent youth, exploration, guidance, prevocational education, and the continuation of common education beyond the elementary level, the spirit of the junior high school—if it prevailed throughout the elementary school, the senior high school, the junior college, and the university—would, according to this senior high-school principal, be a great articulating force. What he meant was that the ideal junior high school is seeing its job in terms of the needs of adolescent boys and girls, perhaps more clearly than other school units are seeing the needs of children at the particular level of development at which they have them. For articulation, in terms of education, implies such adjustments and relationships between and within school units as permit every pupil to make maximum progress at all points in his school life.

Different stages of human development call for different school units. While pupil development is continuous, successive stages of development are enough unlike, so that the needs of children at different periods of their development can best be met by school units having more or less different objectives, methods, and curriculum content. The infant has one kind of mind and needs one kind of educational treatment. The junior high-school pupil is at a wholly different stage of maturity and needs a type of treatment appropriate to his development. In like manner, the senior high-school and the college student present different needs, and hence different provisions should be made for them. The various grades at present included in the

elementary and secondary school units indicate that school systems are experimenting to discover what segments of child development can best be served through separate schools. Organization plans such as the 8-4-4, 6-6-4, 6-3-3-4, 6-4-4-2, and 4-4-4-4 all indicate that this question is far from answered.

While practice has not yet determined what a secondary school is, all of us would agree that children aged eleven to eighteen present different needs from elementary pupils or college students. And school units are effective to the degree that they recognize the needs peculiar to the particular group of pupils which they serve.

To illustrate, a junior high school is far more than the last two years ceremoniously "chopped" from the elementary school, with the first year of the high school appropriated to make a school where "Junior High School" is written above the door. The real junior high school meets the growth needs of children at a particular stage of development.

Granted that the sixteen-year span of formal education must be broken up into units, the question is how can the administration, curriculum, supervision, and teaching personnel of these various units be so related and articulated that there is no interruption to the continuity of a pupil's mental, physical, and social growth.

What is the first essential to a better working understanding between the elementary school and the junior high school, and the latter with the senior high school? According to President Elliott of Purdue University, the spirit of genuine articulation means more comprehension and less condescension. Too often the elementary school, the junior high-school, and the senior high-school faculties of local school systems are guided by different philosophies of education. They work independently of each other without unity of purpose and are ignorant of each other's aims, methods, and accomplishments. Senior high-school teachers are accused of thinking largely in terms of school subjects and college preparation, while junior high-school teachers think largely in terms of child

development. Occasionally, the one thing that all groups of teachers have in common is a feeling of superiority to the group immediately below them. The child is the one that suffers, for he is the one who progresses through the system and comes in contact with the whole process, while teachers in each unit repeat their work each year with a new class. In other words, the articulation or more complete coordination and functioning of the entire educational organization is fundamentally a human and individual enterprise.

Hence, when the approach to the problem of articulation is from the side of personal growth of individual needs and capacities of children, one is immediately faced with this question, What school organization and procedures are best calculated to secure continuity and efficiency of development? The existing system is called into question and inquiry is made as to the breaks and overlappings that make for maladjustment and inefficient expenditure of time and energy on the part of both pupil and teacher.

Twenty-two communities cooperated with the Articulation Commission of the Department of Superintendence of the National Education Association, in studying their local inarticulations, the breaks and overlappings. These are reported in the 1929 Yearbook of the Department, entitled: *The Articulation of the Units of American Education*.

The articulation problems of the junior high school in these twenty-two school systems fell into these four large groups:

1. *General problems, such as differences in basic educational philosophy.* The concept of education and its purposes held by teachers in the junior high school is often quite different from the concept held by teachers in the senior high school. How can this difficulty be met? These are suggested ways.

a. Intervisitation of teachers and principals of these two school units.

b. Transfer of teachers from one grade to another or provision for teachers to give instruction during the same year in more than one grade.

c. Formulation of clear statements of the functions of each of the school units.

d. Curriculum revision programs which result in teacher training through reading and cooperative committee service.

e. Appointment of an assistant superintendent of schools in charge of both junior and senior high schools, who seeks to coordinate the work of the two institutions.

2. *Problems of school organization—How to provide a consistent policy of organization from unit to unit.* To illustrate, if homogeneous grouping exists in the junior high school, it forces the issue in the senior high school, despite the difficulties of schedule-making and divergent elective courses offered.

3. *Problems of school administration and supervision.* These include such problems as: (a) Bases of promotion from one secondary school unit to another, (b) cumulative pupil record card which follows the student from one school to another, and (c) systematic ways and means of bridging the gap from the junior to the senior high school.

To be more specific, these systematic plans to assist pupils in making this adjustment and securing their immediate participation in the life of the senior high school often include: Distribution of pamphlets to prospective pupils describing the opportunities offered in the senior high school; systematic study in guidance or homeroom periods in the junior high school of the pamphlet dealing with the senior high school and its program of studies; the senior high-school principal or counselor visits the junior high schools and explains to the pupils who are about to graduate the various courses offered in the senior high school; arrangements are made for junior high-school pupils to visit the senior high school previous to their enrolment; great care is taken in the registration and programming of pupils, and each pupil is assigned to a homeroom teacher or especially qualified faculty adviser who is freed from certain teaching and administrative duties so that he has time to give to student personnel problems.

At the transition from the elementary school to the junior high school, care should be taken to prevent these articulation problems from becoming serious:

Too sudden transition from one to many teachers—pupils must be taught how to study in the new situation

Too sudden offering of many auxiliary activities

Too sudden transition in disciplinary situation to greater freedom and selfdirection.

4. *Problems of the curriculum and instruction.* Where parallel curriculums

are offered, pupils are faced with the problem of selecting a particular curriculum such as: College preparatory, commercial, or industrial arts. Even when a core curriculum with variables is offered, there is need for careful selection of electives.

In both instances, there should be cooperation between the pupil, his parents, and the school counselor, resulting in the guidance of the pupil in his selection of curriculum or course.

The importance of the counseling program in the achievement of better articulation cannot be overestimated. Throughout the pupil's entire school career, the counseling program provides someone personally interested in helping him to make his school life profitable and happy. The counselor is one primarily responsible for seeing that all agencies in the school focus on the satisfactory development of each child.

Other procedures suggested for securing a greater smoothness of transition from junior to senior high school are these: Introduction into the last year of the junior high school of some of the newer techniques and processes of the senior high school; and the continuation in the senior high school of some of the methods and conventions in use in the junior high school. This would include the introduction of more lengthy reference reading in ninth-grade history, more home study in grades eight and nine, and more guided study periods in grade ten.

The lack of articulation between the work of various subject teachers in the junior as well as in the senior high school is well illustrated by the answer of a precocious ten year old child who had been in the junior high school a month. When asked how she liked the junior high school she said: "It would be great if only each one of my seven teachers didn't think she was the whole show and ought to have my entire attention. I wish my history teacher knew how long my algebra assignments are; that both my history and algebra teachers knew what my English lesson is about; and that my art teacher knew not only about my history, algebra, and English, but also about my science, music, and physical education. I like them all, but it's hard when not one of them knows what the others are doing to me."

Departmentalization must not mean a subdivision of labor such as prevails in a Ford factory. Integrated personalities are not developed by such methods.

Each of the twenty-two school systems cooperating with the Articulation Commission in an intensive study of their local articulation problems listed these as major articulation problems having to do with the curriculum:

a. College entrance requirements are now stated almost entirely in terms of subject-matter requirements.

These requirements make it difficult to bring about some of the curriculum rearrangements that are needed to effect better articulation between junior and senior high school or to work out a senior high-school curriculum suited to individual pupil and community needs.

b. Often there is lack of articulation of subjectmatter in a particular field; this may result in an inordinate amount of repetition or an omission of truly important material.

To illustrate, hygiene is often taught more or less informally, throughout the grades in the elementary school and in part in the high school. It is often taught by the regular classroom teacher and in part in the physical education classes; as a result, there is opportunity for duplication and omission.

c. Curriculum content is not sufficiently differentiated to care for pupils of different levels of ability.

d. There is lack of correlation between different subjects.

e. Scientific data which would aid in deciding on the grade placement of curriculum materials.

Among the suggestions made for the amelioration of these problems are:

Courses of study for consecutive school units should be developed by committees representing each of such units. Where several individuals or groups are responsible for a particular program, each one's responsibility should be carefully outlined.

Studies should be made to determine the activities in which pupils of different levels of ability succeed or fail, and of the characteristic learning differences of dull and bright pupils.

Many of the old subjectmatter divisions should be broken down and the materials regrouped into larger fields. Furthermore, course-of-study outlines should show all teachers in a school what is being taught in the different departments and offer suggestions for the correlation of subjectmatter.

Most important of all, teachers must constantly remember that in order to articulate successive phases of subjectmatter with one another, there must be an articulation of the curriculum with the broadening range of experiences had at home, in the neighborhood, and in the community.

In the last analysis, articulation, like democracy, may be defined as an attitude of mind. Articulation of school units is secured only as at each stage of the school system pupils' activities are directed in reference to a continuing wholeness of growth.

Breadwinning and Soulsaving

LAWRENCE PEARSALL JACKS

OF ALL the influences that make the men and women of today what they are, for good or for evil, the chief is unquestionably to be found in the nature of the manifold occupations by which they earn their living. And this holds true not only when we are thinking of men and women one by one, but of nations, of societies, of civilizations, of historical epochs in their collective and continuous character. It is as true of every modern civilization as of any individual who lives under it, that its character as a high civilization or a low is mainly determined by its *occupation*—that is, by the kind of work which sustains it as a going concern from day to day.

This work, of course, goes on in thousands of more or less specialized forms, from the coalheaver to the artist, from the slaughterman in the stockyards of Chicago to the President of the United States, from the lowest level of unskilled repetition work to the highest level of delicate, exacting, responsible, and beautiful art. But in spite of its immense variety of specialized forms the work by which a society or a civilization earns its living has still a unitary character. That unitary character has received a name. We call it "industry" of which all the special occupations are integral and more or less necessary parts; and we mark our sense of its unitary character by speaking of "industrial civilization."

This "industry," made up of uncounted thousands of specialized but interrelated activities, is the unitary occupation by which our civilization as a whole "earns its living," sustains itself as a going concern from day to day, just in the same sense that one individual earns his living by killing pigs and another earns his by producing works of art. When we call our civilization "industrial" we

mean precisely that. We mean that "industry," mechanized for the most part, as it happens to be, commercialized almost entirely, infinitely complicated and yet forming a unitary system—for we speak of the "industrial system"—is the vocation, occupation, employment by

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which the world of our day has to earn its living as a world, by which the age in which we live has to carry itself on into the future. And as pigkilling is the major influence which makes the pigkiller what he is for good or ill, and art work the major influence which acts in the same way on the artist, so too the essential qualities of our civilization, good or evil, will be found to have a distinct dependence on the essential qualities of the universal "industry" which supports it and carries it on. If that industry is mechanized or commercialized, corresponding qualities may be looked for in the whole life of the age, not excluding its culture and its religion; if, on the other hand, it is animated by the ideal of excellence the same ideal will extend its influence and leave its stamp on human activity and human character in general.

This, I say, is the major influence. But of course there are many others, and some of them of great importance. The occupations of leisure after our living has been earned have to be considered as well as the occupations of labor by which we earn it. It has been truly said that the acid test of a civilization lies in the use that is made of leisure. But it will always be found that the nature of leisure occupation is very largely determined, both for individuals and for civilizations, by the nature of labor occupation; what they do with themselves when they are "off" duty by what they did with themselves when they were "on"; the way they amuse themselves in the enjoyment of their "living" by the way they exert themselves in earning it; the way they rest by the way they work, for there are many ways of "resting." The pigkiller and the artist do not spend their leisure in the same way, and I will venture to add that the attempt to make the pigkiller spend his leisure as the artist spends his is quite futile; after killing pigs all day he is in no mood for sitting down to admire a sunset or read the poems of Shelley, but is more likely to "pursue the infinite" by getting drunk, or to knife his neighbor in a brawl. The amusements of New York are not those of ancient Athens and the amusements of England are widely different from what they were before the Industrial Revolution—in some respects less brutal, in others far sillier. What makes our leisure occupations a good test of our civilization is the reflection they afford of our labor occupations, what men do with themselves at the leisure end of life being all of a piece with what they do at the labor end. There is an unbroken continuity between the two; so that if we find a society which plays the fool at the leisure end we may confidently infer that the "industry" by

WE HUMAN beings are apt to think our race the only object in creation that really matters. We have developed a kind of class consciousness in presence of the universe. The human race is all-important in its own eyes: nature is there to be ruled by us; her forces were meant to turn our wheels; her materials to be exploited for our enrichment; her laws to provide for our comfort, and the very stars in their courses must be yoked to our wagons. We have still to learn that the human race is tolerated in the universe only on strict condition of good behavior. If we neglect our citizenship there, or think that we can play fast and loose with the laws that are written there, laws that were not voted into existence by us, those other citizenships will come to grief. This human class consciousness in presence of the rest of the universe is not a good thing. It is a dangerous thing. Unless we bear that in mind our study of the rights and duties of the citizen is not worthwhile.—From *Constructive Citizenship*, by Lawrence Pearsall Jacks

which it earns its living at the labor end has some quality to account for that foolishness and to correspond with it. A society which plays the man in labor does not play the fool in leisure, nor *vice versa*.

Among the influences that form a people for good or evil, in addition to the major influence of their daily work, we come next to education—my central theme. This unquestionably is a potent factor, and yet not so potent as to be able to do its work and achieve its end when the major influences of industry are working against it. If the labor by which a man (or a civilization) earns his living is of such a nature that it devitalizes his intelligence or demoralizes his character, it will be more than education can do to vitalize the one or to moralize the other. If industry kills, education cannot make alive. The same holds true of religion, and of "culture" in any sense of the term. To produce good results, either in the field of intelligence or the field of character (though the two fields are not separate) industry and education must work in harmony. Whenever they work as antagonists the fortunes of civilization, material and spiritual (which again are not separate) are in jeopardy. A type of education which seeks merely, no matter with how lofty an aim, to *undo* the effects of industry on the mind and character of a people will ultimately suffer defeat, for the forces of industry are mightier than it; at most it will succeed in unfitting people for their daily work while not fitting them for anything else—a charge often brought against existing methods of education, and not without reason.

Nor will education succeed much better if what it has to offer is only a supplement or "beneficent extra," a new and foreign thing, introduced by way of satisfying a man (or a civilization) who earns his living by an occupation which gives his manhood no satisfaction; for the effect, in that case, will again be to set him

against his daily work, thereby reducing his efficiency as an earner of "his living" and so killing the goose that lays the golden egg; for a man's "living" (or a civilization's) is after all his *life* and unless the "living" be a live reality there is nothing for education to operate upon.

Here we light on a principle of supreme importance to the social thinker, though I rarely see it alluded to. *The real value to a man of the "living" that he earns reflects the real value of the work or vocation by which he earns it.* A "living" that will satisfy his nature as a man cannot be earned by a vocation or work which leaves his nature as a man poverty stricken, stunted, or starved. If his work or vocation is neither personally enjoyable to himself nor socially valuable to his fellows the "living" earned by it will correspond. The amusements of his leisure will then reflect the inanity, the devitalization, the aimlessness, the unskilled monotony of his labor; his sins, as well as his virtues, will be monotonous, to say nothing of the obvious fact that his "living," which is only another name for his *life*, is already considerably consumed in the dull hours or meaningless years devoted to earning it. *Per contra*, the worker who enjoys his work, ploughman or Pope, gets a good "living" in the actual process of doing that work, and having played the man on that field is less likely than his unfortunate neighbor, described above, to play the fool when he knocks off. We make a mistake in setting up a sharp division between the work which earns our "living" and the "living" that is earned. We are living all the time we are earning, and if we want to live well or happily must live well or happily *then*. And it is equally true that we are earning all the time we are living—though it be only the devil's wages of boredom and disillusion. Earning and living are not two separate departments or operations in life. They are

two names for a continuous process looked at from opposite ends.

In the last remark I have been speaking of the individual worker as he follows his special vocation, whatever it may be, in the vast complex of modern civilization. But our vision of these things must not be limited to individual workers considered one by one. Whatever truth there may be in this way of looking at things when applied to the individual worker we must now apply to industrial civilization as a whole. We must broaden our horizon and broaden it vastly. We must recall the conception with which this article opened, and remind ourselves of what we mean by giving the name "industrial" to the civilization under which we live. We mean that our civilization, considered as a whole, is not merely industrial but industrious, for industrial surely has no meaning unless industrious be part of it. We mean that civilization, considered as a whole, has a summary "business" or vocation, to which its total industry is devoted and that this "business" or vocation is nothing else than that of earning its living, of keeping itself going as a civilized and civilizing concern from day to day. This universe has no place for civilizations that refuse to earn their living or become incapable of it; its laws do not permit them to continue. The shores of history are strewn with the wreckage of civilizations which have forgotten this and given themselves up to playing the fool. Breadwinning still remains the fundamental and allinclusive "employment" of society; the indispensable basis and support of all its other activities; so that, if civilization were ever to pray as a single unit, its first prayer, addressed to the soul of the universe, would always be "give us this day our daily bread."

If the reader at this point should charge me with "gross materialism" and remind me that civilization needs food

CONSTRUCTIVE citizenship has no panacea for the ills of society, which society must either take or perish for not taking. It has no summary formula for mending the world. World-mending is not the vocation of constructive citizenship. It aims rather to make than to mend, and to cure by vitalizing. It is a diligent searcher-out of the vital spots in society, of the spots where healthy life is seen to be stirring. All its hopes are centered there, all its efforts directed to strengthening the life that is there stirring. It does not ask for the rapid and simultaneous conversion of the world to any social theory, knowing that until the general vitality is greatly increased there will be no effective agreement about anything that really matters. It has little use for oratory as a means of reforming the world, but much use for skill, science, high character, and silent heroism. Its efforts are not spectacular, nor its hopes extravagant. It is content to assume that a moderate degree of happiness is the utmost the human race can ever attain to, believing the human enterprise on this planet to be still worthwhile even when not exuberantly happy. On the question as to whether society is radically diseased, constructive citizenship holds its peace, but points to the reassuring fact that society is alive after many thousand years of troubled existence. The philosophy of it may be summed into this: "Let us make the best of things as they are."—From *Constructive Citizenship*, by Lawrence Pearsall Jacks.

for its soul as well as for its body, I have my answer. *The quality of the spiritual food that mankind gets for its soul is strictly dependent on the way it goes about the business of earning the daily bread that feeds its body.* If the bread-winning part of its business contributes nothing to its spiritual nourishment, the soul of civilization will die of famine, all social reforms, political philosophies, and religious revivals notwithstanding, while the drugs, stimulants, and appetizers made use of to keep it alive will only hasten the process of spiritual decay. In this article I am pleading for the continuity of things. Breadwinning and soul-saving are not two independent operations—most assuredly not when the soul of a civilization is in question. They form a single and continuous operation, called material if we look at it from one end, spiritual if we look at it from the other. *A civilization saves its soul by the way it wins its daily bread.* And I have no hesitation in saying that the chief reason why the various soulsaving enterprises now in being are yielding such meager results lies in the general overlooking of this elementary and everlasting truth.

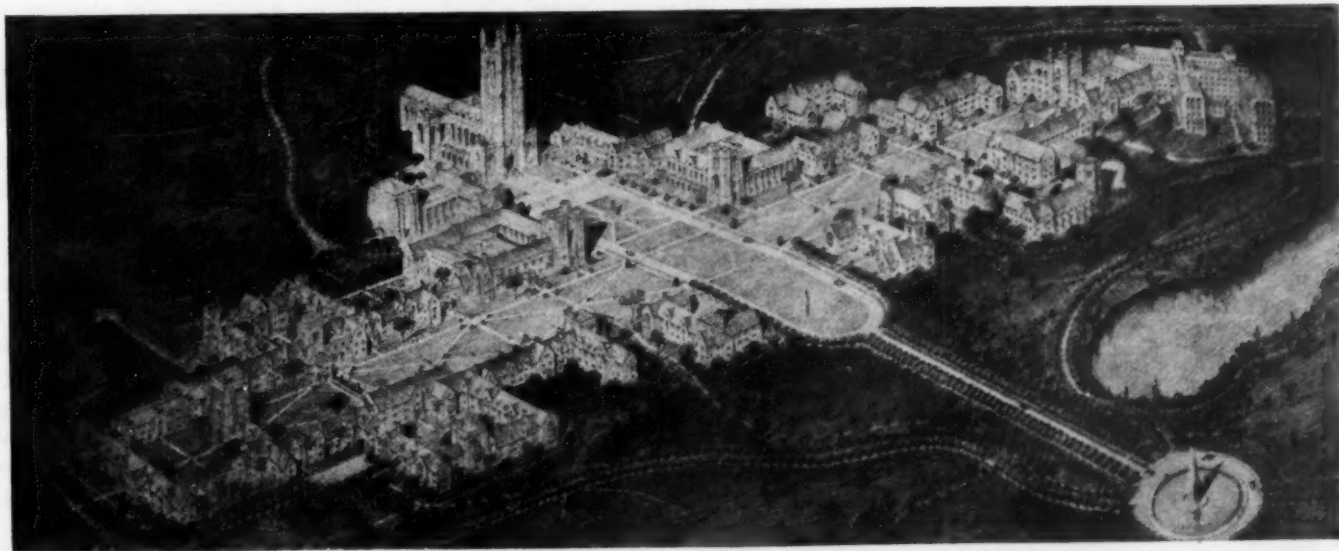
The conception of soulsaving as supplementary to breadwinning, of the spiritual as opposed to the material, and the consequent divorce of the two in practise, have done great damage to our civilization. They have devitalized the spiritual by cutting it off from its root in daily work. They have devitalized the material for the inverse reason—just as

a tree becomes devitalized if you cut the branches off when the sap is flowing; the roots beginning to rot, the bark getting covered with fungus and becoming a home for parasites. Once let your soul-saving get separated from your breadwinning and the certain effect will be that the souls saved at the one end will be few in number and liable to relapse, while the bread won at the other will be unwholesome, adulterated, and sometimes poisonous. The quantity of it may be enormous, but the quality of it will be inferior and the use of it will be reckless and stupid. It will run more and more into the form of dainties, luxuries, confectioneries, things that tickle the appetite and minister to the mean game of playing the fool, the spiced and sweetened "candy" of life.

The reader will perceive that the "candy" I am speaking of, like the "bread" to which it stands in contrast, is not confined to the article which commonly bears that name. It is a thing of endless variety and appeals to that endless variety of appetites which are not content with daily bread unless they get it spiced, sugared, and otherwise doctored to meet the wants of a jaded palate and a feeble digestion. Taking the word in that comprehensive way is there not a real danger that industrial civilization may gradually degenerate into a vast enterprise for the mass production of this "candy," a real danger that "candy" may become our god? Take a walk down one of the shopping streets of a great city and

inspect the articles in the shop windows; or, better still, take a glance at the list of industrial securities dealt in on the stock exchange and observe the prices of the "candy" stocks as compared with the others. You will note, for example, that wheat is "down" but cigarettes are "up"; cotton is "down" but artificial silk is "up"; coal, iron, and steel are "down" but cinemas, gramophones, and patent medicines are "up." So at least my London broker tells me. I hear also that the trade in birth control appliances is doing very well. While this industry flourishes, and needs no subsidies from the government to keep it going many farmers find themselves unable to meet their creditors and are clamoring for state aid. That also is a sign of the times and it would be interesting to know what our posterity—if it leaves us many—will think about it.

By these considerations we are reminded once more of a profound but easily forgotten commonplace—the interconnectedness of everything in the world. The work and play of our civilization, its labor and leisure, its breadwinning and soulsaving, the industry which earns its "living" and the "living" which is so earned are interconnected. Each reflects the other and reacts upon it. Each is strengthened by the other's strength and weakened by its weakness, vitalized by its health or devitalized by its diseases, so that whatever virtue or vice is found in the one a corresponding virtue or vice is sure to appear in the other. If civiliza-



THIS drawing shows the architect's plan for Duke University which is now under construction at Durham, North Carolina. The buildings are of a beautiful Neo-Gothic design attractively located in a wooded area whose natural beauties have been preserved.

tion plays the fool or the knave at the leisure end of its life, it will inevitably play the fool or the knave to a corresponding extent at the labor end, the "business" end. If "candy" is what it demands for the enjoyment of its leisure, the production of "candy," the "spiritual value" of which is precisely on a level with the consumption of it, will be a chief occupation of its labor. If the road that it travels on week days leads to the bottomless pit the road that it travels on Sundays will not take it very far in the opposite direction and may even turn out to be the week-day road differently named. If the vocations men follow devitalize or demoralize their humanity the schools and colleges that train them for those vocations are only doing the devil's work—a point which some advocates of vocational training seem to have overlooked. *Per contra*, every stroke of good work that enters into the universal breadwinning, every moment devoted there to the pursuit of excellence has its fruit and counterpart in some excellent

quality of human life and forms a contribution to saving the soul of civilization. To see our civilization thus, as saving its soul (or otherwise) by the quality of the work which furnishes its daily bread, is to see our civilization "steadily and see it whole."

A type of education based on this vision of *continuity* is, obviously, the outstanding need of our times. Its outlook will be lifelong. It will look upon the industry of civilization as the great "continuation school" for intelligence and for character, and its object will be, not merely to fit men and women for the specialized vocations they are to follow, but also to animate the vocations themselves with ideals of excellence appropriate to each. At the risk of seeming fantastic I will venture to say that the final objective of the New Education is the gradual transformation of the industry of the world into the university of the world; in other words, the gradual bringing about of a state of things in which "breadwinning" and "soulsaving" instead of being, as

now, disconnected and often opposed operations, shall become a single and continuous operation.

Under such a conception education ceases to be a departmental activity, either in the sense of being limited to a few years of early life or in the sense of being carried on by a special class in the community. It becomes a social enterprise of the first magnitude covering the life of the citizen from birth to death and demanding the mobilization of all the higher forces of society, of the key men of every city, of the "vote and influence" of every citizen. We are concerned here with something greater than vocational education. We are concerned with an enterprise whose final object, fantastic as it may seem at the moment, is to *make vocations educational*.

That the difficulties are enormous needs no saying. But the fate of industrial civilization depends on our having the courage to attack them and the vision that sees beyond them.

A Philosophy of Work

KAHLIL GIBRAN

IN HIS book *The Prophet* Kahlil Gibran pictures Almustafa, the prophet, as leaving the city to return to the isle of his birth, after twelve years among the people. As he prepares to return to the ship which will bear him away his associates gather around him to ask questions about the deeper things of life.

A ploughman said, Speak to us of Work. And he answered, saying: You work that you may keep pace with the earth and the soul of the earth. For to be idle is to become a stranger unto the seasons, and to step out of life's procession, that marches in majesty and proud submission towards the infinite.

When you work you are a flute through whose heart the whispering of the hours turns to music. Which of you would be a reed, dumb and silent, when all else sings together in unison?

Always you have been told that work is a curse and labor a misfortune. But I say to you that when you work you fulfill a part of earth's furthest dream, assigned to you when that dream was born. And in keeping yourself with labor you are in truth loving life. And to love life through labor is to be intimate with life's inmost secret.

But if you in your pain call birth an

affliction and the support of the flesh a curse written upon your brow, then I answer that naught but the sweat of your brow shall wash away that which is written.

You have been told also that life is darkness, and in your weariness you echo what was said by the weary. And I say that life is indeed darkness save when there is urge. And all urge is blind save when there is knowledge. And all knowledge is vain save when there is work. And all work is empty save when there is love. And when you work with love you bind yourself to yourself, and to one another, and to God.

And what is it to work with love? It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth. It is to build a house with affection, even as if your beloved were to dwell in that house. It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit. It is to charge all things you fashion with a breath of your own spirit. And to know that all the blessed dead are standing about you and watching.

Often have I heard you say, as if

speaking in sleep, "He who works in marble, and finds the shape of his own soul in the stone, is nobler than he who ploughs the soil. And he who seizes the rainbow to lay it on a cloth in the likeness of man, is more than he who makes the sandals for our feet." But I say, not in sleep but in the overwakefulness of noontide, that the wind speaks not more sweetly to the giant oaks than to the least of all the blades of grass; and he alone is great who turns the voice of the wind into a song made sweeter by his own loving.

Work is love made visible. And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy. For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger. And if you grudge the crushing of the grapes, your grudge distills a poison in the wine. And if you sing though as angels, and love not the singing, you muffle man's ears to the voices of the day and the voices of the night.—Used by courteous permission of the publishers of *The Prophet*, Alfred A. Knopf.

The Commonwealth Teacher-Training Study

EVERY teacher knows that a day's work in teaching covers about everything in human living, but just how many different activities teachers actually carry on and how many "traits" they need to possess for successful teaching has seldom if ever been as convincingly shown as in the study just published by W. W. Charters and Douglas Waples for the Commonwealth Fund. This is essentially a "functional study," in that it tries to find out what the professional practitioner does under modern conditions of practise as a basis for a training program.

A "*Thousand and One Things*"—The master-list of the activities of teachers in public schools from primary grades through senior high schools, as compiled for this study, totals almost exactly the proverbial "thousand and one things." It takes a hundred seventy large pages to print the list, and another score or more of pages in small type to give, without comment, the "teachers' traits and trait-actions" found necessary in this three-year investigation of what constitutes teaching.

The activities include everything from "teaching subjectmatter" to "managing funds for school supplies" and "maintaining cordial relations with members of the community." How detailed the listing is may be seen by taking any one of the hundreds of items at random. Under *Taking account of pupils' interests, abilities and needs* (Item 30), for example:

Basing work of course on common experience, on community practises (production, marketing) on current problems (as revealed in readings and discussions with parents and

in class) on seasonal sequence, selecting material interesting to pupils coming within the pupils' experience and understanding; selecting illustrative, thought-stimulating material leading to new activities; recognizing individual abilities and interests; adapting fixed courses of study to individual differences (differences in ability, experience, environment, race).

Even more detailed is the description under item 78 (*Diagnosing pupils' difficulties*), which includes everything from determining and analyzing the difficulties, giving diagnostic tests and measuring individual progress, to "discussing results of tests with pupils" and "avoiding premature judgments of pupils' abilities." Experienced teachers will not be surprised to learn that it takes two full pages of type to list the activities involved in recording and reporting attendance; that marks and promotions claim another series of whole pages; that "enforcing instruction to pupils" and "inspecting and evaluating pupils' behavior" imply literally hundreds of separate activities, all of which the report sets forth patiently. The clubs one belongs to; the professional organizations teachers need to keep in touch with, from the National Education Association and the state associations down; teacher participation in outside activities of one sort or another—these are all scheduled. Item 969 in this comprehensive inventory throws light on the kind of work teachers do to supplement their salaries—from picking fruit and painting china to refereeing baseball games and singing in church choirs.

Adaptability and other traits—"Adaptability" emerges as the "trait" of first importance in rural schools and of high

rank in all other types of educational institutions, when one examines the twenty-five major traits that are suggested as the essential survivals of the eighty-three groups, involving hundreds of separate "traits" and "trait-actions" revealed in the study. "Breadth of interest" ranks first in the senior high schools as a desirable trait; "good judgment" was considered of highest importance for junior high-school teaching. "Considerateness" was at the top of the list for primary grades and intermediate alike, but ranked very low in the senior high school. The other traits were: Attractiveness; carefulness; cooperation; dependability; enthusiasm; fluency; forcefulness; health; honesty; industry; leadership; magnetism; neatness; openmindedness; originality; progressiveness (ambition); promptness; refinement; scholarship; self-control; thrift. "Fluency" and "thrift" were rated as lowest in importance for all types of schools.

New and old in teaching—Lest what teachers conventionally do should be taken for what they ought to do, the authors took pains to add to the activities performed by teachers of typical public schools "those performed by teachers of experimental schools and still other activities which progressive educational thinkers believe should be performed." One finds listed, therefore, both in traits and activities, the new and the old in education.

A book review by W. Carson Ryan, Jr., based on *The Commonwealth Teacher-Training Study* by W. W. Charters and Douglas Waples. University of Chicago Press, Chicago, 1929. 666p.



TWO types of school libraries. Left, the mysteries of the big dictionary are being explained to two fourth-grade children of Los Angeles. Right, a book truck from the county library brings books to the rural schools of Hennepin County, Minnesota.

Recent Verse for Children

THESE selections of new poetry have been made for THE JOURNAL by Miriam Blanton Huber who selected the page on *Recent Verse for Children* in THE JOURNAL for March, 1928. Dr. Huber is author of *Children's Interests in Poetry* and editor of *The Poetry Book*. The books from which these poems are taken are covered by copyright and special acknowledgment and thanks are due the authors and publishers as shown by note in connection with each poem.

The essential point in creative writing either for children or by children is that it shall express the child's experience and understanding. The number of teachers who can successfully cultivate the creative gifts of children is increasing. There is no better way to cultivate these gifts than to surround the children with an atmosphere of beautiful verse which they will love to memorize and recite.

The Bird's Nest

John Drinkwater

I know a place, in the ivy on a tree,
Where a bird's nest is, and the eggs
are three,
And the bird is brown, and the eggs
are blue,
And the twigs are old, but the moss
is new,
And I go quite near, though I think
I should have heard
The sound of me watching, if
I had been a bird.

[From *All About Me*, by John Drinkwater.
Copyright, 1928, Houghton Mifflin Company.]

Cat

Mary Britton Miller

The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws.

Then she gets up
And stands on four
Long stiff legs
And yawns some more.

She shows her sharp teeth,
She stretches her lip,
Her slice of a tongue
Turns up at the tip.

Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

She lets herself down
With particular care,
And pads away
With her tail in the air.

[From *Menagerie*, by Mary Britton Miller.
Copyright, 1928, The Macmillan Company.]

The Sky

Elizabeth Madox Roberts

I saw a shadow on the ground
And heard a blue jay going by;
A shadow went across the ground,
And I looked up and saw the sky.

It hung on the poplar tree,
But while I looked it did not stay;
It gave a tiny sort of jerk
And moved a little bit away.

And farther on and farther on
It moved and never seemed to stop.
I think it must be tied with chains
And something pulls it from the top.

It never has come down again,
And every time I look to see,
The sky is always slipping back
And getting far away from me.

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

Furry Bear

A. A. Milne

If I were a bear, and a big bear too,
I shouldn't much care if it froze or snow;
I shouldn't much mind if it snowed or friz—
I'd be all fur-lined with a coat like his!

For I'd have fur boots and a brown fur wrap,
And brown fur knickers and a big fur cap.
I'd have a fur muffle-ruff to cover my jaws,
And brown fur mittens on my big brown paws.
With a big brown furry-down up to my head,
I'd sleep all winter in a big fur bed.

[From *Now We Are Six*, by A. A. Milne.
Copyright, 1927, E. P. Dutton and Company.]

Mouse

Hilda Conklin

Little mouse in gray velvet,
Have you had a cheese-breakfast?
There are no crumbs on your coat.
Did you use a napkin?
I wonder what you had to eat,
And who dresses you in gray velvet.

[From *Silverhorn*, by Hilda Conklin. Copyright, 1924, Frederick A. Stokes Company.]

Some One

Walter de la Mare

Some one came knocking
At my wee, small door;
Some one came knocking,
I'm sure—sure—sure.

I listened, I opened,
I looked to left and right,
But naught there was a-stirring
In the still, dark night.

Only the busy beetle
Tap-tapping in the wall,
Only from the forest
The screech-owl's call.

Only the cricket whistling
While the dewdrops fall,
So I know not who came knocking,
At all, at all, at all.

[From *Down-Adown-Derry*, by Walter de la Mare. Copyright, 1922, Henry Holt and Company.]

How Old is an Elf?

Rachel Field

When an Elf is as old as a year and a minute
He can wear a cap with a feather in it.

By the time that he is two times two
He has a buckle for either shoe.

At twenty he is fine as a fiddle,
With a little brown belt to go round his middle.

When he's lived for fifty years or so,
His coat may have buttons all in a row.

If past three score and ten he's grown,
Two pockets he has for his very own.

At eighty-two or three years old
They bulge and jingle with bits of gold.

But when he's a hundred and a day
He gets a little pipe to play!

[From *Eliza and the Elves*, by Rachel Field.
Copyright, 1926, The Macmillan Company.]

Primer Lesson

Carl Sandburg

Look out how you use proud words;
When you let proud words go, it is not easy to
call them back.
They wear long boots, hard boots; they walk off
proud; they can't hear you calling—
Look out how you use proud words.

[From *Slabs of the Sunburnt West*, by Carl Sandburg. Copyright, 1922, Harcourt, Brace and Company.]

The Ticket Agent

Edmund Leamy

Like any merchant in a store,
Who sells things by the pound or score,

He deals, with scarce perfunctory glance,
Small pass-keys to the world's Romance.

He takes dull money, turns and hands
The roadways to far distant lands.

Bright shining rail and fenceless sea
Are partners to his wizardry.

He calls off names as if they were
Just names to cause no heart to stir.

For, listening, you'll hear him say
". . . and then to Aden and Bombay . . ."

Or ". . . 'Frisco first and then to Nome,
Across the Rocky Mountains—Home . . ."

And never catch of voice to tell
He knows the lure or feels the spell.

Like any salesman in a store,
He sells but tickets—nothing more.

And casual as any clerk
He deals in dreams, and calls it—work!

[From *Harper's Magazine*, Jan., 1913. Copyright by Edmund Leamy and *Harper's Magazine*.]

The Changing School

J. MILNOR DOREY

Executive Secretary, The Progressive Education Association, Washington, D. C.

MANY public school educators resent the term "progressive" as appropriated by the sponsors of a movement which is affecting educational thought here and abroad. They contend, and rightly, that all education is progressing, because life is progressing, and object to the implication that schools can be non-progressive. But, pinned down to definitions, they refer to their increased budget, the number of new buildings, schools with gymnasiums and auditoriums, increased library facilities, swimming pools, vocational courses, and the like, and contend that they are progressive.

So they are. But the Progressive Education movement is talking about entirely different things. Its use of the term "progressive" is psychological, a new approach to the problem of child development, not to be defined in terms of costs, equipment, and areas of school property. It is defined in terms of opportunities for individual development; the elimination of fear; the consciousness of the teacher as a helper, not a taskmaster; and a school atmosphere of happy, motivated work, characterized by wholesale relationships and attractive surroundings. Such a school or school system is easily recognized, just as the absence of these factors is easily detected. It is in these terms that the Progressive Education movement speaks.

Even so, the public school official contends that he is in thorough sympathy with these ideals, and is practising them to the extent that the problems of mass education, and his constituency, will allow. But again pinned down, we find him holding on to certain fetishes which he believes the "progressive" teacher ignores. The "progressive" teacher is not so far apart from him as he thinks. He is quite willing to accept all of the fetishes, but he elects to redefine and reapply them.

Out of this misconception has grown a serious misunderstanding. It has led many educators and laymen to attack the Progressive Education movement on the grounds of inefficiency, futility, and parochialism. They argue that the progressive school encourages license, a "soft" education, inadequate "preparation for

life," and the exploitation of a type of administration which is operative only in small, endowed, and select schools. Nothing could be farther from the truth. Let us look at some of these fetishes.

1. "Education should be made hard." Nobody disagrees with that. But does that mean an educational system based on Mr. Dooley's philosophy that "It makes no difference what you teach a boy, so long as he doesn't like it"? Or, is Dr. Kilpatrick correct when he states that "Learning progresses most rapidly when the results of the effort of learning are satisfying to the learner; and also that satisfaction in learning is the result of interest in the thing being learned"? When pupils are inspired with self-respect, belief in their own powers, are allowed to motivate their interests, and permitted to have pride in self-directed achievements, they will attack their school tasks with zest and far greater efficiency.

2. "Children should be disciplined." Surely. This is an adultmade world. The "lessons of life" must be learned. But what is "discipline"? It certainly is not defined by merely "keeping order" in the school, nor by compelling all the children to act in the same way under all circumstances. Such a condition makes an easier school atmosphere for the time-serving teacher. But the "progressive" teacher is not a time-server. He has the hardest educational problem in the entire range of instruction. His job is to develop right habits of thought.

The emphasis laid on "freedom" by the progressive school has led to another wild mischaracterization. In the progressive school, it is said, "Children are allowed to do what they please." Another false notion, not true of the sound progressive school. What is freedom? "Freedom is a condition necessary for such prosecution of the enterprise as best fosters good learning conditions." For all of us, every act of thought is an exercise of freedom of choice, a decision of the mind. It is by this exercise that we grow. Does the adult still say he wants to do all the thinking for youth? Has he assumed that he has made a perfect world and that nothing more should be done about it? A student recently complained,

"You of the older generation do all the planning for us. You select the textbooks. You lay out the courses of study. Then when we have completed the courses assigned by you, you condemn our lack of experience and judgment. When we occasionally question some dictum, we are told that things which have been accepted as fact for a long time are not to be questioned, lest the social order be disturbed." The social order is the result of the adjustment of each generation to its environment. It is that freedom of thought and growth, and a corresponding flexibility of school administration, for which the progressive school contends. Granted that, selfdiscipline emerges—the highest form of discipline.

3. "The schools should teach skills." Again undisputed. But, as John Dewey says, "The way to get possession and command of a tool for later use is by having the experiences proper to the immediate use. Unless powers as they ripen are not put to immediate use in acquiring new knowledge and skills, tools are not shaped for later use. The early problem is to discover those particular needs, interests, and capacities which are ripening, not attempting a premature introduction and forcing of others." Defined in such terms, "skills" take on a deeper educational significance than expressed by the courses in manual and vocational training common to many public schools. The emphasis laid on "activities" in the progressive school produces "skills" to a far greater degree than under the conventional conception of the term.

4. "Those who wish to learn must be taught; classes must be formed; courses of study must be adopted—subject by subject; textbooks must be bought; pupils must be examined; records must be kept, grades given, and diplomas bestowed." The critic of the progressive school declares that none of these things are done in such a school. True, the emphasis has shifted to the child, not to the subjectmatter; to teaching subjects in relationship, not as detached units—to impart knowledge as we actually come to use it; to his individual needs, not to passing a set course of study in conformity to a group; to an estimate of his accomplishments, not to the desire of the teacher

to prove, by the grades of the child, how poor he is, and to a desire to pass him on. But if modern philosophy is correct that education is experience, life itself, not merely learning about life; if good schools are results, not causes, the "progressive" educator looks upon courses of study, textbooks, grades, recitation classes as mere mediums of an active educational process, proceeding foremost and continuously from the child. With such insight, he is perpetually skeptical about conventional school machinery, ever ready to adjust, remould, subordinate, and eliminate. Who will question his wisdom?

5. "The school is a preparation for life." Corollaries of this fetish are the needs of teaching "sound learning," "character formation," "efficiency," "obedience to law," "the acquisition of culture," and that questionable byproduct, "college preparation."

Dorothy Canfield Fisher naively asks in her book, "Why stop learning?" The vast and significant adult education movement is the answer. Anyone who thinks he has stopped learning is ready for the undertaker, as a certain bishop announced in his sermon. No, this time-worn fetish of "schooling vs. life" has long been passé among thoughtful men.

"Sound learning"? Yes, but for what—for the acquisition of past knowledge, "drilled" mechanically into growing minds, or for reapplication to the demands of the age? Walter Lippmann says that "The ideal of education must be not that the child shall acquire the wisdom of his elders but that he shall revise and surpass it." But many schools that reiterate their slogan of "sound learning and character" seem to act on the theory that the world is fixed, static, regrettably bad, and nothing can be done about it except to learn how to steel yourself. They call that "education." "Fine character"? Yes, assuredly. But how is character

formed—by the conning of rules, application of maxims, imitation of our elders, subscription to dogmatic theology? Hardly. When a growing mind begins to grasp the significance of life, his relationship to his social environment, the contribution his individuality must make to it, then issues a proper concept of "morals," "obedience to law," and real "efficiency" as a member in a democracy. "Culture"? Many schools look upon culture as an acquisition, a veneer, a certain manner of acting and speaking, and smattering of acceptable knowledge. The progressive school forgets the term as such. But the child who has it is easily recognized.

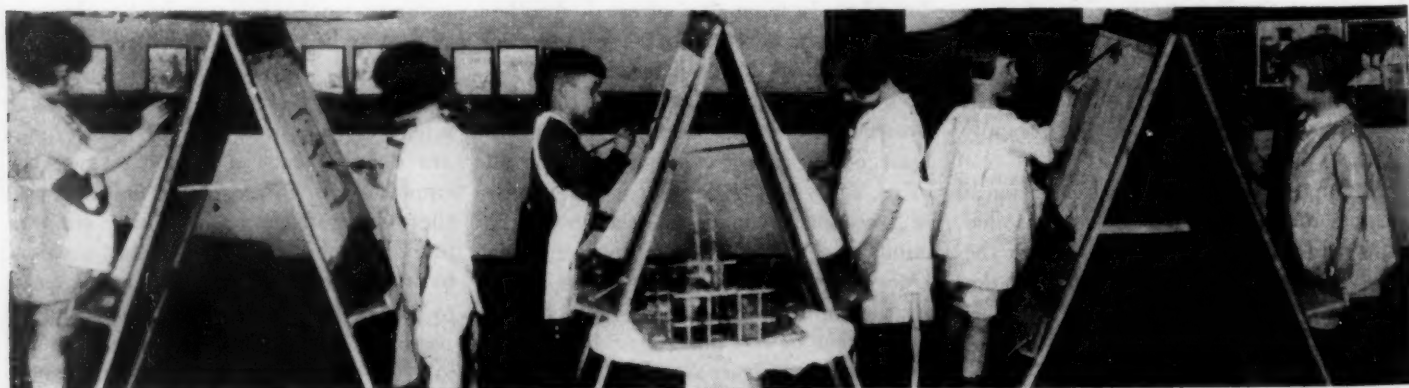
It is said that the progressive school cannot "prepare for college." The statistics are all against that notion and the statistics are all for the proof that pupils prepared in a "progressive" school make the best "college material." And this is true despite the fact that such schools are compelled to compromise their ideals. But the progressive schools are on the warpath. If there is no such thing as preparation for life, what is meant by preparation for college? What do entrance examinations really prove? What do the aptitude tests really show? What do the colleges mean by "college material?" And why should there be any such abstraction as "college material?" Where, after all, are real powers developed and habits formed? Why this notion that the climax of education is in the college, and that all educational processes should conform to it? The answer is being found in the changing colleges themselves. But the underbrush is not yet cleared. A recent symposium of parents on the private school situation concluded that "the driving force in education today must come from the more progressive schools."

Whether we welcome it or not, the schools are "changing." There is in real-

ity no such thing as a "changed" school. Nothing in science is fixed; nothing in education can be. Pope's maxim is wise, but we should be willing to apply it. It is time for all educators to clear their brains of cobwebs, honestly examine their fetishes, rouse themselves from comfortable inertia, and with open minds and a forward vision, welcome any proved experimentation which will render the best educational service to their communities.

Ten years ago the Progressive Education Association was formed to discover, appraise, and disseminate information about the newer tendencies in education. In the minds of some public school men it is merely a "cult," a small group of idealists with little knowledge of hard actualities. The answer to that false judgment is its remarkable growth, its increasing influence on educational thought, from the nursery school to the university. In point of fact, its most severe critics are its own members. It has no patience with mere enthusiasms. It demands concrete results in scientific terms. But it does call for a new deal for the child. And that demand does compel in many school systems sweeping changes, and in many minds an intelligent renewing of the spirit. Moreover, its greatest concern and the heart of its labors are centered in our public school system.

One might infer from the foregoing that the "progressives" think all public schools are benighted. Not at all. The September 1929 issue of *Progressive Education*, "New Trends in Public School Education," will disprove that notion. It will contain accounts of successful applications of the principles of progressive education in Bronxville, N. Y., Grand Rapids, Mich., Baltimore, Md., West Hartford, Conn., Raleigh, N. C., San Francisco, Calif., Los Angeles, Calif., Kalamazoo, Mich., Denver, Colo., Norfolk, Va., Montclair, N. J., and other school systems.



Art expression, Monroe Kindergarten, Toledo, Ohio.

Mental Health and the Principal

DANIEL WOLFORD LA RUE

A MAN of old experience in marriage was giving advice to a newly married pair. "Above all," said he, "don't both get mad at once." A principal is one who is paid extra to refrain from working too hard, so that when everyone else about the place has gone fagged or wild, his cool head will serve as a nucleus of sanity. More than fifty percent of his time (according to Cubberley) he is likely to be dealing personally with pupils, teachers, or parents. Now the first of the far-famed "seven objectives" is Health—and the only ultimate health is mental health. The first big duty of the principal, then, is to give a daily demonstration lesson in mental hygiene, to carry out Kipling's "If," keeping his head when all about him are losing theirs and blaming it on him, to remain a kindly, big-souled, thoughtful, sincere, fair-minded, progressive personality whatever betide, to be a creative artist without the temperamental mood and passion. Live as you would be lived with.

The second commandment which sums up the law and the prophets for principals is like the first: Treat your teachers as you want them to treat their pupils. Let us apply the text.

1. Be friendly and approachable. The ideal teacher is one to whom the pupil naturally resorts when in trouble. He has Professor Palmer's well-remembered "capacity for vicariousness." Mental hygienists find that children who are in sympathetic relations with their parents do not develop repressions. The principal who does not cultivate sympathetic relations with his teachers may find "repressions" developing in his school system, and, unless the teachers seek relieving counsel elsewhere, in their mental systems as well. The teacher should feel assured, too, that his approach to the principal for aid and comfort will in no wise count against him.

2. Study, develop, and integrate your personnel. You expect the teacher to study each pupil, discover individual capacities, keep each child mentally healthy by the nice adjustment of his tasks to his leading traits, and, harmonizing all this variety of self-expression, to maintain group unity while remaining, himself, somewhat in the background. This is your cue to the new leadership. You may be able to discover from the outside of

the teacher's personality, better than he can from the inside, the trend round which he should organize his efforts. At any rate, do not brutally dominate the group, but inventory its talent and dispose it strategically. Probably you have

"AM I THE KEEPER OF THE TEACHER'S MIND?"

YES, Mr. Principal, you are, in some degree. For to force a child daily into the presence of a teacher who does not enjoy mental health may be worse for that pupil than compulsory child labor. "The first duty of the law," said Woodrow Wilson, "is to keep sound the society it serves."

"I took my work too seriously," lamented a teacher in a mental hospital. "For fifteen years I was never late nor absent a single time. Yet I did not enjoy my work. Quite the contrary: it was monotonous slavery."

A sympathetic principal is like a good coach. He can grade the training, introduce variety, prevent staleness and breakdown.

No matter what other drive is on, the "drive" for mental health should always be on, leading in all supervisory efforts for both teacher and child.

teachers who can give better demonstration lessons than you can. Use them. Do not haze the new teacher by assigning him especially heavy work, but lighten his task until he is initiated. Avoid the atmosphere of depression by remembering that you are not there primarily to criticize but to construct.

3. Through purpose, build morale. There is a story of some workmen who, having dug one hole, were blindly told to dig another and another, until they finally dropped their tools and declared, "No more dig." But when informed that the object was to locate a certain water pipe, they cheerfully resumed activities. Merely to encourage the "rah rah habit" in a school is to develop scholastic vanity. But a purpose-filled faculty will keep itself frank-minded by open discussion, and even take delight in substituting tactfulness for vengeance in dealing with zig-zag-minded patrons. No one really lives until he has a cause for which to die.

4. Economize the teacher's energy. Important here are the atmosphere in which

he works, avoidance of useless tasks, and the establishing of a smoothly-operating régime. The small-minded principal is likely to imitate what he mistakes for big business, and charge all nervous systems so tensely that there is a leak at every neurone. Or he may keep his teachers worried by his feeling, like that of the newly-elected school board member, that he must interfere with something or he has not justified his being there. To require much writing, elaborate reports, extensive paper work of any sort, is an error. Ask yourself always, if the teacher is not with his pupils, whether you are not cheating them and harassing him. The smoothly-operating régime includes all the grooves our natures slide in. A cold room, a refractory window, lack of crayon, uproar in the corridor, too frequent or disorderly change of classes, may wear more thin places in the teacher's soul than does the work of the hour.

5. Use modern, democratic methods as you want your teachers to do. It is strange that, even in a democracy, the army and the public school are still organized autocratically. In the classroom, however, autocracy is passing, and the teacher knows that even school administration without teacher representation is tyranny. You do not want your teachers to govern by fear. Do you use it? Are your teachers treated like hired servants, or do you accord them professional recognition as your equals and make them feel that they are an essential part of the system? "Give heed to motivation," you exhort. How do you motivate your teachers? "Use tact." A majority of questionnaired teachers set down "Tact" as the first qualification for a principal, and lack of it as the most common defect. "Use the project method and the socialized recitation." Is there, in your teachers meetings, a teachers' project? And are those meetings socialized? Dare the teachers really speak their minds? "Install pupil selfgovernment." Dare you install teacher selfgovernment?

By modern, democratic methods you will best maintain the mental health of your teachers and secure that "gentle and unforced accord" that "sits smiling" to your heart.

Be mentally healthy yourself, and treat your teachers as you want them to treat their pupils.

YOUR AFTERSELF

A Commencement Message for All Youth

DAVID STARR JORDAN

YOUR first duty in life is toward your afterself. So live that the man you ought to be may, in his time, be possible, be actual. Far away in the years he is waiting his turn. His body, his brain, his soul, are in your boyish hands. He cannot help himself. What will you leave for him? Will it be a brain unspoiled by lust or dissipation; a mind trained to think and act; a nervous system true as a dial in its response to the truth about you? Will you, Boy, let him come as a man among men in his time? Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted, a mind diseased, a will untrained to action, a spinal cord grown through and through with "the devil-grass, wild oats"? Will you let him come and take your place, gaining through your experience, happy in your friendships, hallowed through your joys, building on them his own? Or will you fling it all away, decreeing, wantonlike, that the man you might have been shall never be? This is your problem in life—the problem which is vastly more to you than any or all others. How will you meet it, as a man or as a fool? It comes before you today and every day, and the hour of your choice is the crisis in your destiny!

Books for Junior High-School Libraries

THE SCHOOL library is the heart of the intellectual life of the school. It opens windows into the outer world, connecting the school with all places and all times. June is the season when school library buying lists are made up. The selection of books which bring new points of view, new vitality, new knowledge into the school atmosphere increases the working power of every pupil and every teacher. The books listed on these pages are from a list prepared by the junior high-school librarians of Long Beach, California, who prepared the list for the elementary school library which was published in the June 1928 JOURNAL. They are persons of unusually wide experience and training for library service. The group includes: Alice Frost, Marjorie Fullwood, Mrs. Edwina Steele Hicks, Josephine Kenkel, Mrs. Anne Mitchell Massey, Mrs. Frances Machette Meadows, Avis Meigs, Gladys Warren, and Mrs. E. Riddell White. This list is a result of firsthand contact with young people and actual work with the books themselves. It was not possible in the space available to publish all sections of this valuable list. Accordingly the sections on fiction, reference books, philology, and literature are not here included. Titles preceded by an asterisk (*) indicate first choice when it is not possible to secure the entire list.

SOCIAL SCIENCES

Social Problems

- Burch, H. R.—*American social problems*, Macmillan, 1918, \$1.68
 *Fairchild, H. P.—*Elements of social science*, Macmillan, 1924, \$1.75

Statistics and General Information

- American yearbook; a record of events and progress*. Latest annual edition, Macmillan, \$7.50
Statesman's yearbook. Latest annual edition, Macmillan, \$7.50
 *U. S. Bureau of the Census—*Abstract of the fourteenth census of the U. S.* Supt. of doc., 1923, \$1.50
 U. S. Bureau of foreign and domestic commerce—*Statistical abstract of the U. S.* Latest annual edition. Supt. of doc., \$1
 **World almanac and book of facts*. Latest annual edition, N. Y. World, \$1

Immigration

- *Ross, E. A.—*Old world in the new*, Century, 1914, \$3

Parliamentary Law

- *Hall, A. B.—*Textbook on parliamentary law*, Macmillan, 1923, \$1.20

Political Parties

- Macy, Jesse—*History of political parties in the U. S.*, Macmillan, 1918, \$2.25

Economics

- Bogart, E. L.—*Economic history of the U. S.*, Longmans, 1922, \$2
 Fuller, R. G.—*Meaning of child labor*, McClurg, 1922, \$1
 Hughes, R. O.—*Economic civics*, Allyn, 1921, \$1.75
 Johnson, J. F.—*We and our work*, Amer. View. Soc., 1923, \$2.07
 *Lapp, J. A.—*Economics and the community*, Century, 1922, \$1.75

Industrial History

- *Toothaker, C. R.—*Commercial raw products*, Ginn, 1905, \$1.92
 *Wells, L. R.—*Industrial history of the U. S.*, Macmillan, 1922, \$2

Conservation

- *Price, O. W.—*Land we live in*, Dodd, 1911, \$2
 Van Hise, C. R.—*Conservation of natural resources in the U. S.*, Macmillan, 1910, \$2.50

Constitution

- *Cloud, A. J.—*Our constitution*, Scott, 1923, 80 cents
 Tappan, E. M.—*Story of our constitution*, Lothrop, 1922, \$1.50

Government and Citizenship

- *Ashley, R. L.—*New Civics*, Macmillan, 1925, \$1.60
 Crump, Irving—*Boys' book of firemen*, Dodd, 1916, \$1.75
 Crump, Irving—*Boys' book of policemen*, Dodd, 1917, \$1.75
 Davis, S. E.—*Our government*, Laidlaw, 1922, \$1
 Du Puy, W. A.—*Uncle Sam, wonder worker*, Stokes, 1913, \$1.75
 Du Puy, W. A.—*Uncle Sam's modern miracles*, Stokes, 1914, \$1.75
 Duvall, J. J.—*Civil government simplified*, Wagner, 1919, 60 cents
 *Foreman, S. E.—*American democracy*, Century, 1926, \$1.75
 *Haskin, F. J.—*American government*, Lippincott, 1924, \$2
 Hepner, W. R.—*Good citizen*, Houghton, 1924, \$1.40
 *Hill, H. C.—*Community life and civic problems*, Ginn, 1922, \$1.40
 *Hughes, R. O.—*New community civics*, Allyn, 1924, \$1.40
 Jenks, J. W.—*We and our government*, Amer. View. Soc., 1922, \$1.40
 *Munro, W. B.—*Social civics*, Macmillan, 1922, \$1.72
 Parsons, Geoffrey—*Land of fair play*, Scribner, 1919, \$1.50
 Ross, E. A.—*Civic sociology*, World bk., 1926, \$1.80
 Woodburn, J. A.—*American community*. Rev. ed., Longmans, 1924, \$1.48
 Young, J. T.—*New American government and its work*, Macmillan, 1923, \$3

Navy

- *Jackson, O. P.—*New book of American ships*, Stokes, 1926, \$5

Clubs

- *Boy scouts of America—*Official handbook for boys*, Latest annual edition, Grosset, \$1
 *Girl scouts of America—*Scouting for girls*, Girl scouts, 1925, 80 cents
 *Stern, R. B.—*Clubs, making and management*, Rand 1925, \$1.50

Occupations

- Dean, E. O.—*Opportunities outofdoors*, Harper 1921, \$1.25
 Filene, Catherine—*Careers for women*, Houghton, 1920, \$2
 *Gowin, E. B.—*Occupations*, Ginn, 1923, \$1.48
 Hawksworth, Hallam—*What are you going to be?* Century, 1924, \$1.75
 Jackson, B. B.—*Opportunities of today for boys and girls*, Century, 1921, 85 cents
 *Leuck, M. S.—*Fields of work for women*, Appleton, 1926, \$2.50
 Lyon, L. S.—*Making a living*, Macmillan, 1926, \$1.60
 *Rosengarten, W.—*Choosing your life work*, McGraw, 1924, \$2.50

Commerce

- *Baldwin, James—*Sailing the seas*, American bk., 1920, \$1
 Cartwright, C. E.—*Tale of our merchant ships*, Dutton, 1924, \$3.
 Collins, F. A.—*Our harbors and inland waterways*, Century, 1924, \$2

Stamps

- *Scott Stamp & Coin Co.—*Standard postage stamp catalog*. Latest annual edition, Scott, \$2

Costumes

- *Haire, F. M.—*Folk costume book*, Barnes, 1926, \$6
 Lester, K. M.—*Historic costume*, Manual Arts, 1925, \$2.50

Holiday Material

- *Carnegie Library School Assoc.—*Christmas in poetry*; first and second series, Wilson, 1923, \$1.20
Easter in poetry, Wilson, 1926, 60 cents
Memorial day in poetry, Wilson, 1924, 60 cents
Mother's day in poetry, Wilson, 1926, 60 cents
Thanksgiving in poetry, Wilson, 1923, 60 cents
Washington and Lincoln in poetry, Wilson, 1927, 60 cents

- Dickinson, A. D.—*Children's book of Christmas stories*, Doubleday, 1913, \$1.75
 Dickinson, A. D.—*Children's book of patriotic stories*, Doubleday, 1917, \$1.75
 Dickinson, A. D.—*Children's book of Thanksgiving stories*, Doubleday, 1915, \$1.75
 *Dier, J. C.—*Children's book of Christmas*, Macmillan, 1911, \$1.50
 McSpadden, J. W.—*Book of holidays*, Crowell, 1917, \$1.75
 *Olcott, F. J.—*Good stories for great holidays*, Houghton, 1914, \$3
 Pringle, M. P.—*Yule-tide in many lands*, Lothrop, 1916, \$1.50
 Sanford, A. P.—*Armistice day*, Dodd, 1927, \$2
 Schaffer, R. H.—*Christmas*, Dodd, 1907, \$2
 *Schaffer, R. H.—*Lincoln's birthday*, Dodd, 1909, \$2
 *Schaffer, R. H.—*Thanksgiving day*, Dodd, 1907, \$2
 *Schaffer, R. H.—*Washington's birthday*, Dodd, 1910, \$2
 *Smith, E. S.—*Christmas in legend and story*, Lothrop, 1915, \$2
 *Stevenson, B. E.—*Days and deeds: Poetry*, Doubleday, 1906, \$1.75
 (Note: Hazeltine, M. E.—*Anniversaries and holidays*. Excellent index in a larger collection. A. L. A. 1928, \$6)

Etiquette

- *Clark, M. E.—*Etiquette, Jr.*, Doubleday, 1926, \$2
 Philadelphia, So. Phil. High School for girls; *Everyday manners for American boys and girls*, Macmillan, 1922, \$1

Folk Lore and Hero Tales

- *Aesop—*Fables of Aesop*; ed. by Joseph Jacobs; il. by Richard Heighway (Children's classics), Macmillan, \$1.75
 *Andersen, Hans.—*Fairy tales and wonder stories*; il. by Louis Rhead, Harper, \$1.75
 *Arabian nights—*Arabian nights*; ed. by K. D. Wiggin & N. A. Smith; il. by Maxfield Parrish, Scribner, \$2.50
 *Asbjornson, P. C.—*East of the sun and west of the moon*; il. by Hedwig Collin (Children's classics), Macmillan, \$1.75
 Asbjornson, P. C.—*Tales from the Fjeld*, Putnam, \$2.50
 Baldwin, James—*Sambo*, Scribner, \$2
 *Baldwin, James—*Story of Roland*, Scribner, \$2
 *Baldwin, James—*Story of Siegfried*, Scribner, \$2
 Darton, F. J.—*Wonder book of old romance*, Stokes, \$2.50
 *Grimm, Jakob—*Fairy tales of the brothers Grimm*; trans. by Mrs. Edgar Lucas; il. by Arthur Rackham, Lippincott, \$2
 Guerber, H. A.—*Legends of the middle ages*, American bk., \$2
 *Harris, J. C.—*Uncle Remus: his songs and his sayings*, Appleton, \$2
 *Jacobs, Joseph—*English fairy tales*, Putnam, \$1.75
 *Jacobs, Joseph—*Indian fairy tales*, Putnam, \$1.75
 *Lang, Andrew—*Blue fairy book*; il. by M. DeV. Lee (Washington Square classics) Macrae, \$1.50
 *Lanier, Sidney—*Boy's King Arthur*; il. by N. C. Wyeth, Scribner, \$2.50
 Macleod, Mary—*Book of King Arthur and his noble knights*, Stokes, \$2.50
 Olcott, F. J.—*Wonder tales from China seas*; il. by D. S. Walker, Longmans, \$2
 Ozaki, Y. T.—*Japanese fairy book*, Dutton, \$3
 *Pyle, Howard—*Merry adventures of Robin Hood*, Scribner, \$3.50
 *Pyle, Howard—*Story of King Arthur and his knights*, Scribner, \$3.50
 *Tappan, E. M.—*Old ballads in prose*, Houghton, \$1.50
 *Wiggin, K. D.—*Tales of laughter*; il. by Elizabeth MacKinty, Doubleday, \$3

SCIENCE

General

- *Bowden, G. A.—*General science with experimental project studies*, Blakiston, 1923, \$1.68
 Caldwell, O. W.—*Elements of general science with experiments*, Ginn, 1926, \$1.68
 *Caldwell, O. W.—*Open doors to science*, Ginn, 1926, \$1
 Collins, A. F.—*Boy scientist*, Lothrop, 1925, \$2.50
 Darrow, F. L.—*Boy's own book of science*, Macmillan, 1923, \$2.50
 *Mills, E. A.—*Story of a thousand year pine*, Houghton, 1914, \$1.25
 Moseley, E. L.—*Trees, stars, and birds*, World bk., 1919, \$1.80
 *Pieper, C. J.—*Everyday problems in science*, Scott, 1925, \$1.60
 Slosson, F. E.—*Chats on science*, Century, 1924, \$2

- Thompson, J. A.—*Outline of science*, 4 vols., Putnam, 1922, \$18
 Trafton, G. H.—*Biology of home and community*, Macmillan, 1923, \$1.68
 *Webb, H. A.—*Early steps in science*, Appleton, 1927, \$1.68

Mathematics

- *Stone, John—*Junior high-school mathematics*, 3 vols., Sanborn, 1919, 81 cents each

Astronomy

- *Lewis, I. M.—*Astronomy for young folks*, Duffield, 1922, \$2
 *Murphy, E. G.—*Beginner's guide to the stars*, Putnam, 1924, \$1
 *Proctor, Mary—*Young folk's book of the heavens*, Little, 1925, \$2

Physics and Electricity

- *Jackson, D. C.—*Elementary book on electricity and magnetism and their applications*, Macmillan, 1919, \$2.50
 *Millikan, R. A.—*Practical physics*, Ginn, 1922, \$1.64
 Wade, H. T.—*Everyday electricity*, Little, 1924, \$2

Chemistry

- *Brownlee, R. B.—*Chemistry of common things*, Allyn, 1914, \$1.80
 *Collins, A. F.—*Boy chemist*, Lothrop, 1924, \$2
 Howe, H. E.—*Chemistry in industry*, 2 vols., Chemical Foundation, 1924-25, \$1 each
 Martin, Geoffrey—*Modern chemistry and its wonders*, Van Nostrand, 1922, \$3
 Sadtler, S. S.—*Chemistry of familiar things*, Lippincott, 1924, \$3

Geology

- Fabre, J. H.—*This earth of ours*, Century, 1923, \$2.50
 Fairbanks, H. W.—*Stories of rocks and minerals*, Educational, 1903, \$1
 *Finemore, Hilda—*History of the earth*, Longmans, 1924, \$1.25
 *Jordan, D. S.—*High lights of geography: Europe*, World bk., 1925, \$1.44
 *Jordan, D. S.—*High lights of geography: North America*, World bk., 1925, \$1.44
 *Loomis, F. B.—*Field book of common rocks and minerals*, Putnam, 1923, \$3.50
 *Tarr, R. S.—*New physical geography*, Macmillan, 1926, \$1.68
 *Verrill, A. H.—*Ocean and its mysteries*, Duffield, 1916, \$1.50
 Ward, R. D.—*Climates of the United States*, Ginn, 1925, \$4
 Whitbeck, R. H.—*High school geography*, Macmillan, 1922, \$2

Paleontology

- *Lucas, F. A.—*Animals of the past*, Amer. Museum of Natural History, 1922, 80 cents

Biology

- Gruenberg, B. C.—*Biology and human life*, Ginn, 1925, \$1.72
 *Kummer, F. A.—*First days of knowledge*, Doran, 1923, \$2
 Kummer, F. A.—*First days of man*, Doran, 1922, \$2

Botany

- *Bailey, L. H.—*Botany for secondary schools*, Macmillan, 1920, \$1.68
 *Keeler, H. L.—*Our native trees*, Scribner, 1900, \$3
 *Mathews, F. S.—*Book of wild flowers for young people*, Putnam, 1923, \$3
 Mathews, F. S.—*Familiar trees and their leaves*, Appleton, 1911, \$3.50
 *Mathews, F. S.—*Field book of American trees and shrubs*, Putnam, 1915, \$3.50
 Nat'l Geog. Soc.—*Book of wild flowers*, Nat'l Geog., 1924, \$4
 Pack, C. L.—*Trees as good citizens*, Am. tree assoc., 1923, \$2
 Parker, B. M.—*Book of plants*, Houghton, 1925, 88 cents
 Peabody, J. E.—*Elementary plant biology*, Macmillan, 1912, \$1.20

Botany (Local)

Each school should substitute best titles for its locality.

- *Armstrong, Margaret—*Field book of western wild flowers*, Putnam, 1915, \$3.50
 Fultz, F. M.—*Elfin-forest of California*, Times-Mirror, 1927, \$2
 Jepson, W. L.—*Trees of California*, Calif. Sch. bk., 1923, \$3.50
 Saunders, C. F.—*Trees and shrubs of California gardens*, McBride, 1926, \$3

Birds and Bird Houses

- *Chapman, F. M.—*Bird-life*, Appleton, 1901, \$4
 Chapman, F. M.—*Travels of birds*, Appleton, 1916, 76 cents
 Chapman, F. M.—*What bird is that?* Appleton, 1920, \$1.50
 Hawksworth, Hallam—*Year in the wonderland of birds*, Scribner, 1925, \$1.60
 Mathews, F. S.—*Book of birds for young people*, Putnam, 1921, \$3
 Miller, O. T.—*Children's book of birds*, Houghton, 1915, \$3
 Siepert, A. E.—*Bird houses boys can build*, Manual Arts, 1916, \$2

Birds (Local)

- *Eliot, W. A.—*Birds of the Pacific coast*, Putnam, 1923, \$3.50
 Wheelock, I. G.—*Birds of California*, McClurg, 1903, \$4
 Wyman, L. E.—*Field book of birds of the South-western U. S.*, Houghton, 1925, \$3.50

Animals

- Beard, D. C.—*American boys' book of wild animals*, Lippincott, 1921, \$3
 *Bostock, F. C.—*Training of wild animals*, Century, 1903, \$1.75
 *Chaplain, J. D.—*Young folks' cyclopedia of natural history*, Holt, 1905, \$3.50
 Daglish, E. F.—*Animals in black and white: larger beasts*, Morrow, 1928, \$1
 Daglish, E. F.—*Animals in black and white: smaller beasts*, Morrow, 1928, \$1
 Du Chaillu, Paul—*World of the great forest*, Scribner, 1900, \$2
 *Fabre, J. H.—*Animal life in field and garden*, Century, 1921, \$2.50
 *Hornaday, W. T.—*American natural history*, Scribner, 1904, \$5
 Hornaday, W. T.—*Minds and manners of wild animals*, Scribner, 1922, \$2.50
 *Hornaday, W. T.—*Tales from nature's wonderlands*, Scribner, 1924, \$2.50
 Stone, W. G.—*American animals*, Doubleday, 1905, \$5
 Wood, C. D.—*Animals: their relation and use to man*, Ginn, 1912, 88 cents

Stories of Wild Animals

- Roberts, C. G. D.—*Children of the wild*, Macmillan, 1913, \$2
 *Roberts, C. G. D.—*Kindred of the wild*, Page, 1902, \$3
 Scoville, Samuel—*More wild folk*, Century, 1924, \$2
 *Scoville, Samuel—*Wild folk*, Little, 1922, \$2
 Seton, E. T.—*Lives of the hunted*, Scribner, 1901, \$2.50
 *Seton, E. T.—*Wild animals I have known*, Scribner, 1898, \$2.50

Sea Life

- Arnold, A. F.—*Sea-beach at ebb tide*, Century, 1901, \$5
 Boulenger, E. G.—*Aquarium book*, Appleton, 1926, \$3.50
 *Crowder, William—*Dwellers of the sea and shore*, Macmillan, 1923, \$2.25
 Duncan, F. M.—*Animals of the sea*, Nelson, 1924, \$1.72
 Rogers, J. E.—*Shell book*, Doubleday, 1908, \$5

Sea Life (Local)

- Johnson, M. E.—*Seashore animals of the Pacific Coast*, Macmillan, 1927, \$7.50
 *Keep, Josiah—*West coast shells*, Whitaker, 1910, \$2.50

NOTE.—The number of books on sea life, shells, etc., will be determined greatly by nearness to the ocean.

Insect Life

- Beard, D. C.—*American boys' book of bugs, butterflies and beetles*, Lippincott, 1915, \$3
 *Comstock, J. H.—*Insect life*, Appleton, 1901, \$4
 *Fabre, J. H.—*Insect adventures*, Dodd, 1917, \$2.50
 *Holland, W. J.—*Butterfly book*, Doubleday, 1898, \$5
 Lutz, F. E.—*Field book of insects*, Putnam, 1921, \$3.50
 *Mactierlinek, Maurice—*Children's life of the bee*, Dodd, 1919, \$2

Fishes

- Jordan, D. S.—*American food and game fishes*, Doubleday, 1902, \$5

Reptiles

- Ditmars, R. L.—*Reptile book*, Doubleday, 1907, \$5

USEFUL ARTS

Inventions

- *Bachman, F. P.—*Great inventors and their inventions*, Am. bk., 1918, 80 cents

- *Bond, A. R.—*Inventions of the great war*, Century, 1919, \$2
 Darrow, F. L.—*Boys' own book of great inventions*, Macmillan, 1918, \$1.75
 *Darrow, F. L.—*Thinkers and doers*, Silver, 1925, \$1.16
 Doubleday, Russell—*Stories of inventors*, Doubleday, n. p.
 *Forman, S. E.—*Stories of useful inventions*, Century, 1914, \$1.50
 Lansing, M. F.—*Great moments in science*, Doubleday, 1926, \$2.50
 *Rush, C. E.—*Modern Aladdins and their magic*, Little, 1926, \$1.50
 Stone, G. L.—*Famous days in the century of inventions*, Heath, 1920, 72 cents
 *Trafton, G. H.—*Science of home and community*, Macmillan, 1926, \$1.48

Health

- Andress, J. M.—*Health and good citizenship*, Ginn, 1925, 96 cents
 Delano, J. A.—*American Red Cross textbook on home hygiene and care of the sick*, Blakiston, 1925, \$1.50
 Hood, M. G.—*For girls and the mothers of girls*, Bobbs, 1914, \$1.75
 Hough, Theodore—*Human mechanism*, Ginn, 1918, \$2.40
 *Hutchinson, Woods—*New handbook of health*, Houghton, 1926, 96 cents
 *Lynch, C. C.—*First aid*, Blakiston, 1925, \$1
 Pearl, H. H.—*Health by stunts*, Macmillan, 1919, \$1.40
 Williams, J. F.—*Healthful living*, Macmillan, 1919, \$1.80
 *Winslow, C. E.—*Healthy living*, 2 vols., Merrill, 1920, 80 cents, and 1924, \$1 each

Community Hygiene

- Broadhurst, Jean—*Home and community hygiene*, Lippincott, 1925, \$3
 Haviland, M. S.—*Modern physiology, hygiene and health. Good neighbors*, Lippincott, 1922, 96 cents
 *Hazen, Allen—*Clean water and how to get it*, Wiley, 1914, \$1.75
 *Ritchie, J. W.—*Primer of sanitation*, World bk., 1925, 84 cents

Engineering

- *Bond, A. R.—*Pick, shovel, and pluck*, Scientific American, 1914, \$1.65
 Bond, A. R.—*On the battle front of engineering*, Century, 1916, \$2
 or
 Fraser, Chelsea—*Story of engineering in America*, Crowell, 1928, \$2.50
 Hawks, Ellison—*Engineering for boys*, Nelson, 1923, \$2.50
 *Moffett, Cleveland—*Careers of danger and daring*, Century, 1903, \$2

Machinery

- Adams, J. H.—*Harper's machinery book for boys*, Harper, 1909, \$2
 Decker, W. F.—*Story of the engine*, Scribner, 1920, \$2.50

Radio

- Collins, A. F.—*Radio amateur's handbook*, Crowell, 1927, \$2
 *Dunlap, O. E.—*Radio manual*, Houghton, 1924, \$2.50
 Gernsback, Sidney—*Radio encyclopedia*, Author (53 Park Place, New York), 1927, \$2
 *International Correspondence Schools—*Radio handbook*, Last annual. International textbook co., \$1
 Kendall, L. F.—*Radio simplified*, (Revised yearly), Winston, \$1
 Manly, H. P.—*Drake's radio cyclopedia*, Drake, 1927, \$6

Ships and Ship Building

(Number included depends on location near water)

- Beard, D. C.—*Boat-building and boating*, Scribner, 1911, \$1.50
 Bone, D. W.—*Lookoutman*, Harcourt, 1923, \$2.50
 *Cartwright, C. E.—*Boys' book of ships*, Dutton, 1925, \$2
 Caviler, J. W.—*Model boat building for boys*, Bruce, 1923, \$1.35
 Chatterton, E. K.—*Romance of the ship*, Seeley, 1913, \$2.50
 *Grant, Gordon—*Story of the ship*, McLoughlin, 1919, \$1
 *Hobbs, E. W.—*Sailing ships at a glance*, Putnam, 1926, \$2.50
 *N. wholt, Henry—*Submarine and anti-submarine*, Longmans, n. d., \$2

Aeronautics

- Aircraft yearbook, 1928. N. Y. Aeronautical chamber of commerce, 1928, \$5.25
 Driggs, L. L.—*Heroes of aviation*, Little, 1927, \$2
 *Fraser, Chelsea—*Heroes of the air*, Crowell, 1927, \$2

- *Hamburg, Merrill—*Beginning to fly*, Houghton, 1928, \$2.50
 Holland, R. S.—*Historic airships*, Macrae, 1928, \$4
 Page, V. W.—*Modern aircraft*, Henley, 1927, \$5
 *Williams, Archibald—*Conquering the air*, Nelson, 1926, \$2

Automobiles

- *Dyke, A. L.—*Dyke's automobile and gasoline engine encyclopedia*, Willcox, 1925, \$6
 *Page, V. W.—*Modern gasoline automobile*, Henley, 1921, \$3

Agriculture

(This list would be strengthened for agricultural and rural districts)

- *Cunningham, J. C.—*Soils and plant life*, Macmillan, 1915, \$1.60
 *Davis, K. C.—*New agriculture for high schools*, Lippincott, 1923, \$1.80
 *Finch, V. C.—*Geography of the world's agriculture*, Supt. of doc., 1917, \$1
 *Rocheleau, W. F.—*Great American industries: Products of the soil*, Flanagan, 1922, 76 cents
 Rogers, J. E.—*Useful plants*, Grosset, 1913, \$1
 *Sanford, A. H.—*Story of agriculture in the U. S.*, Heath, 1916, \$1.48
 Showalter, W. J.—*How the world is fed*, Nat'l geog. soc.
 U. S. Dept. of Agriculture—*Agriculture yearbook*. Latest annual. Supt. of doc., \$1.25

Forestry

- Boerker, R. H. D.—*Our national forests*, Macmillan, 1918, \$3.25
 Crump, Irving—*Boys' book of forest rangers*, Dodd, 1924, \$1.75
 Moon, F. F.—*Book of forestry*, Appleton, 1916, \$3.50
 Noyes, William—*Wood and forest*, Manual Arts, 1912, \$5
 *Pack, C. L.—*School book of forestry*, American nature assoc., 1922, \$1

Gardening

- *Verrill, A. H.—*Harper's book for young gardeners*, Harper, 1914, \$2

Domestic Animals

- *Crandall, L. S.—*Pets and how to care for them*, N. Y. Zoological soc., 1921
 *Fuentes, L. A.—*Book of dogs*, Nat'l geog. soc., 1919, \$2
 *Lippincott, W. A.—*Poultry production*, Lea, 1921, \$3
 Young, E. R.—*My dogs in the Northland*, Revell, 1902, \$1.50

Home Making

- Matthews, M. L.—*House and its care*, Little, 1926, \$1.50
 *Taber, C. W.—*Economics of the family*, Lippincott, 1923, \$2.50
 Trillings, M. B.—*Girl's problems in home economics*, Lippincott, 1926, \$1.28

Cooking

- *Farmer, F. M.—*Boston cooking school cook book*, Little, 1924, \$2.50; or, *Lord, J. E.—*Everybody's cook book*, Holt, 1924, \$3
 *Gunn, L. M.—*Table service and decoration*, Lippincott, 1928, \$1.50
 Harris, J. W.—*Everyday foods*, Houghton, 1927, \$1.56
 *McFee, I. N.—*Young people's cook book*, Crowell, 1925, \$2

Foods

- *Carpenter, F. G.—*How the world is fed*, Amer. bk., 1923, 96 cents
 *Chamberlain, J. F.—*How we are fed*, Macmillan, 1923, 88 cents
 *Crissey, Forrest—*Story of foods*, Rand, 1917, \$1.40
 *McCullum, E. V.—*Foods, nutrition, and health*, Author (Baltimore), 1925, \$1.50
 Monroe, Day—*Food buying and our markets*, Barrows, 1925, \$2.75
 Vulte, H. T.—*Food industries*, Chemical pub. co., 1923, \$3.50
 *Ward, Artemus—*Encyclopedia of foods*, Ward, 1923, \$10
 (Note: If not possible to afford Ward, a cheaper book Todoroff, *What is what in groceries*, published by the Grocery Trade Publishing House, Chicago, 1926, \$2, can be substituted.)

Clothing and Textiles

- Brown, C. M.—*Clothing construction*, Ginn, 1927, \$1.72
 Dooley, H. W.—*Textiles*, Heath, 1914, \$1.69
 McGowan, E. B.—*Textiles and clothing*, Macmillan, 1919, \$1.32
 *Small, C. P.—*How to know textiles*, Ginn, 1925, \$1.56
 *Trilling, M. B.—*Art in home and clothing*, Lippincott, 1928, \$1.96

Transportation

- Crump, Irving—*Boys' book of railroads*, Dodd, 1921, \$1.75
 Fox, F. C.—*How the world rides*. (Bureau of education, bulletin 1926, no. 8), Supt. of doc., 1926, 25 cents
 *Hepburn, A. B.—*Artificial waterways of the world*, Macmillan, 1914, \$1.60
 Methley, A. A.—*How the world travels*, Stokes, n.d., \$1.50
 Rocheleau, W. F.—*Great American industries: Transportation*, Flanagan, 1922, 76 cents
 *Thompson, Slason—*Short history of American railroads*, Appleton, 1925, \$2
 Van Metre, T. W.—*Trains, tracks and travel*, Simmons, 1927, \$3.50
 *Williams, Archibald—*Romance of modern locomotion*, Seeley, n. d., \$2.75

Business Methods

- *Cadwallader, L. H.—*Business forms and customs for everyday use*, Winston, 1922, \$1.20

Industries and Manufactures

- Carpenter, F. G.—*How the world is clothed*, Am. bk., 1908, 96 cents
 *Chamberlain, J. F.—*How we are clothed*, Macmillan, 1923, 88 cents
 *Chase, Annie—*Stories of industries*; 2 vol. Rev. ed. Ed. pub. co., 1923, 75 cents each
 Findlay, Alexander—*Treasures of coal tar*, Allen, 1918
 Parsons, F. W.—*Everybody's business*, Doubleday, 1923, \$3.50 o.p.
 *Rocheleau, W. F.—*Great American industries: Manufactures*, Flanagan, 1923, 76 cents
 *Rocheleau, W. F.—*Great American industries: Minerals*, Flanagan, 1922, 76 cents
 Tappan, E. M.—*Diggers in the earth*, Houghton, 1916, 80 cents
 Winslow, L. L.—*Elementary industrial arts*, Macmillan, 1922, \$1.20

Handicraft

- Beard, D. C.—*Jack of all trades*, Scribner, 1923, \$3
 *Griffith, I. S.—*Woodwork for secondary schools*, Manual Arts, 1916, \$2
 Hall, A. N.—*Boy craftsman*, Lothrop, 1905, \$2.50
 *Hall, A. N.—*Handy boy*, Lothrop, 1913, \$2.50
 *Snow, B. E.—*Hundred things a girl can make*, Lippincott, 1922, \$2.50
 Thatcher, Edward—*Making tin can toys*, Lippincott, 1919, \$2
 Verrill, A. H.—*Boys' book of carpentry*, Dodd, 1922, \$1.65

Building

- *Carpenter, F. G.—*How the world is housed*, Am. bk., 1911, 96 cents

Art

- Cox, G. F.—*Art, for amateurs and students*, Doubleday, 1926, \$5
 Gardner, Helen—*Art through the ages*, Harcourt, 1926, \$4
 Mather, F. J.—*American spirit in art* (Pageant of America: vol. 12), Yale Univ. press, 1927, \$5.50
 *Reinach, Salomon—*Apollo*. New edition, Scribner, 1924, \$2

Architecture

- *Barstow, C. L.—*Famous buildings*, Century, 1915, \$1.50
 *Bryant, L. M.—*Children's book of celebrated bridges*, Century, 1925, \$2.50
 Bryant, L. M.—*Children's book of celebrated buildings*, Century, 1924, \$2.50
 Hamlin, T. F.—*American spirit in architecture*, (Pageant of America: vol. 13), Yale Univ. press, 1926, \$5.50

Sculpture

- Barstow, C. L.—*Famous sculpture*, Century, 1916, \$1.50

Drawing and Design

- De Garmo, Charles—*Essentials of design*, Macmillan, 1924, \$1.60
 *Goldstein, Harriet—*Art in everyday life*, Macmillan, 1925, \$3.50
 *Lemos, P. J.—*Applied art*, Pacific, 1920, \$6
 Lutz, E. G.—*Practical drawing*, Scribner, 1915, \$2
 *Lutz, E. G.—*Practical graphic figures*, Scribner, 1925, \$2
 Lutz, E. G.—*What to draw and how to draw it*, Dodd, 1913, \$1.75

Lettering

- *Day, L. F.—*Alphabets old and new*, Scribner, 1920, \$3

Interior Decoration

- Parsons, F. A.—*Interior decoration*, Doubleday, 1915, \$4

Painting

- *Bacon, Dolores—*Pictures that every child should know*, Grosset, 1915, \$1
 Barstow, C. L.—*Famous pictures*, Century, 1912, \$1.50

- *Caffin, C. H.—*Story of American painting*, Stokes, 1907, \$4.50

Photography

- *Eastman kodak co.—*How to make good pictures*, Eastman, 1923, 40 cents

Music and Orchestra

- Bacon, Dolores—*Songs every child should know*, Grosset, 1906, \$1
 Browne, C. A.—*Story of our national ballads*, Crowell, 1919, \$2
 *Cross, Donzella—*Music stories for girls and boys*, Ginn, 1926, 80 cents
 Downes, Olin—*Lure of music*, Harper, 1922, \$2
 Hughes, Rupert—*Music lovers' cyclopedia*, Doubleday, 1912, \$3
 *Stories of orchestral instruments, famous composers and operas. Long Beach Board of Educ., 1927, 50 cents
 *McSpadden, J. W.—*Stories from the great operas*, Crowell, 1923, \$2.50
 McSpadden, J. W.—*Stories from Wagner*, Crowell, 1914, \$2
 Mason, D. G.—*Orchestral instruments and what they do*, Gray, 1909, \$1.50
 *Pratt, W. S.—*New encyclopedia of music and musicians*, Macmillan, 1924, \$6
 *Upton, G. P.—*Standard operas*, McClurg, 1912, \$2.75

Recreation

- *Baneroff, J. H.—*Games for the playground, home school, and gymnasium*, Macmillan, 1909, \$2.40
 Beard, Patten—*Complete playcraft book*, Stokes, 1926, \$2.50
 *Boy mechanic, vols. 1-4. Popular mechanics, 1913-25, \$2 each
 *Wolcott, T. H.—*Book of games and parties for all occasions*, Dodd, 1920, \$2.50
 *Wood, Eric—*Hobbies*, Funk, n. d., \$1.50

Indoor Recreation

- Adams, J. H.—*Harper's indoor book for boys*, Harper, 1908, \$2
 Carrington, Hereward—*Boy's book of magic*, Dodd, 1920, \$2
 Cutter, S. J.—*Conundrums, riddles, puzzles, and games*, Paul, 1896, \$1
 Geister, E.—*Ice-breakers and the ice-breaker herself*, Doran, 1922, \$1.35
 *Grimball, E. B.—*Costuming a play*, Century, 1925, \$3
 Rose, A.—*Boy showman and entertainer*, Dutton, n.d., \$2

Athletics

- Bancroft, J. H.—*Handbook of athletic games*, Macmillan, 1916, \$2
 Camp, Walter—*Athletes all*, Scribner, 1919, \$2
 *Clark, E. H.—*Track athletics up to date*, Duffield, 1920, \$1.50
 Corsan, G. H.—*At home in the water*, Assoc. press, 1914, \$1.15
 Davis, C. G.—*Harper's boating book for boys*, Harper, 1912, \$2
 Frost, Helen—*Basketball and indoor baseball for women*, Scribner, 1920, \$1.75
 McGraw, J. J.—*How to play baseball*, Harper, 1914, \$1.50
 Mathewson, Christy—*Pitching in a pinch*, Putnam, 1912, \$1.50
 *Withington, P.—*Book of athletics*, Lothrop, 1922, \$2

Outdoor Recreation

- *Adams, J. H.—*Harper's outdoor book for boys*, Harper, 1907, \$2
 Cheley, F. H.—*Boys' book of camp fires*, Wilde, 1925, \$2.50
 Kephart, Horace—*Camping and woodcraft*, Macmillan, 1921, \$2.50
 Miller, W. H.—*Boys' book of hunting and fishing*, Doran, 1916, \$2, o.p.

HISTORY

Reference and General History

- *Elson, H. W.—*Modern times and the living past*, Am. bk., 1921, \$2.40
 *Gordon, W. J.—*Flags of the world, past and present*, Warne, 1924, \$2.50
 Hillyer, V. M.—*Child's history of the world*, Century, 1924, \$3.50
 Larned, J. N.—*New Larned history for ready reference reading and research*. 12 vols., Nichols, 1922-24, \$99.75
 McCandless, Bryon—*Flags of the world*, Nat'l geog. soc., 1917, \$2
 *Marshall, L. C.—*Story of human progress*, Macmillan, 1925, \$1.48
 *Myers, P. V.—*General history*, Ginn, 1921, \$2
 *Ploetz, K. J.—*Manual of universal history*, Houghton, 1925, \$5
 Terry, A. G.—*Beginnings*, Row, 1926, 88 cents
 Terry, A. G.—*Lord and vassal*, Row, 1926, 88 cents
 Terry, A. G.—*Modern world*, Row, 1926, 96 cents
 Terry, A. G.—*New liberty*, Row, 1926, 96 cents
 Terry, A. G.—*Tales from far and near*, Row, 1926, 76 cents
 Terry, A. G.—*Tales of long ago*, Row, 1926, 76 cents

- *Van Loon, H. W.—*Story of mankind*, Macmillan, 1923, \$2.50

Ancient History

- Breasted, J. H.—*Ancient times: a history of the early world*, Ginn, 1916, \$2
 *Gulick, C. B.—*Life of the ancient Greeks*, Appleton, 1902, \$2
 Hammerton, J. A.—*Wonders of the past*, 4 vols., Putnam, 1923-4, \$5 each
 Johnston, H. W.—*Private life of the Romans*, Scott, 1903, \$2

General European History

- *Hall, Jennie—*Our ancestors in Europe*, Silver, 1916, \$1.12
 Halleck, R. P.—*Our nation's heritage*, Am. bk., 1925, \$1.12
 *Tappan, E. M.—*Old world hero stories*, Houghton, 1911, \$1.16
 *Tappan, E. M.—*When knights were bold*, Houghton, 1911, \$3
 *West, W. M.—*Story of world progress*, Allyn, 1922, \$2
 Wilmot-Buxton, E. M.—*Story of the crusades*, Crowell, 1911, \$1.75

World War

- Benezet, L. P.—*Young people's history of the world war*, Macmillan, 1922, \$1.20
 *Hall, J. N.—*High adventure*, Houghton, 1918, \$2
 *Hayes, C. J.—*Brief history of the great war*, Macmillan, 1920, \$2.75
 Updegraff, Allan—*Literary Digest atlas of the new Europe and the Far East*, Funk, 1921, \$1

Great Britain

- Johnston, Charles—*Ireland's story*, Houghton, 1923, \$3
 *Marshall, H. E.—*Island story*, Stokes, 1920, \$5
 *Marshall, H. E.—*Scotland's story*, Stokes, 1907, \$5
 Quennell, Marjorie—*History of everyday things in England, 1066-1799*, Scribner, 1921, \$5
 *Warren, H. P.—*Stories from English history from B. C. 55 to A. D. 1923*, Heath, 1923, \$1.48

Germany

- Marshall, H. E.—*History of Germany*, o. p.

France

- Dark, Sidney—*Book of France*, Doubleday, 1923, \$2
 Marshall, H. E.—*History of France*, Doubleday, 1925, \$3

Indians

- Catlin, George—*Boy's Catlin*, Scribner, 1905, \$2
 *Drake, F. S.—*Indian history for young folks*, Harper, 1919, \$3
 Grinnell, G. B.—*Story of the Indian*, Appleton, 1904, \$3
 Johnston, C. H. L.—*Famous Indian chiefs*, Page, 1909, \$2
 *Schultz, J. W.—*Bird woman: The guide of Lewis and Clark*, Houghton, 1918, \$2
 Seymour, F. W.—*Indians today*, Sanborn, 1926, \$1
 *Starr, Frederick—*American Indians*, Heath, 1898, 96 cents

United States History

Note: Pageant of America to be complete in 15 volumes. Sold on subscription basis of \$75 for set. Single volumes sold only to schools and libraries, each \$5.50.

- Bicknell, Edward—*Territorial acquisitions of the U. S., 1787-1913*, Small, 1913, 50 cents
 Bourne, H. E.—*History of the U. S.*, Heath, 1925, \$1.48
 Brigham, A. P.—*Geographic influences in American history*, Ginn, 1903, \$1.48
 *Burnham, Smith—*Making of our country*, Winston, 1921, \$1.68
 *Elson, H. W.—*History of the U. S. of America*, Macmillan, 1923, \$3
 Elson, H. W.—*Side lights on American history*, 2 vols., Macmillan, 1900, \$1.20 each
 Elson, H. W.—*United States, its past and present*, Am. bk., 1926, \$1.60
 *Gabriel, R. H.—*Toilers of land and sea (Pageant of America, vol. 3)*, Yale Univ. press, 1926, \$5.50
 Guiteau, W. B.—*Our United States*, Silver, 1919, \$1.68
 *Halleck, R. P.—*History of our country for higher grades*, Am. bk., 1923, \$1.60
 Harper's encyclopedia of United States history, 10 vols., Harper, 1915
 Hart, A. B.—*How our grandfathers lived*, Macmillan, 1902, \$1.08
 Hart, A. B.—*In our times*, Macmillan, 1927, \$1.40
 *Keir, Malcolm—*Epic of industry (Pageant of America, Vol. 5)*, Yale Univ. Press, 1926, \$5.50
 Leonard, A. R.—*Nation's history*, Holt, 1924, \$1.72
 Lodge, H. C.—*Hero tales from American history*, Century, 1895, \$1.90
 Marshall, H. E.—*This country of ours*, Doran, 1917

- *Muzzey, D. S.—*American history*, Ginn, 1925, \$1.96
 Ogg, F. A.—*Builders of the republic (Pageant of America, vol. 8)*, Yale Univ. Press, 1927, \$5.50
 Pyle, Howard—*Book of the American spirit*, Harper, 1923, \$5
 *Sparks, E. E.—*Expansion of the American people*, Scott, 1900, 86 cents
 Thwaites, R. G.—*History of the U. S.*, Houghton, 1924, \$1.60
 Tryon, R. M.—*American people and nation*, Ginn, 1927, \$1.72
 *West, Ruth—*Story of our country*, Allyn, 1926, \$1.80
 Wissler, Clark—*Adventurers in the wilderness (Pageant of America: vol. 1)*, Yale Univ. Press, 1925, \$5.50

Discovery and Colonial Period

- Barstow, C. L.—*Colonist and the revolution*, Century, 1912, 85 cents
 *Barstow, C. L.—*Explorers and settlers*, Century, 1912, 85 cents
 Earle, A. M.—*Child life in colonial days*, Macmillan, 1899, \$2.50
 *Earle, A. M.—*Home life in colonial days*, Macmillan, 1898, \$2.50
 Guerber, H. A.—*Story of the thirteen colonies*, Am. bk., 1898, 80 cents
 *Mathers, Basil—*Argonauts of faith*, Doran, 1920
 Prescott, D. R.—*Day in a colonial home*, Jones, 1921, \$1.25
 Stone, G. L.—*Everyday life in the colonies*, Heath, 1905, 72 cents
 *Usher, R. G.—*Story of the Pilgrims*, Macmillan, 1923, \$1.50

Revolution

- Coffin, C. C.—*Boys of '76*, Harper, 1924, \$2.50
 Thwaites, R. G.—*How George Rogers Clark won the Northwest*, McClurg, 1918, \$2

Civil War

- Hart, A. B.—*Romance of the Civil War*, Macmillan, 1903, \$1.12

Far West

- *Barstow, C. L.—*Westward movement*, Century, 1912, 85 cents
 Nida, W. L.—*Following the frontier*, Macmillan, 1924, 96 cents
 *Parkman, Francis—*Oregon trail*; il. by N. C. Wyeth (Beacon Hill bookshelf), Little, 1925, \$2
 Paxson, F. L.—*Last American frontier*, Macmillan, 1910, 75 cents
 Wade, M. H.—*Trail blazers*, Little, 1924, \$1.65

[The schools in each state will wish to supply a brief list of the best books on that state.]

Mexico

- Banks, H. W.—*Boys' Prescott, the conquest of Mexico*, Stokes, 1916, \$1.75

Panama

- Verrill, A. H.—*Panama of today*, Dodd, 1927, \$2

Arctic Region

- MacLean, J. K.—*Heroes of the farthest north and farthest south*, Crowell, 1923, \$1.75

GEOGRAPHY AND TRAVEL

Atlases

- *Goode, J. P.—*School atlas*, Rand, 1923, \$4
 *Rand McNally—*International atlas*, Rand, 1923, \$7.50
 *Shepherd, W. R.—*Historical atlas*, Holt, 1924, \$3.90

Geography—Physical and Economic

- Atwood, W. W.—*New geography*, book two, Ginn, 1920, \$2
 Chamberlain, J. F.—*How we are sheltered*, Macmillan, 1924, 88 cents
 *Dakin, W. S.—*Great rivers of the world*, Macmillan, 1925, 96 cents
 *Fisher, E. F.—*Resources and industries of the United States*, Ginn, 1923, 96 cents
 *Huntington, Ellsworth—*Modern business geography*, World bk., 1925, \$1.96
 Keller, A. G.—*Commercial and industrial geography*, Ginn, 1912, \$1.28
 *Packard, L. O.—*Nations as neighbors*, Macmillan, 1925, \$2
 Rocheleau, W. F.—*Geography of commerce and industry*, Educational, 1923, \$1.50
 *Smith, J. R.—*Commerce and industry*, Holt, 1925, \$1.96
 Smith, J. R.—*Human geography*, 2 vols., Winston, 1922, \$1.36 and \$1.72
 *Smith, J. R.—*Industrial and commercial geography*, Holt, 1913, \$4.50

- Smith, J. R.—*World's food resources*, Holt, 1919, \$3.50
 Stuart, D. M.—*Young folk's book of other lands*, Little, 1927, \$2
 *Whitebeck, R. H.—*Industrial geography*, Am. bk., 1924, \$1.72

Description and Travel

- *Bullen, F. T.—*Cruise of the Cachalot*; il. by Mead Schaeffer, Dodd, 1926, \$3.50
 *Dana, R. H.—*Two years before the mast*; il. by E. B. Smith (Riverside bookshelf), Houghton, 1911, \$2
 Faris, J. T.—*Real stories of the geography makers*, Ginn, 1925, 92 cents
 Paine, R. D.—*Lost ships and lonely seas*, Century, 1921, \$4
 Putnam, D. B.—*David goes voyaging*, Putnam, 1925, \$1.75
 Stockton, F. R.—*Buccaneers and pirates of our coasts*; il. by G. Varian and B. W. Clinedinst, Macmillan, 1898, \$2
 *Synge, M. B.—*Book of discovery*, Putnam, 1912, \$5

Europe

- *Allen, N. B.—*New Europe*, Ginn, 1920, \$1
 Bates, K. L.—*In sunny Spain*, Dutton, 1913, \$2
 Carpenter, F. G.—*Europe*, Am. bk., 1922, \$1
 *Clark, V. B.—*Europe*, Silver, 1925, \$1.28
 Du Chaillu, Paul—*Land of the long night*, Scribner, 1899, \$2
 *Irving, Washington—*Alhambra*; il. by Joseph Pennell, Macmillan, 1921, \$2
 *Lane, R. W.—*Peaks of Shala*, Harper, 1923, \$3
 Power, Eileen—*Cities and their stories*, Houghton, 1927, \$1.75; School edition, \$1.28

Asia

- *Allen, N. B.—*Asia*, Ginn, 1916, \$1
 Franck, H. A.—*China*, Owen, 1927, 91 cents
 *Huntington, Ellsworth—*Asia*, Rand, 1912, \$1.25
 Roosevelt, Theodore—*East of the sun and west of the moon*, Scribner, 1926, \$3.50
 Tietjens, Eunice—*Japan, Korea, and Formosa (Burton Holmes travel stories)*, Wheeler, 1924, \$1.24

Africa

- Allen, N. B.—*Africa, Australia, and the islands of the Pacific*, Ginn, 1924, \$1.12
 *Carpenter, F. G.—*Africa*, Am. bk., 1924, \$1
 *Du Chaillu, Paul—*In African forest and jungle*, Scribner, 1903, \$2.25
 Roosevelt, Theodore—*African game trails*, Scribner, 1910, \$4
 Wilbur, Susan—*Egypt and the Suez Canal (Burton Holmes travel stories)*, Wheeler, 1924, \$1.28

North America

- Carpenter, F. G.—*Canada and Newfoundland*, Doubleday, 1924, \$4
 *Carpenter, F. G.—*North America*, Am. bk., 1922, \$1
 *Smith, J. R.—*North America*, Harcourt, 1925, \$6

United States

- *Allen, N. B.—*United States*, Ginn, 1925, 92 cents
 *Carpenter, F. G.—*Alaska, our Northern Wonderland*, Doubleday, 1923, \$4
 Nat'l Geog. Soc.—*Capital of our country*, Nat'l Geog. Soc., 1923, \$3
 Nusbaum, Deric—*Deric in Mesa Verde*, Putnam, 1926, \$1.75
 Roosevelt, Theodore—*Stories of the great West*, Century, 1909, \$1.75
 Southworth, G. V.—*Great cities of the United States*, Iroquois, 1922, \$1.08
 Tomlinson, E. T.—*Places young Americans want to know*, Appleton, 1915, \$2
 *Yard, R. S.—*National parks portfolio*, Govt. prt'g. off., 1925, \$1

South America

- *Allen, N. B.—*South America*, Ginn, 1918, \$1
 *Bowman, Isaiah—*South America*, Rand, 1920, \$1.25
 Carpenter, F. G.—*South America*, Amer. bk., 1921, \$1
 Lavarre, W. J.—*Up the Mazaruni for diamonds*, Jones, 1919, \$1.75
 Whitbeck, R. H.—*Economic geography of South America*, McGraw, 1926, \$3.50
 (See also publications of the Pan American Union, Washington, D. C.)

Oceania and Polar Regions

- *Carpenter, F. G.—*Australia, the Philippines, and other islands of the sea*, Am. bk., 1927, \$1
 *Grosvenor, Gilbert—*Hawaiian islands*, Nat'l Geog. Soc., 1924, \$1.50
 Putnam, D. B.—*David goes to Greenland*, Putnam, 1926, \$1.75
 Stefansson, Vilhjalmur—*Hunters of the great north*, Harcourt, 1922, \$2.50
 Turley, Charles—*Voyages of Captain Scott*, Dodd, 1915, \$2.50

American Education Week

November 11-17, 1929

THE SPECIAL week in 1929 set aside for education is November 11-17. Committees are now beginning to plan programs for its celebration. The purpose of this week is to acquaint the public with the work of the schools, with their ideals, their achievements, and their needs. America's best gift to civilization, the public school, during this week is made the theme of the press, the platform, the pulpit, and other agencies.

Many organizations during American Education Week have programs arranged with their educational interests in view. The Department of Superintendence of the National Education Association lends its support this year to the movement by the following resolution adopted at Cleveland:

Although every week of the school year is an education week, we believe that to concentrate the attention of the people upon the work and needs of the schools during a common period observed throughout the nation has proved a valuable project. We recommend a continuance of this observance as a period of demonstration of the purposes and work of the schools.

The program emphasizes, as did the program of 1928, the seven cardinal objectives of education: health and safety; worthy home membership; mastery of the tools, technics, and spirit of learning; faithful citizenship; vocational and economic effectiveness; wise use of leisure; and ethical character.

Armistice day, Monday, Nov. 11—Armistice Day falls this year on the first day of American Education Week. It is fitting that the schools magnify on this day education for citizenship. Armistice Day programs, if in charge of school citizenship clubs, will awaken interest among the pupils that will spread throughout the community.

Home and school day, Tuesday, Nov. 12—On this day magnify the home. Get acquainted with the parents of your pupils. Help children to appreciate their fathers and mothers and commend them for the faithful performance of home duties. Teach them how to make better homes. Emphasize parent education.

Know your school day, Wednesday, Nov. 13—Early in the fall begin calling attention to the work of the schools. Make Wednesday of American Education Week an "at home" day for teachers and pupils. Have a program showing how the school teaches children to learn, to think, to develop vision, to judge, and to do. Have children make talks on what the school means to them.

School opportunity day, Thursday, Nov. 14—The time to show how vocational efficiency is promoted in your vicinity through

courses in agriculture, trades and industries, commerce, and home economics. The advantages of special classes and evening schools can be seen at a Parents' Night. Have a shortened school session and let the parents see what it's like to go to school.

Health day, Friday, Nov. 15—Health is the key to happiness. The healthy child enjoys learning. Health Day is a good time to show the public what schools do to promote health through training in good habits,

Enormous Returns

THE WEEK which includes Armistice Day, November 11, is set aside each year for the rededication of our people to the cause of universal education and for a fuller understanding of the ideals, achievements, and needs of the schools. Each community and state works out its own program. Under the guidance of the leaders in a community, American Education Week calls the teacher to serve better the children of that community and to labor more zealously on the problems of his profession. It gives the parent deeper insight into parenthood—its duties, privileges, and opportunities. By increasing the child's interest in school, it releases his energies for greater accomplishment. It magnifies the faith of every citizen in education and enrolls his help in the school. America's greatest collective enterprise. The enterprise of education though yielding enormous returns on the money invested, is capable of producing still larger profits. An informed, interested, appreciative, and cooperating public makes the school better.

recreation, nutrition, and ventilation. An attractive, spacious, sanitary school building is an invaluable community asset.

Community day, Saturday, Nov. 16—Education for the wise use of leisure begins in the graded school and extends through life. Schools help advance community life by providing facilities of training for leisure—auditoriums, libraries, gymnasiums, gardens, and playfields.

For God and country day, Sunday, Nov. 17—Ministers of all denominations will address their audiences on the higher values of education and on the work of the schools. By emphasizing ideals of right conduct the schools cooperate with the churches in seeking to maintain the moral and spiritual welfare of our people.

Suggestions for cooperating agencies—The superintendent may serve as director of activities.

The mayor on request will issue a proclamation setting aside November 11-17 as American Education Week.

Local officials of patriotic orders may serve on committees and help promote the observance of the week.

Parent-Teacher associations welcome this opportunity to promote child welfare in home, school, and community.

Churches, fraternal and labor organizations, chambers of commerce, women's clubs, and other agencies can feature the week in short talks. Plan radio programs of your best speakers for each day. Supply material for projection to the largest motion picture theaters. Make pilgrimages to the best schools in your city and to the graves of wellknown educators and benefactors of education.

Newspapers by printing the news about education, running the local program for the week in full, or featuring some education achievement will contribute largely to the success of American Education Week.

Radio broadcasting stations may feature educational addresses and school programs.

An early start—Begin now to appoint general committees to carry forward plans for the observance of American Education Week. Now is the time to gather material that shows what your schools are doing. Back files of state education association journals contain good material for each of the seven days. The following references to *THE JOURNAL* of the National Education Association will be helpful:

American Education Week; Oct. 1928. 17: 223-230
Every teacher an interpreter—Cleve R. Bradshaw; Jan. 1928. 17:13
Interpreting the schools; Nov. 1928. 17:257-260
Economic resources and school costs by states in 1926; Feb. 1928. 17:56
Enrolment in American schools both public and private; May 1928. 17:150
School costs and the public—editorial; May 1929. 18:135
The school of tomorrow—editorial; Jan. 1929. 18-1

Research Bulletins containing useful material are:

Can the nation afford to educate its children? Vol. 6, No. 5, Nov. 1928
The advance of the American public school system. Vol. 5, No. 4, Sept. 1927.
Can the states afford to educate their children? Vol. 7, No. 1, Jan. 1929

Additional material will appear in the October *JOURNAL*, and in the *Research Bulletin* of the Association.

Our State Associations, 1928-29

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

- *Alabama Education Association, Olive J. Dodge, President, Supervisor Elementary Grades, Mobile; Frank L. Grove, Secretary, 1017 First National Bank Building, Montgomery. Annual meeting, March, 1930.
- Alaska Educational Association, Conrad Henry Bowman, President, Superintendent of Schools, Petersburg; Mary Fox, Secretary-Treasurer, Petersburg. Annual meeting not decided.
- Arizona State Educational Association, D. M. Hibner, President, Ray; W. T. Machan, Secretary, Principal, Creighton School, Phoenix. Annual meeting to be decided in April, 1929. Sectional meetings: Wednesday and Thursday preceding Thanksgiving. Delegate meeting, Dec. 26-27, 1929.
- *Arkansas Education Association, J. W. Ramsey, President, Superintendent of Schools, Fort Smith; H. L. Lambert, Executive Secretary, 220 Glover Building, Little Rock. Willie Lawson, corresponding secretary, Blytheville. Annual meeting; November 14-16, 1929, at Little Rock.
- *California Teachers Association, J. M. Gwinn, President, Superintendent of City Schools, San Francisco; Roy W. Cloud, Secretary, 508 Sheldon Building, 461 Market St., San Francisco. No general meeting. Bay Section, Oakland, December 16-20, 1929; Central Section, Fresno, November 25-27, 1929; Central Coast Section, Monterey, December 16-20, 1929; Northern Section, Sacramento, October 14-18, 1929; North Coast Section, Eureka, October 7-9, 1929; Southern Section, Los Angeles, December 16-20, 1929.
- *Colorado Education Association, H. M. Corning, President, Superintendent of Schools, Colorado Springs; W. B. Mooney, Secretary, 530 Commonwealth Building, Denver. Annual Meeting: Western Division—Grand Junction; Southern Division—Pueblo; Eastern Division—Denver.
- Connecticut State Teachers' Association, E. Mae Keefe, President, 50 Spencer Ave., Waterbury; Samuel P. Willard, Corresponding Secretary, State Capitol, Hartford. Annual meeting not decided.
- Delaware State Education Association, Rosalie R. Martin, President, Georgetown; Robert E. Shilling, Acting Secretary, Superintendent of Schools, Milford. Annual meeting not decided.
- Education Association of the District of Columbia, Edith Louise Grosvenor, President, 73 The Iowa; J. Anna Tennyson, Secretary, Langley Junior High School. Annual meeting: January, 1930.
- *Florida Education Association, J. W. Norman, President, University of Florida, Gainesville; R. J. Longstreet, Secretary, Daytona Beach. Annual meeting: Pensacola, November 29-30, 1929.
- *Georgia Education Association, J. E. Purks, President, Superintendent of Schools, Cedartown; Kyle T. Alfriend, Secretary, 400 Vineville Avenue, Macon. Annual meeting not decided.
- Hawaii Education Association, John Nelson, President, Prin., Kamehameha Boys School, Honolulu; Mrs. Eva Hendry, Secretary, 3015 Kalakana Ave., Honolulu. Annual meeting not decided.
- *The Idaho Education Association, C. L. Harlan, President, State Normal School, Lewiston; John I. Hillman, Secretary, 331 Sonna Building, Boise. Annual meeting not decided.
- *Illinois State Teachers Association, George D. Wham, President, Carbondale; Robert C. Moore, Secretary, Carlinville. Annual meeting: Springfield, December 26-28, 1929.
- *Indiana State Teachers' Association, Ralph N. Tiley, President, Bloomington; Charles O. Williams, Secretary, Room 205 Hotel Lincoln, Indianapolis. Annual meeting: Indianapolis, October 17-19, 1929.
- *Iowa State Teachers' Association, Esther Helbig, President, 1033 Melrose Terrace, Dubuque; Charles F. Pye, Secretary, 415 Shops Building, Des Moines. Annual meeting: Des Moines, November 7-9, 1929.
- *Kansas State Teachers Association, L. W. Brooks, President, Wichita High School, Wichita; F. L. Pinet, Secretary, 315 W. 10th St., Topeka. Annual meeting: Kansas City, Topeka, Salina, Wichita, Dodge City, and Independence, October 31 and November 1-2, 1929.
- *Kentucky Education Association, William S. Taylor, President, University of Kentucky, Lexington; R. E. Williams, Secretary, 4518 Southern Parkway, Louisville. Annual meeting: Louisville, April 17-20, 1929.
- *Louisiana Teachers Association, Amy H. Hinrichs, President, 7336 Irma Street, New Orleans; P. H. Griffith, Secretary, Box 541, Baton Rouge. Annual meeting: Alexandria, November 21-23, 1929.
- Maine Teachers Association, Thomas P. Packard, President, Superintendent of Schools, Houlton; Adelbert W. Gordon, Secretary, State House, Augusta. Annual meeting: Portland, October 24-25, 1929.
- Maryland State Teachers Association, Charles W. Sylvester, President, City Department of Education, Administration Building, Baltimore; Walter H. Davis, Secretary, Principal, High School, Havre de Grace. Annual meeting: Baltimore, November 29-30, 1929.
- Massachusetts Teachers Federation, Annie C. Woodward, President, 144 School St., Somerville; Stanley R. Oldham, Secretary, 15 Ashburton Place, Boston. Annual meeting: April 20, 1929.
- *Michigan Education Association, J. W. Sexton, President, Superintendent of Schools, Lansing; Ernest T. Cameron, Secretary, Michigan Education Building, Lansing. Annual meeting: Lansing, March 29-30, 1929.
- *Minnesota Education Association, George H. Sanberg, President, Superintendent of Schools, Rochester; C. G. Schulz, Secretary, 162 W. College Avenue, St. Paul. No annual meeting in 1929. Division meetings: St. Cloud, Thief River Falls, Moorhead, Virginia, Oct. 17-19; Mankato, Winona, St. Paul, Oct. 24-26.
- *Mississippi Education Association, Nannie Gillis, President, Magnolia; Walter N. Taylor, Secretary, West Jackson Station, Jackson. Annual meeting: Jackson, April 11-12, 1929.
- *Missouri State Teachers Association, M. G. Neale, President, Dean, School of Education, University of Missouri, Columbia; E. M. Carter, Secretary, Missouri State Teachers Association, Columbia. Annual meeting: St. Louis, November 13-16, 1929.
- *Montana Education Association, Owen D. Speer, President, Superintendent of Schools, Deer Lodge; R. J. Cunningham, Secretary, Box 217, (9 Kohrs Block) Helena. Annual conventions: Bozeman, Great Falls, and Miles City. Delegate Assembly: Dec. 27-28 (place not determined).
- *Nebraska State Teachers Association, J. A. Doremus, President, Aurora; Everett M. Hosman, Secretary, 511 Richards Block, 11th and O Sts., Lincoln. Annual meeting: Omaha, Lincoln, Norfolk, Alliance, Holdrege, Kearney, October 30-31 and November 1-2, 1929.
- Nevada State Educational Association, George L. Dilworth, President, Superintendent of City Schools, Sparks; Minnie Wolf, Secretary, Sparks. Annual meeting: Reno.
- New Hampshire State Teachers Association, Dana S. Jordan, President, Lisbon; John W. Condon, Executive Secretary, Derry. Annual meeting: Littleton, October 4-5, 1929.
- New Jersey State Teachers Association, Raymond B. Gurley, President, Cleveland Junior High School, Newark; Charles B. Dyke, Secretary, Short Hills. Annual meeting: Atlantic City, November 9-12, 1929.
- New Mexico Educational Association, J. F. Zimmerman, President, Albuquerque; John Milne, Secretary, Albuquerque. Annual meeting: Albuquerque, October 31, November 1-2, 1929.
- *New York State Teachers Association, G. Carl Alverson, President, Superintendent of Schools, Syracuse; Harlan H. Horner, Executive Secretary, Box 20, Capitol Station, Albany; Richard A. Searing, Recording Secretary, 617 N. Goodman St., Rochester. Annual meeting: Syracuse, November 25-26, 1929. District meetings: Northern District, Potsdam, October 10-11, 1929. Central District, Syracuse, October 24-25, 1929. Eastern District, Albany, October 24-25, 1929. Southeastern District, New York City, October 24-25, 1929. Southern District, Binghamton, November 1-2, 1929. Central Western District, Rochester, November 1-2, 1929. Western District, Buffalo, November 8-9, 1929.
- *North Carolina Education Association, Annie M. Cherry, President, Roanoke Rapids; Jule B. Warren, Secretary, Box 274, Raleigh. Annual meeting not decided.
- *North Dakota Education Association, Huldah L. Winsted, President, Minot; M. E. McCurdy, Secretary, 11 Magill Block, Fargo. Annual meeting: Minot, November, 1929.
- *Ohio Education Association, John J. Richeson, President, Board of Education, Youngstown; Frank E. Reynolds, Secretary-Treasurer, 428 Chamber of Commerce, Columbus. Annual meeting: Cedar Point, June 20-22, 1929.
- *Oklahoma Education Association, M. A. Nash, President, Oklahoma College for Women, Chickasha; C. M. Howell, Secretary, 708 Continental Building, Oklahoma City. Annual meeting: Oklahoma City. Date not definitely set. Probably February or March, 1930.
- *Oregon State Teachers Association, Julia A. Spooner, President, Holladay Demonstration School, Portland; E. F. Carleton, Secretary-Treasurer, 301 Behnke-Walker Bldg., 11th and Salmon Sts., Portland. Annual meeting: Portland, December 26-28, 1929.
- *Pennsylvania State Education Association, C. R. Foster, President, State Teachers College, Indiana; J. Herbert Kelley, Secretary, 400 N. Third St., Harrisburg. Annual meeting: New Castle, December 26-27, 1929.
- Rhode Island Institute of Instruction, Mrs. Pearl M. T. Remington, President, 212 Waterman Avenue, East Providence; Clarence W. Bosworth, Secretary, Prin., Cranston High School, Auburn. Annual meeting: Providence, October 24-26, 1929.
- *South Carolina Teachers Association, Harry Clark, President, Greenville (from July 1); J. P. Coates, Secretary, The State Teachers Building, 1218 Senate St., Columbia. Annual meeting not decided.
- *South Dakota Education Association, C. G. Lawrence, President, Southern State Normal, Springfield; N. E. Steele, Secretary, Room 3, Perry Bldg., Sioux Falls. Annual meeting: Rapid City, November.
- *Tennessee State Teachers Association, Katherine Ingram, President, Bolivar; P. L. Harned, Secretary, State House, Nashville. Annual meeting: Nashville, Thursday, Friday, and Saturday before Easter, 1930.
- *Texas State Teachers Association, Rush M. Caldwell, President, 2527 Ross Ave., Dallas; R. T. Ellis, Secretary, 708 Neil P. Anderson Bldg., Fort Worth. Annual meeting: Dallas, November 28-30, 1929.
- *Utah Education Association, Arch M. Thurman, President, 1042 Ramona Avenue, Salt Lake City; D. W. Parratt, Secretary, 330 E. 21st South, Salt Lake City. Annual meeting: Salt Lake City, October 17-19, 1929.
- Vermont State Teachers Association, Clayton L. Erwin, President, Deputy Commissioner of Education, Montpelier; Marion C. Parkhurst, Secretary, 323 Pearl St., Burlington. Annual meeting: Burlington, October 10-12, 1929.
- *Virginia Education Association, R. W. House, President, Principal of Schools, Prospect; Cornelius J. Heatwole, Secretary, Room 1, State Capitol, Richmond. Annual meeting: Richmond, November 27-30, 1929.
- *Washington Education Association, C. Paine Shangle, President, Superintendent of Schools, Sedro Woolley; Arthur L. Marsh, Secretary, 707 Lowman Bldg., Seattle. Annual meeting: Seattle, October 24-25, 1929. (Rep. Assembly on October 26.)
- *West Virginia State Education Association, J. F. Marsh, President, State Department of Education, Charleston; J. H. Hickman, Secretary, Rooms 403-405 Capital City Bank Bldg., Charleston. Annual meeting: Huntington, October 31, November 1-2, 1929.
- *Wisconsin Teachers Association, Merle C. Palmer, President, Columbus; B. E. McCormick, Secretary, 716 Beaver Building, Madison. Annual meeting: Milwaukee, November 7-9, 1929.
- Wyoming State Teachers Association, L. C. Tidball, President, Cheyenne; B. H. McIntosh, Secretary, Prin., High School, Cheyenne. Annual meeting: Thermopolis, Oct. 9-11, 1929.

Roll Call of Nations

THE EDUCATIONAL awakening which is moving forward so rapidly in America is in some measure world-wide. The biennial conference of the World Federation of Education Associations to be held in Geneva July 25-August 4 emphasizes the world outlook in education. The figures here given are available from various sources. It is significant that while recent figures can be had for financial, economic, or military affairs, it is difficult to get such figures in the field of education.

Afghanistan—Elementary and secondary schools are free. The colleges include Harbia or military, Habibia or arts college, and several others. The 1927 budget provided for opening 27 new primary boys' schools and 3 girls' schools and schools of agriculture and telegraphy.

Albania—1926-27. Enrolment in 548 primary schools, 24,000 with 854 teachers. There are 12 continuation schools, 2 secondary, and one teacher training college.

Argentina—1925-26. Enrolment in 10,358 public primary schools, 1,036,819; in 44 national secondary schools, 13,437; in 84 normal schools, 12,650; in 54 special schools, 74,628 with 6763 teachers; in 107 private schools 4655; in five national universities, 20,746. In 1925 over 19 million paper pesos (\$8,360,000) were spent on university education.

Australia—Enrolment in 10,235 state public schools, 872,473 with 28,241 teachers; in 1737 private schools, 228,564 with 9266 teachers; in technical schools, 71,000; in business schools, 25,000; 65 free kindergartens have 724 teachers. There are six universities.

Austria—In 1924-25, enrolment in 5252 public and private elementary schools, 717,571 with 29,125 teachers; in 145 secondary schools, 44,513 with 3593 teachers; in three universities, 13,425 with 1295 instructors; in two technical high schools, 4877 with 410 teachers. There are 36 training colleges for teachers and twelve theological colleges, ten of which are for Roman Catholics.

Belgium—1925-26. Enrolment in 14,113 public elementary schools 1,107,316; in 197 secondary and higher schools, state and private, 46,855; in 87 normal schools, 11,876; in four universities, 8961.

Bolivia—1925-26. Enrolment in 1598 elementary schools, 86,821 with 2765 teachers; in 37 secondary schools, 4213 with 403 teachers; in 22 special schools, 1913 with 177 teachers.

Brazil—1920. Enrolment in 21,748 primary schools, 1,249,449; in 450 secondary 48,000; in 367 professional schools, 37,000.

British India—1925-26. Enrolment in 183,164 primary schools 7,799,076; in 10,837 secondary schools, 1,716,147, and in 228 arts and science colleges and universities, 70,211; in 8881 special schools and colleges 307,269; in 34,726 indigenous schools (unrecognized institutions) 621,618. Expenditures for recognized institutions Rs 227,792,532. "The In-

dian Government's expenditures for education in 1924-25 amounted to \$31,936,610, a sum representing less than \$0.10 for each person of the population . . . more than 90 percent are illiterate."—*New International*, 1927.

Bulgaria—1925-26. Enrolment in 4115 elementary national schools 391,763 with 12,419 teachers; in 1570 elementary private schools, 70,208 with 2490 teachers; in 1280 gymnasia national, 159,775 with 7116 teachers; in 70 professional and private gymnasia, 5932 with 375 teachers; in 131 professional national, 15,548 with 1089; in 58 professional private schools, 4373 with 208. The universities enrol 5091 with 342 instructors. The budget estimate (in lev) for 1927-28 for the ministry of education is 871,444,000 (\$174,288,000). "Approximately one third the population is illiterate."—*Americana*, 1928.

Canada—1925-26. Enrolment in 29,754 state-controlled elementary and secondary schools, 1,998,579 with 60,925 teachers; in 83 professional and technical colleges, 20,791; in 23 universities, 44,483 with 4126 teachers. The cost of state-controlled elementary and secondary schools exclusive of technical schools is \$122,701,259.

Chile—1924. Enrolment in 3357 public primary schools 438,781 with 9414 teachers; in 459 private primary schools, 62,099 with 1430 teachers; in 15 public normal schools 2507 with 453 teachers; in 96 public secondary schools, 40,084 with 2038 teachers; in 102 private secondary schools, 20,536 with 1247 teachers. There are three universities and many special schools. Cost in 1924 of public primary and secondary schools and the national normal school was 61,354,818 paper pesos or \$7,454,608.

China—1923. Enrolment in 10,236 higher primary schools 582,579; in 167,076 lower primary schools, 5,814,375; in Protestant and Catholic mission schools, colleges, and universities, 500,000. In 1927 nearly 2500 Chinese students in the United States; 5000 in Europe.

Colombia—1926. Enrolment in 6927 primary schools, 499,688; in secondary schools, 7888; in 17 normal schools, 1355; in industrial and art schools 2000. Estimated expenditure for public health and instruction in 1927 is 3,862,677 pesos.

Costa Rica—1926. Enrolment in 468 elementary schools, 42,031 with 1437 teachers; in secondary schools 972, and in normal school at Heredia 343. There are three colleges and four professional schools. Expenditure on education in 1926 was 3,308,889 colones or \$1,539,018.

Cuba—1926-27. Enrolment in 3702 elementary schools, 321,821 with 7110 teachers; in 467 private schools, 30,293 with 1545 teachers; in 82 night schools for working people, 3679; in six special institutions for advanced education, one to each province, 14,569; in the University of Havana, 5473.

Czechoslovakia—1925-26. Enrolment in 14,158 elementary schools, 1,403,823; in 1736 higher grade schools, 310,010; in 354 secondary Latin and technical schools, 108,760; in 167 public, or state-aided, schools of com-

merce, 31,839; four universities, 14,810; in four technical high schools, 11,206. There are many special schools.

Denmark—1925-26. Enrolment in 4493 lower schools, public and private, 493,237; in 468 schools of higher instruction 57,380 with 340 instructors.

Dominican Republic—1920. Enrolment in 972 public schools, 105,000 with 1544 teachers. There are six secondary schools and one university. "The annual expenditure on education is about \$1,000,000."

Ecuador—1922-23. Enrolment in 1488 government schools, municipal and private, 101,378, with 1838 teachers. There are three normal schools and four universities. Total expenditure for the universities in 1925 was 587,625 sucres, or \$285,997.

Egypt—1926. Enrolment in 337 maktabas under control of the Ministry of Education, 49,531; in 3575 schools under control of provincial councils, 286,681; in 60 primary schools, 19,636; in eleven commercial and trade night classes 1934; in 72 higher schools, approximately 20,000. Grant-in-aid for 1925-26, 23,000£ or \$111,790.

England—March 31, 1927. Enrolment in 20,723 public elementary schools, 5,603,654 with 169,702 teachers; (1925-26) in 1753 secondary and technical schools, 404,824 with 19,604 teachers. In 1924-25, the expenditure by local authorities on higher education was 14,531,328£ or \$70,627,114; for elementary education in 1925-26, 58,375,000£ or \$283,702,500. Total public school expenditure during 1924-25 was 10,875,134£, including 7,343,661£ for teachers' salaries and pensions, or \$35,890,200.

Estonia—1925-26. There are 1304 public elementary schools, 53 public middle schools, 52 private elementary schools, and 28 private middle schools. Dorpat University enroled 4651 in 1926 and Technical Institute 484.

Ethiopia—Education is in charge of the secular and regular clergy. There are schools in the larger centers, but the attendance is poor and a great many of the people are illiterate. A few foreign missions carry on a little educational work.

Finland—1926. Enrolment in 4548 elementary schools, 220,274; in 2552 lower elementary schools, 64,052; in 867 infant schools under church supervision 96,035; in 1310 higher elementary schools, 40,091; in 341 special schools, 16,735; in 246 secondary and training schools, 49,420 with 3392 teachers; in three universities, 3664.

France—1924-25. Enrolment in 3049 public infant schools 328,416; in 687 private infant schools, 38,381; in 68,899 public primary, 3,060,921; in 12,127 private primary, 766,844; in 367 boys' lycées and communal colleges, 117,337; in 206 girls' lycées, colleges, 53,960; in seventeen universities, 52,960; in 370 private technical schools (1924), 92,000.

Germany—1926-27. Enrolment in 53,000 public elementary schools, 8,900,000 with 197,000 teachers; in 10 technical high schools, 22,000 with 2274 teachers; in 23 universities, 65,021 with 7234 teachers. There are no recent figures for secondary schools. There are 41 special schools.

Greece—1922. Enrolment in 7200 primary schools, 499,084 with 13,996 teachers; in

1924-25, in 677 secondary schools, 90,307; in three universities and polytechnical schools, 9969 with 83 teachers.

Guatemala—1926-27. Enrolment in 2909 primary schools, 103,859 with 3212 teachers; in 88 normal and secondary schools, 3141. Besides the University of Guatemala and the National Central Institute are several special schools. Expenditure for education in 1926 was 1,170,345 quetzales (gold coin=\$1).

Haiti—1925-26. Enrolled in 820 national primary (city and rural) 68,938; in 138 private primary, 9622; in six national lycées 1042; in 11 private secondary, 3219. Nearly a million dollars is annually spent on education, chiefly for agricultural education.

Hedjas—(Arabia)—"The government of Hedjas ordered the establishment of a system of religious schools and a university at Mecca, as well as 21 primary and secondary schools in various cities. Forty teachers were invited from Syria."—*Americana*, 1928.

Honduras—1926. Enrolment in 863 public and 34 private schools, 28,048. There are six secondary, 5 normal training schools, several special schools, and a university.

Hungary—1925-26. Enrolment in 6813 primary and elementary schools, 743,510 with 20,597 teachers; in 152 middle schools, 61,757 with 2959 teachers; in 145 special schools, 18,882; in 30 institutions of higher learning, 14,198 with 949 teachers.

Iceland—1919-20. Enrolment in 209 elementary schools, 6485 with 318 teachers. There are several special schools, continuation schools, and the University of Reykjavik. Education is now compulsory from ten to fourteen years of age.

Ireland—1926-27. Enrolment in 1970 public elementary schools 202,437; in 70 secondary schools, 9012; in 143 technical schools and other centers, 23,000. In 1927 the University of Belfast enrolled 1236 with 111 teachers.

Italy—1924-25. Enrolment in 5828 asili for infants, 473,652; in 27,192 public elementary schools, 3,644,606 with 94,197. 1925-26. In 1218 government secondary schools, 189,263 with 14,475 teachers; in 1082 private secondary schools, 46,268; in 21 state and 4 free universities, 30,855; in 44 special schools, 14,828.

Japan—1923-24. Enrolment in 801 kindergartens, 66,687 with 2273 teachers; in 25,462 elementary schools, 9,137,160 with 199,663 teachers; in 468 middle schools, 246,680 with 10,129 teachers; in 808 high schools, 286,940 with 12,711 teachers; in 743 technical schools, 179,534, with 9102 teachers; in 14,969 continuation technical schools, 1,024,774 with 8305 teachers; in 31 institutions of higher learning, 38,728 with 3224 instructors.

Latvia—1926-27. Enrolment in 1921 elementary schools, 164,954, with 7403 teachers; in 122 secondary schools, 22,066 with 2350; in 70 technical schools, 5116; in Latvian National University 6314 with 309 instructors.

Liberia—Enrolment in 22 government schools, 700; in 67 missions 3200; in the government college, 143 with 9 teachers.

Lithuania—1927. Enrolment in 2320 primary schools 122,000 with 3281 teachers; in 120 secondary schools, 22,194; in the University of Kovno, 4000 with 258 teachers.

Luxemburg—1926. There are 979 teachers in the primary schools. There are 25 higher elementary schools and 12 special schools and colleges.

Mexico—1926. Enrolment in 3000 rural

schools, 143,435; in 426 day primary schools, 42,957; in 107 technical, 78,403 with 7247 teachers. "Mexico faces a difficult educational problem, for 62 percent of the population is illiterate; some 2,750,000 children need to be sent to school, and nearly 1,750,000 of these are without a school to go to, while state governments spend on an average 40 percent of their budgets on schools."—*Americana*, 1928.

Netherlands—1924-25. Enrolment in 3980 public infant and elementary schools, 536,576 with 17,331 teachers; in 4878 private infant and elementary schools, 691,288 with 21,013 teachers; in 227 secondary schools, 47,493 with 3643 teachers; in 641 schools for working people, 108,052 with 4972 teachers; in 7 universities 9044 with 534 teachers. There are many technical schools. In 1924 the state spent on education 169,814,000 guilders or \$67,925,600.

Newfoundland—1926-27. Enrolment in 1092 schools, 58,093. Total expenditure for education \$977,590.

New Zealand—1925-26. Enrolment in 301 private primary schools 26,778; in 2601 public primary schools 219,969; in 41 incorporated or endowed secondary schools, 13,651 with 568 teachers; in other high schools (122) 7189. Total expenditure on education in 1926-27, 3,910,241£ or \$19,003,771.

Nicaragua—Enrolment in 460 state elementary schools, 30,210 with 1105 teachers; in 76 private elementary, 5557; in three private secondary 259 with 37 teachers. There are a number of special schools and three universities.

Norway—1924-25. Enrolment in elementary schools, 394,553; in 225 secondary schools 28,784. Many special schools.

Panama—1926. Enrolment in 446 public schools, 54,214 with 1492 teachers, in 71 private schools, 9156. There are several schools of higher learning. 78 percent of the school population was enrolled in all schools.

Paraguay—1926. Enrolment in 576 government primary schools, 90,133 with 1984 teachers; in 21 private schools, 3201, with 112 teachers; in three high schools, 800, with 55 teachers; in six normal schools 482.

Persia—1927. Enrolment in 727 non-religious schools, 84,041; in 2536 religious and maktab schools, 134,987. There are several schools of higher learning. Total expenditure for 1926-27 was 17,006,610, or \$306,118,980.

Peru—1926. Enrolment in 3300 primary schools, 262,267 with 5487 teachers; in 29 secondary schools, 5326 with 583 teachers; in seven normal schools 1950; in the University 1717.

Poland—1926-27. Enrolment in 26,775 elementary schools, 3,365,235 with 69,360 teachers; in 780 secondary schools, 216,552 with 780 teachers; in 195 colleges for teachers, 34,437 with 1931 teachers; in 850 technical schools, 110,000. In seven colleges, seven thousand

one hundred twenty-five with 954 teachers.

Portugal—1924-25. There are 6850 public elementary schools; enrolment in 33 secondary schools, 11,304, with 756 teachers; in 5 normal schools 926 with 89 teachers; in three universities 3909.

Rumania—1920-21. Enrolment in 7000 elementary schools, 692,896 with 11,088 teachers; in 257 secondary schools, 81,254 with 3624 teachers; in 467 secondary schools, 115,350 with 6513 teachers; in 104 normal schools, 15,638 with 920 teachers; in 145 special schools, 10,402 with 785 teachers; in four universities 13,096 with 671 instructors.

Salvador—1926. Enrolment in 849 public primary schools 51,933 with 1555 teachers; in 1922 enrolment in two normal schools 160. Expenditure on education in 1926 was 1,870,000 colones or \$935,000.

Scotland—1925-26. Enrolment in 2896 primary schools 658,963 with 18,372 teachers; in 249 secondary schools, 152,537 with 6209 teachers; in 954 continuation classes, 147,071; in four universities, 11,323 with 886 teachers. There are many special schools.

Serb, Croat, and Slovene States—1925-26. Enrolment in 7208 elementary schools, 786,324 with 17,576 teachers; in 173 secondary schools, 83,399 with 3595 teachers; in 155 civil schools, 26,635 with 1423 teachers; in 16 commercial schools, 2535 with 159 teachers; in three universities, 10,320 with 360 teachers.

Siam—1924-25. Enrolment in 343 government schools (including 236 secondary schools), 47,268 with 1958 teachers; in 4707 local schools, 527,603 with 9872 teachers; in 573 private schools, 27,435 with 1446 teachers. Over 90 percent of local schools and 60 percent of the government schools are located in temples.

Spain—1926. Enrolment in 29,308 public schools and 6000 private schools, 3,098,840; in 60 institutions or middle class schools 63,084; in 11 universities, 27,800. In 1925-26 expenditure for education was 169,667,571 pesetas or \$32,236,838.

Sweden—1926. Enrolment in elementary schools, 665,032 with 26,669 teachers; in 77 public secondary schools, 28,564; in state universities, 5253; in private universities, 1165. Cost of public instruction is largely paid by parishes.

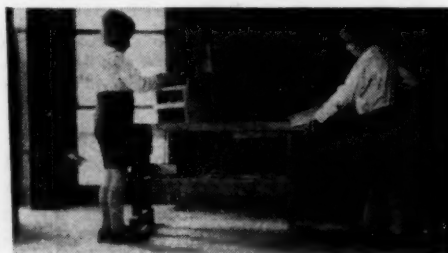
Switzerland—1925-26. Enrolment in 4407 primary 495,516 with 16,738 teachers; in 599 secondary schools, 53,579 with 2500 teachers; in 111 lower middle schools 14,794 with 761 teachers; in seven colleges, 6662 with 977 teachers. There are many special schools.

Turkey—Enrolment in 4800 primary state schools, 302,500, with 9000 teachers; in 71 middle schools 5800; in 20 high schools, 5600.

Union of South Africa—1925. Enrolment in state and state-aided schools, 606,760 with 21,322 teachers; in 658 private schools (white and colored), 37,382 with 1867 teachers; in four universities 5570. Expenditures on education other than higher education of white scholars 6,766,688£ or \$32,886,103.

Uruguay—Enrolment in 1264 public and private schools 148,485 with 3890 teachers; in 64 evening courses for adults 7161 with 160 teachers. In the University of the Republic 2230. A few special schools.

Venezuela—1926. Enrolment in government primary 63,747; in 341 private schools 15,302; in 236 municipal schools, 10,473; in secondary schools, 588; in special schools, 1618.



The Nationwide School Printing Project

PRINTING is now taught in many schools. While the immediate aim of printing courses may be to teach printing as a trade, the schools owe a larger duty both to the student and to the industry. It is the privilege of the school to help lift every vocation to the plane of an art. Printing is one of the noblest and most democratic of the arts. It lends itself to wide appreciation. Millions of people see the printed page daily.

If it is a good practise to teach appreciation of beautiful music, why not appreciation of beautiful letters, beautiful type designs, finely printed pages? Many printing offices today accept too low a standard of output. They are satisfied with careless choice of typefaces, crude spacing, inaccurate proofreading—hasty work. Frequently this carelessness costs more than careful work. Everyone who buys printing is aware of the cost of authors' corrections and changes which might be avoided.

In an effort to focus attention on the possibility of a better quality of printing, THE JOURNAL of the National Education Association started two years ago the nationwide school printing project. It sent to classes in printing Henry van Dyke's "Tribute to the Unknown Teacher," with specifications for building a type page in poster form the size of a JOURNAL page. The posters turned in by these classes in the spring of 1928 are an inspiring example of what printing teachers are doing in this field.

For the 1929 project the copy used was William Henry Scott's "Dedicating the School." On this page is an example of a poster entered in this project. It is not possible to show the real beauty of these posters here because of the necessity for reduced facsimiles and the inability to reproduce the beautiful colors that printing classes have worked out. The plan is to continue this project for several years until its full effect has reached widely into printing classes. Incidentally the material in these posters serves as a means of emphasizing the importance of education, the schools, the teacher—an agency for interpreting the schools.

Schools which deserve special mention for the excellence of the posters submitted are listed below. The schools whose posters were considered best are indicated by asterisks (*). Several schools enrolled in the project had not sent in posters at the time of going to press.

ALABAMA

Birmingham, John Herbert Phillips High School, C. J. Goin, principal, George S. Hunt, teacher of printing; Woodlawn High School, N. B. Hendrix, principal, H. C. Elliott, instructor.

ARKANSAS

Fort Smith, Senior High School, Elmer Cook, principal, Theodore R. Harms, teacher of printing.

ARIZONA

Phoenix, Union High School, Harry L. Crockett, teacher of printing.

CALIFORNIA

Berkeley, Berkeley High School, C. L. Biedenbach, principal, Guy F. Street, teacher; Garfield Junior High School, D. L. Hennessey, principal, S. J. Lealand, teacher of printing.

Coalinga, Union High School, C. L. Geer, principal, T. A. Ellestad, printing instructor.

Los Angeles, Lincoln High School, Ethel Percy Andrus, principal, Frank L. Tade, teacher of printing.

San Diego, Senior High School, John Aseltine, principal, James E. Hutchison, teacher of printing.

San Pedro, High School, Juliette Pierce, principal, Clyde E. Bundy, teacher of printing.

CONNECTICUT

New Haven, Boardman Trade School, Frank R. Lawrence, director, Joseph J. Reilly, printing department instructor.

DELAWARE

Wilmington, Wilmington Trade School, W. E. White, principal, Frank P. Hall, teacher of printing.

DISTRICT OF COLUMBIA

Washington, Randall Junior High School, G. Smith Wormley, principal, J. M. Montgomery, teacher of printing; Stuart Junior High School, Claus J. Schwartz, principal, Kenneth M. Hawkins, teacher of printing; United States Government Printing Office, Burr G. Williams, Chief Instructor of Apprentices; Garnet-Patterson Junior High School, Mineola Kirkland, principal, Hiram F. Jones, teacher of printing.

Dedicating The School

WILLIAM HENRY SCOTT

Let us now with earnest hearts and with exalted faith and hope solemnly consecrate this building to its high and holy purpose ~ May the youth of this community for generations to come gather in this place to receive instruction in knowledge and training in virtue ~ May they find here every condition necessary to a true and enlightened education ~ Especially, may their teachers be examples of excellence in scholarship and character, seekers after goodness and truth, lovers of children, enthusiasts and adepts in the finest of all arts, the development and inspiration of human souls ~ May these rooms always be pervaded with an invigorating atmosphere of mental and moral life, and may no child pass from these schools to higher grades or to the outer world without having been made more intelligent, more thoughtful, more courageous, more virtuous, and in every way more capable of wise and just, of useful and noble living ~ To this end, may the blessing of God be upon child and parent, upon pupil and teacher, upon principal and superintendent, and upon every one whose influence will in any degree affect the work of education as it shall be conducted within these walls ~

THIS is a facsimile of one of the many beautiful posters received this year. It came surrounded by a decorative border which was removed in order that the type could be reproduced as large as possible. It was printed in the shop of the Elm Vocational School at Buffalo, New York. It was set in Goudy Cursive 30, 18, and 10 point type.

ILLINOIS

Oak Park, Emerson School, Caroline H. Parsons, principal, Stewart M. Purinton, teacher of printing.

Rock Island, Rock Island High School, Eugene Youngert, principal, E. L. Courtney, instructor of printing.

INDIANA

Fort Wayne, Central High School, Fred H. Croninger, principal, W. W. White, teacher of printing.

Franklin, Masonic Home High School, Fred M. Sagers, principal, Harry O. Butler, teacher of printing.

Gary, Gary Technical Schools, G. E. Wulfin, director of industrial education, William O. Wallace, teacher of printing.

Indianapolis, Harry E. Wood, director of vocational education and manual training. Calvin Fletcher School, Mildred Weld, principal, J. J. Maxwell, teacher of printing; Emerson School, Maude Moudy, principal, Leo J. Pritchard, teacher of printing; School Fifty-two, J. L. Dunn, principal, Charles W. Hyde, instructor; School Fifty-four, Grace Black, principal, Ivan A. Hamen, teacher of printing; Robert Dale Owen School, W. A. Stockinger, principal, Wilbur E. Morgan, teacher of printing; William Bell School, Mary S. Ray, principal, D. R. Winegarden, instructor; William McKinley School, Lena Swope, principal, Vincent Maxwell, teacher of printing.

Mishawaka, High School, C. C. Cauble, principal, Dwight Marsee, teacher of printing.

KANSAS

Salina, The Salina High School, W. W. Waring, principal, W. H. Woodhouse, teacher of printing.

KENTUCKY

Covington, Holmes High School, Junior Department, John L. Goble, principal, Henry A. Breucker, instructor.

Louisville, Thomas Ahrens Trade School, E. M. Lovell, principal, J. H. Nissen and V. B. Smith, teachers of printing.

MAINE

Portland, High School, Arthur W. Lowe, principal, Cecil C. Farrar, teacher of printing.

MARYLAND

Baltimore, Douglas High School, Mason A. Hawkins, principal, James A. B. Callis, teacher of printing.

MASSACHUSETTS

Lynn, English High School, Frederic R. Willard, principal, Leslie S. Burnell, printing instructor.

Waltham, Waltham Vocational School, Harold L. Pride, director, Jacob H. Nottenburg, teacher of printing.

MICHIGAN

Lansing, Central High School, C. E. LeFurge, principal, J. H. Cigard, teacher of printing.

River Rouge, River Rouge High School, H. M. Rosa, principal, R. H. Carrington, teacher.

MINNESOTA

Chiselm, Junior and Senior High Schools, Earle H. Meyer, instructor of printing.

Duluth, Washington Junior High School, J. W. Meyer, principal, Harold S. Berg, teacher of printing.

Virginia, Technical High School, E. H. Bosshardt, principal, E. A. Mueller, teacher of printing.

MISSOURI

Fulton, Missouri School for the Deaf, Herbert E. Day, superintendent, P. J. Kelly, teacher of printing.

Kansas City, Lathrop Trade School, Allen L. Shank, principal, Clinton V. Hill, teacher of printing; Northeast High School, A. T. Chapin, principal, O. W. Kunz, printing instructor.

NEBRASKA

Lincoln, Lincoln High School, Will French, principal, James S. Wallace, printing teacher.

NEW JERSEY

Irvington, Frank H. Morrell High School, Edward D. Haertter, principal, Richard J. Hillman, printing instructor.

Jersey City, Henry Snyder Junior High School, John M. Kerwin, principal, Harry W. Osgood, teacher of printing.

Keany, High School, Albion H. Brainerd, principal, John M. Loftus, instructor of printing.

Montclair, Montclair High School, Harold A. Ferguson, principal, Frank A. Baker, printing instructor.

NEW YORK

Albany, Boys Vocational School, E. A. T. Hapgood, principal, Charles E. Dunigan, teacher of printing.

Buffalo, Elm Vocational School, William B. Kamprath, principal, George C. Hummel, teacher of printing.

Rochester, East High School Annex, Judson Decker, principal, Lewis W. Miller, printing instructor; Monroe Junior-Senior High School, W. E. Hawley, principal, Harry P. Bohrer, printing instructor.

OHIO

Cincinnati, Printing Trades School, Henry Himelmann, principal.

Cleveland, East High School, Daniel W. Lothman, principal, H. H. Akehurst, instructor.

Columbus, W. M. Townsend, principal, George Anderson, teacher of printing.

Steubenville, Harding Junior High School, F. H. Duffy, principal, R. Randolph Karch, teacher of printing.

OKLAHOMA

Oklahoma City, C. W. Gethmann, principal, Clark A. Parker, teacher of printing.

Tulsa, Central High School, Merle Prunty, principal, W. W. Graham, director of printing.

PENNSYLVANIA

Johnstown, Senior High School, James Killius, principal, Wilbur Fisk Cleaver, teacher of printing.

Pittsburgh, Carnegie Institute of Technology, David Gustafson, head of printing department, Walter B. Gress, instructor in typography.

WISCONSIN

Appleton, Roosevelt Junior High School, A. G. Oosterhous, principal, R. W. Norris, teacher of printing.

Sheboygan, High School, William Urban, principal, J. A. Hartenberger, instructor.

The Rights of the Child—Attitudes

HAROLD SAXE TUTTLE

Assistant Professor of Education, University of Oregon, Eugene, Oregon

IN *The Passing of the Third Floor Back* Jerome portrays the character of an artist who, under temptation, panders to the demoralized tastes of those who are willing to pay well for his skill prostituted to the level of their fancy. Under the spell of the "stranger" he comes to detest the vile use he has made of his art and chooses to employ it only to ennoble his fellows.

What the stranger did for the artist, society must do for every child. Around each choice of refining influences society must throw a wealth of pleasures as rich and satisfying as the child has capacity to appreciate. Cheapening and degrading influences must be weeded out.

The loud guffaw, the interruption of appreciative listeners at the concert, the inept story, the ridicule of courtesy, the slur cast upon the motives of another, the tactless remark, and all that detracts from the sweetness and beauty of life are handicaps from which every citizen is entitled to be kept free insofar as society can keep him free by early training.

In the greater number of instances one's social approval depends upon habits; the comparatively few dramatic moments of deep emotion in life are out-comes primarily of attitudes. Deep humiliation, sharp disappointment, and racking jealousy need not be experienced often in order to stifle all the joy from an otherwise normal life. Similarly the ecstasy of a very few supreme triumphs will diffuse through months and years of uneventful existence.

For protection against these pangs of sorrow and for enlargement of the possibilities of exalting joy, discipline of the emotions is necessary. Habits and judgments must be supplemented by wholesome tastes, approved standards, and worthy ideals. Even the routine activities of life acquire significance in proportion to the emotional coloring that can be added to them. And the leisure moments are vacant or rich according as they are filled with activities prompted by impulse or by abiding interests.

The lack of taste for music or art or poetry or drama leaves one distinctly uncomfortable in the presence of those who have learned to appreciate these sources of enjoyment. One who is bored by any

other topic than his own shop talk or hobby is likely to find many an uninteresting hour in his recreation periods. The loss of interest in play is certain to prove a distinct handicap in both mental and

automatically open doors to him and surround him with pleasures which will make life most richly satisfying.

These attitudes develop by processes as definitely within the control of society as skills in arithmetic or information about our export trade. Society can choose whether its young shall prefer inflaming and salacious magazines or chaste and artistic literature. It can determine whether jazz or melody shall be most enjoyed; whether truth shall be admired or artful falsehood considered clever; whether chivalry shall be considered noble or weak; whether success shall be judged by wealth or by service; whether it shall be more blessed to give or to receive.

Tastes are cultivated by repeated experiences of pleasure or satisfaction. They are destroyed by repeated associations with displeasure or annoyance. Many a child is ridiculed out of his esthetic enjoyments and budding ideals; and many are bribed into formal tastes merely by the recognition that such tastes are approved by the group whose favor is most coveted. The taste for good reading is acquired by reading good books, provided no one scoffs and elders appreciate the ability of the child to read "so fine a story." Taste for good music is acquired by hearing good music in company with appreciative listeners. Taste for refined entertainment is favored by the discovery that the social set makes such taste the condition of admission to their circle. Every attitude of deference to increasing evidences of culture, every privilege conferred on the basis of refinement adds to the strength and permanence of the taste under cultivation.

Because the largest happiness of the child and all his associates depends to such a high degree upon his tastes and ideals every child is entitled at the hands of society to the full development of his finest capacities.

"The child in the school is forming, every day of his life, healthful or unhealthful attitudes toward his work and toward the work of the world. The significance of the role which the teacher plays in the development of these basal mind sets in the pupils can hardly be overestimated."

Cultivating Attitudes

SOME important recent discussions of attitude-training are:

Briggs: *Can Character be Taught? School and Society*, 12: 595.

Briggs: *Curriculum Problems*. Macmillan.

Character Education. U. S. Education Bulletin 1926, No. 7.

Charters: *The Teaching of Ideals*. Macmillan.

Coe: *Law and Freedom in the School*. University of Chicago Press.

Forbush: *Honesty Book*. National Honesty Bureau, N. Y.

McCormack: *Utilizing Moral Crises*. *School and Society*, 33: 123.

Otto: *Moral Education of Youth*. *International Journal of Ethics*, 32: 52.

Overstreet: *Influencing Human Behavior*. Norton.

Rich: *Constructive Program for Moral and Civic Habit Formation*. *Education*, 45: 120.

Schauffler: *Adventures in Habit Craft*. Macmillan.

Starbuck: *Iowa Plan of Character Education*. National Capital Press, Washington, D. C.

Watson: *Virtue and the Virtues*. *School and Society*, Sept. 3, 1927.

physical health. The type of humor one has learned to prefer will determine his enjoyment to a great extent. How many a potential joy is greeted, as was the sunset glory in the stock incident, with the listless comment, "I don't see anything in it to get excited about!" And how appropriately may the reply be made to them all, "Don't you wish you could?"

Society, then, owes the child much more than mere skills in the fundamental processes and conventional knowledge. These skills may save him from condemnation into menial servitude; but they are not sufficient to enrich his life and open for him the avenues to normal happiness. It is rather his attitudes toward the rights and interests of others that will

Vitalized Group Study and Faculty Meetings

HAD THERE been no teachers' associations, we should still be getting meager salaries, we should still be plodding along unknown and unappreciated. We should contribute our dues if we can give nothing else; we should contribute our talents if we have them; we should all rejoice in the feeling that we are part and parcel of the great educational movements sweeping onward. What we have, we owe to teachers' organizations. Let every teacher join all these and thereby become a coworker in the hive of school activities."—*Cincinnati Teachers' Bulletin*.

Every member of state and national education associations receives every month of the school year the journals of these associations. In these magazines are ideas and material essential to the professional growth of teachers and administrators.

Here is part of a letter by F. A. Boggess, principal of University Hill School of Boulder, Colorado, to his teachers:

For seven years the teachers of this school have maintained 100 percent membership in city, county, state, and national education organizations. That is an indication of a high professional standard in the faculty but not a positive proof. It is possible to be a member of any organization and still not be influenced in any way by such membership. The big question is, "What does membership in these organizations mean to the individual?" Once in a great while I have heard a remark like this: "I want to be professional but I really don't see what I get for the \$2 paid to the National Education Association."

I do not wish at this time to go into this question exhaustively but wish to state a conviction. It is my conviction that anyone who reads THE JOURNAL of the National Education Association carefully each month will feel he has obtained value received several times over for the annual membership fee. In fact, I challenge any teacher in our corps to read the March issue of this JOURNAL thoroughly enough to answer the following questions and then say he hasn't had two dollars worth of information, inspiration, and thought-provoking problem presentation from that one number. Try it and let me know the results. We will try and take up some of these questions in an early faculty meeting.

Then followed a list of twelve articles from the March JOURNAL with questions on each article which Mr. Boggess had prepared. He ended his letter by saying "You will find many matters of interest in this issue of THE JOURNAL which the questions do not mention."

For elementary schools—The following JOURNAL articles will interest elementary teachers:

Teacher participation in supervision—A. M. Hopper, June 1929, p172
The Winnetka schools—S. R. Logan, June 1929, p173
Median salaries paid city elementary school teachers, 1928-29—June 1929, p200
Your afterself—poster, June 1929, p188

For junior and senior high schools—A guide in library selection and other suggestions in planning for next year are in the following JOURNAL articles:

Books for junior high-school libraries—June 1929, p189
THE JOURNAL for the next school year—editorial, June 1929, p171
Articulation and the junior high school—Margaret M. Alltucker, June 1929, p177
American Education Week—June 1929, p193
Mental health and the principal—Daniel W. La Rue, June 1929, p187

For colleges—The following JOURNAL articles will interest college faculties:

Breadwinning and soulsaving—L. P. Jacks, June 1929, p179
THE JOURNAL for the next school year—editorial, June 1929, p171
President Lamkin's program—June 1929, p207
The changing school—J. Milnor Dorey, June 1929, p185

What the Journal checkup shows—Reports from readers on the April JOURNAL show the following vote: First, *The Crucial Problem of the Next Decade* by William C. Bagley; second, *Mental Health and Social Adjustment* by Daniel W. La Rue; third, *Teacher Training as a Career* by Charles A. McMurtry. Several hundred readers each month are asked to select the five most interesting articles.

Gertrude E. Hall, superintendent of schools at Newfield, Maine, wrote:

If you could send the checkup to all members of the Association, in course of time you might convert them into *real* readers. I am a better reader than I was.

Inez M. Tyler, in the Washington Gardner School of Albion, Michigan, makes this comment:

Your "checkup plan" certainly stimulates me to read carefully and it is often difficult to make decisions without rereading—all of which adds a great deal to one's information and breadth of view along educational lines.

State education journals—Interesting articles in the April issues of some of these journals are:

The unit vs. the recitation method by Clyde O'Dell in *The Oklahoma Teacher*. Aims and

tendencies in art education by C. Valentine Kirby in *Pennsylvania School Journal*. Child welfare by Minnie B. Ford in *Mississippi Educational Advance*. Teacher turnover by H. D. Fillers in *The Texas Outlook*. Meeting the demand for trained teachers in West Virginia by Robert Clark in *West Virginia School Journal*. Vocational guidance by O. L. Troxel in *The Kansas Teacher*.

A few comments on the use of THE JOURNAL—W. J. Hamilton, superintendent at Oak Park, Illinois, says:

For some time past it has been the practise in the Oak Park elementary schools to devote two meetings a month to the discussion of leading articles in the N. E. A. JOURNAL and *The Illinois Teacher*. We have eleven school buildings in which the supervising principal in each building is doing this work. We have found it to be stimulating and directs the attention of our teachers to the service which is being rendered through educational publications of this type. We feel that it is a phase of supervision which is very much worthwhile.

Van W. Moody, principal at Anawalt, West Virginia, writes:

THE JOURNAL is used once a month for a lesson in our teachers' reading circle.

Henry B. Burkland, principal of Bates School, Middleboro, Massachusetts, writes:

Twice a month we have a meeting devoted to the study of the junior high school. Teachers remain for discussion long after the regular hour is over. We have received much help from THE JOURNAL and have compiled a folder of articles from it which deal with the junior high school and its problems. For these we are very grateful.

Maude E. Dobert in the high school at Delanson, New York, says:

After reading THE JOURNAL, I often mark articles, and give my copy to the teacher of English and history who is glad to have a second copy for use in her classes.

Next year's JOURNAL—Now is the time to make plans for the next school year. The editorial in this issue gives an idea of what you will receive in next year's JOURNAL. The idea that 100 percent schools hold regular faculty meetings for discussion of material in the journals of state and national associations is growing. This admirable practise offsets the tendency of teachers to center their interests on the narrower phases of their work. It is one of the best ways to work on the problems of the profession. A file of THE JOURNAL and other educational magazines is a source of excellent material for individual and group study.

Median Salaries Paid City Elementary School Teachers in 1928-1929

Prepared by the Research Division of the National Education Association

States	Cities with population of:									
	100,000 and over	Rank of Col. 2	30,000 to 100,000	Rank of Col. 4	10,000 to 30,000	Rank of Col. 6	5,000 to 10,000	Rank of Col. 8	2,500 to 5,000	Rank of Col. 10
1	2	3	4	5	6	7	8	9	10	11
United States.....	\$2,063		\$1,607		\$1,415		\$1,342		\$1,212	
Alabama.....	1,499	28			955	41	942*	41	837	44
Arizona.....					1,782*	2	1,398	10	1,479	3
Arkansas.....			1,221	33	1,171	32	992*	37	937	37
California.....	2,131	8	1,990	3	1,690	3	1,665	2	1,652	1
Colorado.....	2,203	5	1,738	10	1,512	10	1,419	9	1,231	16
Connecticut.....	1,845	17	1,833	6	1,566	7	1,429	7	1,315	9.5
Delaware.....	1,800	19								
District of Columbia.....	2,206	4								
Florida.....			1,149	34					812	45
Georgia.....	1,729	22	1,254	30	880*	42	952	40	800	46
Idaho.....					1,517	9	1,270	21	1,083	28
Illinois.....	2,505	2	1,519	21	1,267	25.5	1,294	18	1,229	17
Indiana.....	2,010	13	1,670	11	1,379	18	1,303	16	1,180	21
Iowa.....	1,835	18	1,506	22	1,314	23.5	1,202	27	1,082	29
Kansas.....	1,712	23.5	1,741	9	1,267	25.5	1,220	25	1,038	32
Kentucky.....	1,489	29.5	1,406	25	1,018	39	964	39	956	33
Louisiana.....	1,708	25	1,311	29	1,002*	40			898*	41
Maine.....			1,522	20	1,223	31	846	43	868	42
Maryland.....	1,619	27			1,124*	34			1,214*	19
Massachusetts.....	1,926	15	1,663	12	1,509	11	1,361	11	1,225	18
Michigan.....	1,974	14	1,625	16	1,378	19	1,357	12	1,369	7
Minnesota.....	1,772	20	1,788	8	1,500	12	1,253	23	1,150	24
Mississippi.....					1,040	37	1,138	30	1,045	31
Missouri.....	2,043	10	1,497	24	1,020	38	1,490	4	942	36
Montana.....			2,007	2	1,573	6	1,441	6	1,446	6
Nebraska.....	2,100	9	1,612	17	1,316	21.5	1,215	26	1,113	25
Nevada.....									1,459	5
New Hampshire.....			1,500	23	1,380	17	1,120	31	1,088	27
New Jersey.....	2,171	7	2,058	1	1,870	1	1,592	3	1,469	4
New Mexico.....							1,354	13	1,315	9.5
New York.....	2,589	1	1,823	7	1,632	4	1,730	1	1,613	2
North Carolina.....			1,334	27	1,234	28	1,230*	24	1,090	26
North Dakota.....					1,424	15.5	1,315	15	1,260*	13.5
Ohio.....	2,014	11.5	1,559	18	1,321	20	1,165	28	1,293	11
Oklahoma.....			1,882	4	1,151	33	995	36	950	35
Oregon.....	2,182	6			1,225	29	1,267	22	1,206	20
Pennsylvania.....	2,014	11.5	1,657	13	1,438	14	1,420	8	1,154	23
Rhode Island.....	1,747	21	1,534	19	1,424	15.5	1,332	14	1,260	13.5
South Carolina.....			1,247	31	1,314*	23.5	1,081	33	1,047*	30
South Dakota.....					1,527	8	1,282	19	1,178	22
Tennessee.....	1,366	31	1,097	35			1,008*	35	838	43
Texas.....	1,684	26	1,234	32	1,059	36	933	42	923	38
Utah.....	1,712	23.5	1,340	26	870	43	1,094	32	900*	40
Vermont.....					1,255	27	1,148	29	783	47
Virginia.....	1,489	29.5	1,324	28	1,093	35	970	38	954*	34
Washington.....	1,924	16	1,846	5	1,454	13	1,295	17	1,267	12
West Virginia.....			1,640	14	1,224	33	1,061	34	911	39
Wisconsin.....	2,402	3	1,634	15	1,316	21.5	1,279	20	1,242	15
Wyoming.....					1,593	5	1,474	5	1,365	8

THE figures given above are based on the salary study of the National Education Association for 1928-29. The results of this study appear in summarized form in the *Research Bulletin* for May, 1929. Special salary tabulations giving median salaries, maximums and minimums, and distributions of salaries paid various groups of school employees in the individual cities may also be obtained from the Association at a nominal cost.

The best paid fifty percent of a group of teachers receive salaries equal to or exceeding the "median" salary, and the poorest paid fifty percent of a group of teachers receive salaries equal to or less than the median. In a normal distribution the median and the average are the same.

Data as to median salaries paid in certain population groups in some states are not given, since no cities of the size indicated are found in the state, or the cities concerned failed to return the blanks requesting salary figures, or a report was made for too small a number of teachers in the position indicated to justify the figuring of state medians.

Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example, the median salary paid elementary teachers in cities 2500 to 5000 in population, in the state of Texas is \$923 per year. What percent is this of \$1212, the median salary paid in cities in this group in the United States as a whole? How much would

the median salary paid teachers in the smallest group have to be increased to equal that which is being paid in cities over 100,000 in population? What percent increase would this be?

* The medians given are based on reports from 1401 cities out of 2881 over 2500 in population. The most complete reply was from cities over 100,000 in populations. In this group 67 out of 68 cities replied. The figures given are believed to be representative. In a few cases they would probably be significantly changed had all cities reported. Figures marked with an asterisk are based on reports from too small a percent of the cities of the population group concerned in the state to be accepted as representative.

Tentative Programs of Departments and Allied Organizations

NATIONAL COUNCIL OF EDUCATION will hold two sessions, Monday and Tuesday afternoons, July 1 and 2. The topic of discussion will be Synthetic Research (Integration) and the speakers at the first session will be: William John Cooper, United States Commissioner of Education, Washington, D. C., who will talk on What the Nation May Expect of American Schools; and John J. Tigert, president of the University of Florida, Gainesville, Florida, on Educational Progress for the Year.

At the second session the following speeches will be made: State Education Programs in the United States, John W. Abercrombie, assistant superintendent of public instruction, Montgomery, Alabama; and The Printed Word and Educational Interpretation, Joy Elmer Morgan, Editor, *Journal of the National Education Association*, Washington, D. C.

Department of Adult Education will hold two sessions, Tuesday and Wednesday afternoons, July 2 and 3. The first session is to be an *all-southern* program with addresses on the following subjects: Adult Elementary Education in Southern States; Adult Secondary Education in Southern States; Adult Immigrant Education in Southern States; University Extension Service in Southern States; Library and Library Extension Service in Southern States; Community Educational Organizations and Service in Southern States. A business meeting will follow.

The second session will be a business meeting at which the following will be considered: Old business; the Adult Education Yearbook; revision of bylaws; election of officers.

Department of Business Education will hold two sessions, Saturday, June 29 at noon and Monday, July 1 at 2 p. m. The first session is to be a joint luncheon with Atlanta Chamber of Commerce. The president of the department is Paul A. Carlson, head of accounting department, State Teachers College, Whitewater, Wisconsin.

Department of Classroom Teachers will hold two sessions, Monday afternoon, July 1, and Wednesday afternoon, July 3. Addresses will be made at the first session by Martha Berry, director and founder of the Berry Schools, Mount Berry, Georgia, and by Jeanette Rankin, former congresswoman from Montana on Teachers and World Peace. Following these addresses the meeting will divide into three discussion groups: Group A, *Elementary Education*, Florence M. Dickenson, Haddonfield, New Jersey, presiding. The following addresses will be made: Teacher Participation, Mrs. Lois Coffey Mossman, Teachers College, Columbia University, New York City; Teacher Participation Through Curriculum Revision, Georgia W. Aiken, president, Cincinnati Teachers Association, Cincinnati, Ohio; Teacher Participation Through Civic Contacts, Lulu Mock, president, Dallas Grade Teachers Council, Dallas,

Texas; Teacher Participation through Determination of Standards of Certification, Mrs. F. Blanche Preble, teacher, Chicago, Illinois. Group B, *High School Education*, Charles E. Scott, secretary of the department, Portland, Oregon, presiding. The following speeches will be made: Teacher Participation through Curriculum Revision, Rush M. Caldwell, president, Texas State Teachers Association, Dallas, Texas; Teacher Participation in Legislative Problems, J. W. Vickerman, president, Cleveland Teachers Federation, Cleveland, Ohio; Teacher Participation through Social Contacts, Mrs. Nettie Rankin Bolland, president, Portland High School Teachers Association, Portland, Oregon. Group C, *Rural Education*, R. Ross Smith, vicepresident of the department, Chicago, Illinois, presiding. Florence M. Hale, state supervisor of rural schools, Augusta, Maine, will speak. The second session will be the annual business meeting.

On Wednesday evening the annual dinner will be held on the terrace of the Atlanta Biltmore Hotel. Mary Postell, assistant superintendent of the Atlanta schools, is in charge of arrangements.

Department of Deans of Women will hold a luncheon conference at noon, Wednesday, July 3. The president of the department is Thyrsa W. Amos, dean of women, University of Pittsburgh, Pittsburgh, Pennsylvania.

Department of Elementary School Principals will hold two sessions, Monday and Tuesday afternoons, July 1 and 2. The subject of the sessions will be, The Opportunities of the Elementary School Principal as a Supervisor in Forwarding the Education of Today. At the first session the following addresses will be made: The Opportunities of the Elementary Principal as a Supervisor in Forwarding Education Today, from the Superintendent's Point of View, Willis A. Sutton, superintendent of schools, Atlanta, Georgia; Geography for a New World, Harriet Smith, Sam Houston State Teachers College, Huntsville, Texas; The Library as an Integral Part of the Elementary School, Bess Clements, Eliza Clark School, Clarksdale, Mississippi. At the second session the following addresses will be made: Some Modern Tendencies in the Teaching of Character Education, N. H. Price, Hemphill School, Birmingham, Alabama; The Elementary School Principal as a Supervisor, Lois Coffey Mossman, Teachers College, Columbia University, New York City; Adventurous America, L. S. Rugg, West End Grammar School, Alexandria, Louisiana. The annual dinner of the department will be held at the Eastlake Country Club, Tuesday, July 2, at 6:30 o'clock. John J. Tigert, president of the University of Florida, Gainesville, will be the speaker.

Department of Kindergarten-Primary Education will hold three sessions, the first, Monday afternoon, July 1; the second, Tuesday, July 2 at noon; and the third, Tuesday after-

noon. The first session will divide into four discussion groups. Group 1 will have as its subject An Activity Curriculum at Work, H. F. Srygley, superintendent of schools, Raleigh, North Carolina, chairman. Group 2 will discuss Classroom "Setting" for an Activity Curriculum: Equipment, its Selection, Construction, and Arrangement. Group 3, Classroom Procedures which Promote Desirable Physical Development, Knowledge, Habits, Attitudes, and Skills, Winifred S. Bain, State Teachers College, East Radford, Virginia, chairman. Group 4, Unity and Continuity of Educational Experience—the Home, Nursery School, Kindergarten, and Elementary Grades, leader, Martha McAlpine, child study specialist, University of Georgia, Athens, Georgia. The second session will be a luncheon under the auspices of the National Council of Childhood Education. There will be reports by representatives of the coordinating organizations of the National Council of Childhood Education: National Nursery School Committee, Martha I. McAlpine, child study specialist, University of Georgia, Athens, Georgia; International Kindergarten Union; National Council of Primary Education. Election of officers will follow. At the third session summaries of the four discussion groups held Monday will be made by the chairmen. Following them addresses will be made on What these Summaries Mean to Me, New World Expectations, and Our Young Children.

On Sunday evening, June 30, there will be an alfresco tea at the Eastlake Country Club, at 6 o'clock. Evelyn Bird, corresponding secretary of the Atlanta Kindergarten Alumnae Club, is in charge of arrangements.

Department of Lip Reading will hold two sessions Monday and Tuesday afternoons, July 1 and 2. The subject for discussion will be, Education of the Hard of Hearing for the New World. At the first session there will be an informal reception to officers and members, 1:30 to 2 o'clock. The following addresses will be made: The Needs of the Hard of Hearing, Hugh Grant Rowell, M. D., assistant professor of health education, Teachers College, Columbia University, New York City; Guiding the Hard of Hearing Child Vocationally, Estelle E. Samuelson, supervisor of educational and employment work, New York League for the Hard of Hearing, and instructor in methods of lip reading, Teachers College, Columbia University, New York City; Lip Reading in our Public Schools, Marion Spring Clark, teacher of lip reading, public schools, Cambridge, Massachusetts. At the second session there will be an informal reception to officers and members, 1:30 to 2 o'clock. The following speeches will be given: Lip Reading Shall Not Fail, Alice G. Bryant, M. D., otologist and laryngologist, member of American Society of Heating and Ventilating Engineers, Boston, Massachusetts; Lip Reading Opens a New World to the Hard of Hearing Adult,

Maude Douglass Hubert, teacher of lip reading, Charleston, South Carolina; Finding the Hard of Hearing Child, Knibloc P. Royce, research products department, Graybar Electric Company, New York City. The business meeting will follow.

Department of Rural Education will hold three sessions, Monday afternoon, July 1, Tuesday noon, July 2, and Wednesday afternoon, July 3. The topic at the first session will be Rural Education in the South—Some Achievements in Special Phases; presiding, M. L. Duggan, state superintendent of schools, Atlanta, Georgia. The following addresses will be made: The Financial Support of Public Education with Special Reference to Rural Areas, R. E. Tidwell, state superintendent of education, Montgomery, Alabama; The Supervision of Rural Elementary Schools in the Southern States, Annie M. Cherry, supervisor of Halifax County schools, Roanoke Rapids, North Carolina, and president of the North Carolina State Teachers Association; Adult Education in South Carolina, Wil Lou Gray, state supervisor of adult schools, Columbia, South Carolina; Negro Education in the South, Leo M. Favrot, field agent, General Education Board, Baton Rouge, Louisiana. There will be spirituals and other selections sung by a girls' chorus from Spelman College, Atlanta, Georgia. The second session will be a luncheon meeting with the following subject for discussion: Rural Education in the South—Some Distinctive Contributions; presiding, A. F. Harman, director, division of educational administration, State Department of Education, Montgomery, Alabama. Greetings will be extended by Uel W. Lamkin, Maryville, Missouri, president of the National Education Association. The following addresses will be made: A Half Century of Change in the South, James H. Dillard, president, Slater and Jeanes Funds, and member of the General Education Board and of the Phelps Stokes Fund, Charlottesville, Virginia; Southern Contributions to Education, Charl O. Williams, field secretary, Legislative Division, National Education Association, Washington, D. C.; Contributions of a Conservative Province to a Progressive Nation, Edwin Mims, professor of English, Vanderbilt University, Nashville, Tennessee. The topic at the third session will be Rural Education in the South—Some Fundamental Needs for the New World Order; presiding, P. P. Claxton, superintendent of schools, Tulsa, Oklahoma. There will be music by the pupils of the Berry School, Mount Berry (Rome), Georgia. The following speeches will be made: The Adjustment of Education to the Needs of Farm-Dwelling People, Norman Frost, professor of rural education, George Peabody College, Nashville, Tennessee; Adjustment to Rural Industrial Change with Special Reference to Mountain Areas, Mrs. Olive D. Campbell, director of the John C. Campbell Folk School, Brasstown, North Carolina; Extension of the Idea of Democracy in Education, Particularly to Underprivileged Rural Populations, Harry H. Clark, professor of education, Furman University, Greenville, South Carolina; Larger Contact and World Outlook, Harry

W. Chase, president, University of North Carolina, Chapel Hill, North Carolina.

Department of School Health and Physical Education will hold two sessions, Monday and Wednesday afternoons, July 1 and 3. At the first session Caro Lane, Georgia College for Women, Milledgeville, Georgia, will preside. The following speeches will be made: Theme of Convention in Relation to Health and Physical Education, James Edward Rogers, president of the department; Health Education in Education, Willis A. Sutton, superintendent of schools, Atlanta, Georgia; Education through Physical Education, Jay B. Nash, vicepresident of the department; The Esthetic Value of Physical Education, Katharine Dozier, member of state board of education, Gainesville, Georgia. At the second session Ethel Perrin, staff associate, American Health Association, New York City, will preside. The following speeches will be made: Problems in School Health Education, Elma Rood, associate professor, department of nursing education, George Peabody College for Teachers, Nashville, Tennessee; Health and Physical Education Needs in the Southland, Mary Channing Coleman, North Carolina College for Women, Greensboro, North Carolina; A Program of Safety Education in the Elementary and Secondary Schools, Herbert J. Stock, fellow in safety education, Teachers College, Columbia University, New York City; Maryland's Play and Physical Education Program, William Burdick, state supervisor of physical education, Baltimore, Maryland.

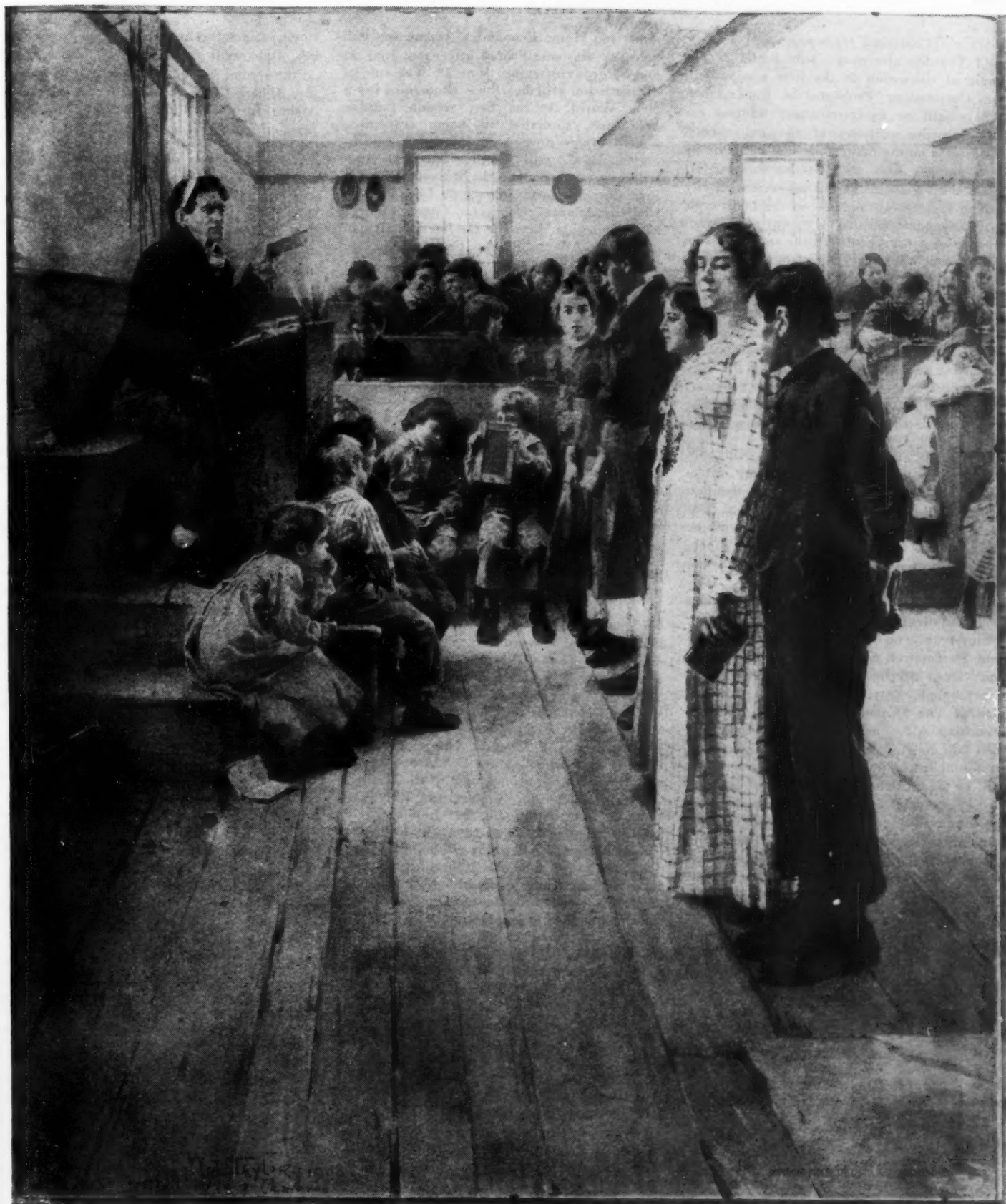
Department of Science Instruction will hold two sessions, Monday and Wednesday afternoons, July 1 and 3. At the first session the following addresses will be made: The Science Curriculum, Francis D. Curtis, president of the department; Tendencies in New Science Books, Hanor A. Webb, professor of the teaching of chemistry, George Peabody College for Teachers, Nashville, Tennessee; What Should Teachers Know in Order to Teach Science in a Modern Democracy, Ralph K. Watkins, University of Missouri, Columbia, Missouri; A Decade of Experimentation with Objective Tests in Teaching High-School Physics and Chemistry, Earl R. Glenn, professor of physics, New Jersey State Teachers College, Upper Montclair, New Jersey. The second session will be a joint meeting with American Nature Study Society. The following speeches will be made: Survey of Presentday Nature Education Activities in the South, James McArthur, New Orleans, Louisiana; Special Experiences: The Parker School District, Thomas I. Dowling; Nature Education in Kentucky, Emilie Yunker, director of nature study and gardening, public schools, Louisville, Kentucky; Nature Education in Atlanta, Hattie Rainwater, Atlanta, Georgia; How the University May Assist in Training the Nature Teacher, D. W. Baker, Emory University, Georgia; The Normal School and Nature Teacher Training, Mary Holder, Atlanta, Georgia; The Most Recent Books of Nature, Hanor A. Webb, professor of the teaching of chemistry, George Peabody College for Teachers, Nashville, Tennessee.

On Wednesday, July 3, there will be a joint luncheon with the American Nature Study Society at noon. Greetings will be extended by Willis A. Sutton, superintendent of schools, Atlanta, Georgia; M. L. Brittain, president, Georgia School of Technology, Atlanta, Georgia; Bertha Chapman Cady, president, American Nature Study Society, New York City. There will be an address by David A. Ward, superintendent of schools, Wilmington, Delaware, and president, School Garden Association of America. The department and the American Nature Study Society will hold a dinner Wednesday evening at 6:30 o'clock. Speakers will be S. W. McCallis and Wallace Rogers.

Department of Secondary School Principals will hold two sessions, Tuesday and Wednesday afternoons, July 2 and 3. At the first session there will be an address by Walter D. Cocking, George Peabody College for Teachers, Nashville, Tennessee. Other speeches will be: Reorganization of the Junior College within the Eight-Year Period, William M. Proctor, Leland Stanford University, California; The Zero Hour for the Head of Department, Henry P. Miller, principal, High School, Atlantic City, New Jersey; address, A. C. Eldredge, assistant superintendent of schools, Cleveland, Ohio. At the second session there will be addresses by G. H. Yeuell, University of Alabama, Tuscaloosa, Alabama, and S. J. McCallie, principal, The McCallie School, Chattanooga, Tennessee. Charles A. Brown, associate superintendent of schools, Birmingham, Alabama, will speak on Character Education.

Department of Social Studies will hold two sessions, Monday and Tuesday afternoons, July 1 and 2. At the first session the following speeches will be made: The Plans of the American Historical Association Committee on History and the Other Social Studies in the Schools, Jesse H. Newlon, professor of education and director of Lincoln School, Teachers College, Columbia University, New York City; New Interest in the Teaching and Study of Hispanic American History, A. Curtis Wilgus, professor of history, University of South Carolina, Columbia, South Carolina; The Professional Preparation of Junior and Senior High-School Teachers of History and the Other Social Studies in Alabama, B. L. Parkinson, director of teacher training, state department of education, Montgomery, Alabama; Modern Tendencies in Relation to the Social Studies, Nancy Miles Batman, head of Social Studies, Eastern Junior High School, Louisville, Kentucky. At the second session the following speeches will be made: Social Studies in the Junior High Schools of San Antonio, Texas, C. C. Ball, director of junior education, public schools, San Antonio, Texas; The Newspaper as a Force in the Changing World, Gladys Boyington, North Carolina College for Women, Greensboro, North Carolina; Training for Citizenship through Early European History, Florence Bernd, instructor in history, Lanier High School for Boys, Macon, Georgia.

Department of Supervisors and Directors of Instruction will hold two sessions, Monday
(Continued on page 204)



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THE DISTRICT SCHOOL by William Ladd Taylor shows a school of pioneer days. In our fast changing age, such a school seems far-distant in time. But some who see this picture have attended such a school; many others have heard it described by their mothers and fathers. A spelling class is "toeing a crack in the floor." Webster's "old blue-backed spelling book" is in the hand of the largest girl. The quill pens on the master's desk, the pointers on the wall behind him, the dipper and big water-pail on the floor, the wide range in age of the pupils from the little tots quietly enjoying themselves on the front benches to the young men in the "back seats" suggest the picturesqueness of the old-time school. The artist, born 75 years ago, knew that with all its short-comings, it gave the children many happy hours and fine ideals.

(Continued from page 202)

and Tuesday afternoons, July 1 and 2. The topic of discussion at the first session will be Outstanding Problems in Supervision. There will be an introductory address explaining the purposes of the department. Addresses on the main topic will be made by two persons who will discuss this subject from the viewpoint of the supervisor in city school systems, an address on the main topic will be made from the viewpoint of the supervisor of rural schools. At the second session Problems of the Supervisor of Special Subjects will be the topic. There will be an introductory address by James F. Hosc, professor of education, Teachers College, Columbia University, New York City, and secretary of the department. Addresses will be made on the following subjects: The Problems of the Supervisor of Music Education; The Problems of the Supervisor of Art Education; The Problems of the Supervisor of Penmanship.

Department of Visual Instruction will hold two sessions, Monday and Tuesday afternoons, July 1 and 2. The topic at the first session will be, Technic of Using Visual Aids in Classroom Teaching. Speeches will be made by B. A. Aughinbaugh, state supervisor of visual instruction, Columbus, Ohio, on Visual Communication; John A. Hollinger, director, department of nature study and visualization, public schools, Pittsburgh, Pennsylvania, on The Use of the Stereograph and Stereopticon Slide in Classroom Teaching; Dean McCluskey, Scarborough School, Scarborough, New York will lead a discussion of The Motion Picture as an Effective Teaching Aid. The topic at the second session will be Administration and Supervision of Visual Instruction. The following speeches will be made: Pennsylvania's Visual Instruction Program, C. F. Hoban, director of visual education, state department of public instruction, Harrisburg, Pennsylvania; Visual Instruction Service in a City System, Charles Roach, director of visual instruction, public schools, Los Angeles, California. Discussion will be followed by the election of officers.

The annual visual instruction breakfast conference will be held Tuesday morning, July 2 at 9 o'clock. There will be roundtable discussions.

Department of Vocational Education will hold two sessions Monday and Tuesday afternoons, July 1 and 2. The president of the department is Homer J. Smith, associate professor of industrial education, University of Minnesota, Minneapolis, Minnesota.

American Classical League will meet Tuesday and Wednesday, July 2 and 3. The following speeches will be made: Sidelights on the Coming Bimillennium Celebration in Honor of the Poet Vergil, Anna P. MacVay, dean, Wadleigh High School, New York City, and general chairman of the committee; What's the Use of Latin, James H. Dillard, president, Slater and Jeanes Funds, Charlottesville, Virginia; New Projects of the Service Bureau for Classical Teachers, Frances E. Sabin, director, Teachers College, Columbia University, New York City; The Classics as a Business Asset, Judge R. B. Fletcher, general counsel of Illinois Central.

American Home Economics Association will hold two sessions, Friday afternoon, June 28 and Saturday morning, June 29. The subject of discussion will be Home Economics for a New World. At the first session Emiline Whitcomb, specialist in home economics, United States Bureau of Education, Washington, D. C., will preside. The invocation will be pronounced by the Reverend Luther Rice Christie, pastor, Ponce de Leon Baptist Church, Atlanta, Georgia. Greetings will be extended by Mrs. P. H. Jeter, chairman of drama, Atlanta Parent Teacher Association, Atlanta, Georgia, and by Miss Cone, supervisor of home economics, public schools, Atlanta, Georgia. The following addresses will be made: Home Economics, an Important Factor in an Integrated School Program; Trends in Home Economics Education, Margaret Justin, president of American Home Economics Association, Atlanta, Georgia. At the second session Leila Bunce, president of Georgia Home Economics Association, Atlanta, Georgia, will preside. There will be an address by William John Cooper, United States Commissioner of Education, Washington, D. C., and discussions on Family Relationships, conducted by Mrs. Maude R. Calvert, and Education for Parenthood.

On Friday, June 28, at 7 o'clock there will be a dinner at the Atlanta Biltmore Hotel. Espie Campbell, Georgia College of Agriculture, Athens, Georgia, will be toast-mistress.

National Conference on Student Participation in School Government will meet Tuesday, July 2, in the afternoon. The following addresses will be made: The Importance of Selfgovernment in a Democracy, Richard Welling, chairman of Committee on Extension Work of the Junior Republic, New York City; The Council Government of Howe-Marot School, Mary F. Marot, principal, Howe-Marot School and Marot Junior College, Thompson, Connecticut; Student Counsel Functioning in the Junior High School, A. W. Myer, director, junior high schools, Orlando, Florida; Plans for National Organization, N. Robert Ringdahl, principal, Corcoran School, Minneapolis, Minnesota; discussion led by the president on The Relation of Student Participation in School Government to Character Education and The Place of the Faculty Adviser in Student Participation in School Government. A business meeting will follow with election of officers, suggestions for future work of the Conference, and immediate plans for an informal discussion of this work to be held this week.

National Council of Geography Teachers will hold a session Wednesday, July 3, at 2 p. m. The subject of discussion will be The Need for Geographic Mindedness in the Solution of Local, National, and International Problems. There will be addresses by A. E. Parkins, professor of geography, George Peabody College for Teachers, Nashville, Tennessee; and Willa Bolton, head of geography department, State Normal School, Hattiesburg, Mississippi.

National Council of Teachers of English will hold two sessions, Monday and Tuesday afternoons, July 1 and 2. The subject of the first session will be The Teaching of

Composition. Evaline Harrington of Columbus, Ohio, will speak on The School Sheet. At the second session the topic will be Literature. There will be an address on King Arthur for the Youth of a New World by Janet Simpson, Florence, Alabama.

National Congress of Parents and Teachers will meet Tuesday afternoon, July 2. There will be addresses on New World Conditions, How They Are Being Met: By the Home, Mrs. Bruce Carr Jones, vicepresident, National Congress of Parents and Teachers, Macon, Georgia; By the School, T. H. Harris, state superintendent of public education, Baton Rouge, Louisiana; By the Church, W. W. Memminger, Atlanta, Georgia; Value of Cooperative Education in Meeting New World Conditions, Florence M. Hale, state supervisor of rural schools, Augusta, Maine; The National Congress of Parents and Teachers as a Force in Education for New World Conditions, Joy Elmer Morgan, editor, *Journal of the National Education Association*, Washington, D. C.

National League of Teachers Associations will hold a luncheon conference Tuesday, July 2, and a business meeting, Thursday afternoon, July 4.

National Vocational Guidance Association will meet Wednesday afternoon, July 3. Willis A. Sutton, superintendent of schools, Atlanta, Georgia will extend greetings and the following speeches will be made: How to Organize a Rural Community for Guidance and Child Accounting, Harold Holbrook, state department of public instruction, Harrisburg, Pennsylvania. This address will present a survey of progressive practices throughout the United States together with specific suggestions and recommendations. The Place of the Classroom Teacher in a Guidance Program: This address will make a survey of present practices together with specific recommendations, directed particularly to the classroom teacher in rural communities and small towns. New Vocational Opportunities in the Changing South, John J. Tigert, president, University of Florida, Gainesville, Florida. This address will serve to call attention to the industrialization of the South and the resulting vocational opportunities.

School Garden Association of America will hold two sessions, Tuesday and Wednesday, July 2 and 3. The topic of discussion will be: How School Gardens Can be Developed as a Part of the Educational Program. Speakers will be: H. H. Kenyon, former superintendent of schools, Smyrna, Delaware; Emilie Yunker, director of nature study and gardening, public schools, Louisville, Kentucky; Alexander J. Mueller, instructor in agriculture, Los Angeles, California; Van Evrie Kilpatrick, director, school gardens of New York City, and vicepresident, School Garden Association of America; Ellen Eddy Shaw, New York City; and Hattie Rainwater, Atlanta, Georgia.

Department of Superintendence program will appear in Notes and Announcements.

Builders of Our Profession

GROUP ACTION—Leaders with vision are essential for progress in education as in other fields but men of vision who cannot win followers accomplish little. The inertia of existing customs—things as they are—is too great to be moved by the assaults of single individuals. Says James E. Russell, "An individual teacher, no matter how just his cause or how patriotic his intent, has little chance of being heard if his desires run counter to the whims of the local board. Group action seems to be the only way to progress in a democratic state."

Progress is being made today toward the development of a real profession of teaching because the forward-looking teachers of the nation are uniting their forces through local, state, and national associations, thus making possible group action—"the only way to progress in a democratic state."

New Life Enlistments

YOUNG man gets good start—What better way to enter upon one's professional career than to become a life member of the organization which is dedicated to the elevation of education? A young man of nineteen writes as follows:

I became the 1995th life member of the N. E. A. at nineteen. Someday I hope I will have something myself to contribute to THE JOURNAL.

The following life members have been reported since the list was published in the May JOURNAL.

ARKANSAS—J. W. Rogers, Ellie Tatum.
CALIFORNIA—Mrs. Lena P. Crouse, Charles M. Dennis, James H. Hutt.
DISTRICT OF COLUMBIA—Lyle W. Ashby, Ethel Blake.
GEORGIA—C. K. Curry.
HAWAII—W. W. Beers, Mrs. Alice Armada Carter, Mary J. Couch, Clyde E. Crawford, Mrs. Doris M. Keppeler, Mrs. Jane W. Kinsey, Mrs. Edna B. Lawson, Mrs. Maybelle B. McCleery, Mary K. Nailima, Ada M. B. Scott, Rebecca S. Sing, Amy L. H. Young.
IDAHO—Ina McMurray.
INDIANA—William Wirt.
IOWA—C. E. White.
MISSOURI—Dr. Robert W. Frederick.
NEBRASKA—H. O. Bixler, Mark W. Delzell, J. Evan Hutchins.
NEW JERSEY—Paul R. Brown, Charles T. Hock.
NEW YORK—Samuel Paul Capen, George E. Eddy, Ethel Winifred Wag.
NORTH DAKOTA—Elmer R. Young.
OHIO—Lewis E. Buell, Hoy Burns, Howard S. Burch, Carl F. Doebler, H. R. Troutner, J. A. Yealey.

One Hundred Percent Counties

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

The following counties have reported the enrolment of all of their teachers in the National Education Association for the year 1928-29:

State	County	Superintendent
Florida	Dade	Chas. M. Fisher
	Palm Beach	J. A. Youngblood
	Pinellas	R. A. Blanton
Georgia	Fulton	J. A. Wells
	Wheeler	R. A. Eakes
Maryland	Queen Anne's	T. G. Bennett
Nevada	Ormsby	Charles Priest
Ohio	Cuyahoga	A. G. Yawberg
	Logan	Glenn Drummond
	Marion	C. B. Rayburn
	Wood	H. E. Hall
	Hancock	J. W. Insley
Pennsylvania	Berks	A. F. Kemp
	Bradford	J. A. Morrow
	Chester	Clyde T. Saylor
	Delaware	Carl G. Leech
South Carolina	Laurens	Kate V. Wofford
Tennessee	Hamilton	J. E. Walker
	Shelby	Sue E. Powers
Utah	Box Elder	C. H. Skidmore
	Davis	H. C. Burton
	Grand	D. S. L. McCorkle
	*Jordan	D. C. Jensen
	*Juab	O. L. Barnett
	Morgan	J. R. Tippetts
	*N. Summit	Ernest Jacobsen
	*S. Sanpete	E. T. Reid
	Utah	David Gourley
		Melvin Wilson
	Wasatch	R. F. Nilsson
	Weber	B. A. Fowler

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

OREGON—Margaret J. Casper.
PANAMA—T. R. A. Cespedes.
PENNSYLVANIA—Helen M. Davidson, Janet P. Jamieson, Bertha B. Work.
PHILIPPINE ISLANDS—Monico Mateo.
PORTO RICO—Mrs. Milagros A. Raffucci.
SOUTH DAKOTA—Mrs. Grace Greves Truax.
TEXAS—John E. Williams.

VIRGINIA—Albert H. Hill, W. H. Keister.
WISCONSIN—Vera C. Rehnstrand.

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

Six Years

INDIANA—Huntington, Huntington Public Schools, Central, High, Riley, State Street.

Five Years

MINNESOTA—Mankato, Union Grade.
NEBRASKA—Omaha, Saunders.
OHIO—Norwood, Norwood Public Schools.
PENNSYLVANIA—Philadelphia, Julia Ward Howe; Steelton, Steelton Public Schools, East End, Felton, Fothergill, High, Hygienic, Major Bent, West Side.

UTAH—South Sanpete District, South Sanpete District Public Schools, Axtel, Centerfield, Clarion, Ephraim Elementary, Ephraim Junior High, Ephraim Senior High, Fayette, Gunnison Grade, Gunnison High, Manti Grammar and Primary Grade, Manti High, Mayfield Junior High and Elementary, Sterling.

Four Years

IDAHO—Boise, Central.
ILLINOIS—River Forest, Roosevelt.
MICHIGAN—St. Clair, St. Clair Public Schools.
OHIO—Mansfield, Mansfield Public Schools.
PENNSYLVANIA—Philadelphia, Christopher Columbus.
TEXAS—Dallas, James Bowie, John Henry Brown.
WASHINGTON—Spokane, Alcott, Field.

Three years

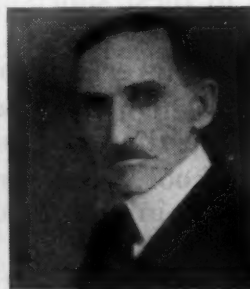
ARKANSAS—Paris, Short Mountain Junior High.
COLORADO—Fort Morgan, Central.
ILLINOIS—Cicero, Burnham.
INDIANA—Greencastle, Mary Emma Jones.
MAINE—Rockland, McLain, Purchase Street.
MISSOURI—Kansas City, Hyde Park.
NORTH DAKOTA—Minot, Minot Public Schools, Junior High.
WASHINGTON—Spokane, Adams, Grant.

Two years

CALIFORNIA—San Diego, Central.
GEORGIA—Dublin, Dublin Public Schools, Calhoun Street, High, Johnson Street, Saxon Heights.
IDAHO—Boise, Lincoln.
ILLINOIS—River Forest, River Forest Public Schools, Roosevelt.
MINNESOTA—Mankato, Franklin Junior High.
NEVADA—Austin, High; Hawthorne, County High.
NEW YORK—Kenmore, Lincoln.
OREGON—Valsetz, Training Center, Oregon Normal.
WASHINGTON—Spokane, Emerson, Regal.
WEST VIRGINIA—Beaver Pond District, Beaver Pond District Public Schools, Ada, Beaver High, Belcher, Brushfork, Ceres, Delph, East End, Fairview Grade, Fairview Junior High, Glenwood, Hancock, Harry, Memorial, Nemours, North Side, Preston, Ramsey Grade, Ramsey Junior High, Sandlick, Stony Gap, Wade Grade, Wade Junior High.
WISCONSIN—Manitowoc, Manitowoc Public Schools.

Current year

ALABAMA—Bessemer, Jonesboro, Rutledge.
CALIFORNIA—Roscoe, Vinedale; San Fernando, Olive View; Whittier, South Whittier.



THE FINANCE AND BUDGET COMMITTEE appointed by the Board of Directors at the Minneapolis convention met in Washington the second week of April to work on the Association's budget for 1929-30. It will meet again in Atlanta on Thursday afternoon, June 27, to complete its work. The members of the committee reading from left to right are: L. W. Rogers, first assistant superintendent of public instruction, Austin, Texas; W. B. Mooney, secretary of the Colorado Education Association, Denver; A. L. Whittenberg, secretary, State Examining Board for Teachers Certificates, Springfield, Illinois; George W. Wannamaker, superintendent of schools, St. Matthews, South Carolina; and Joseph Rosier, president, State Teachers College, Fairmont, West Virginia.

GEORGIA—Atlanta, Annie E. West, Calhoun, Davis Street, George W. Adair; Fulton County, Fulton County Public Schools; Walker County, Cedar Grove, La Fayette, Rossville; Wheeler County, Wheeler County Public Schools.
IDAHO—Boise, Boise Public Schools, Central, High, Lincoln; Pocatello, Irving Junior High.

ILLINOIS—Cicero, McKinley; Des Plaines, Des Plaines Grammar Schools, North Division, South Division, West Division.
INDIANA—Evansville, Evansville Public Schools, Lincoln Elementary, Lincoln High.
KANSAS—Wichita, Franklin.
MAINE—Rockland, Tyler.

MINNESOTA—Mankato, Mankato Public Schools, Franklin Junior High, High, Union Grade.
NEVADA—Arden, Enterprise; Gardnerville, High; Lovelock, Fairview; Mina, Public; Wadsworth, Public.
NEW JERSEY—Atlantic City, New Jersey Avenue.
(Continued on page A-175)

The Journal of the National Education Association

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

President, UEL W. LAMKIN

Secretary, J. W. CRABTREE

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

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

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

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

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JOY ELMER MORGAN, *Editor* Offices: 1201 Sixteenth Street N. W., Washington, D. C. HAROLD A. ALLAN, *Business Manager*

NEWSPAPER appreciation of schools—Do the newspapers in your community appreciate the schools? If they do not, have you done your part to give them an opportunity? Have you and the teachers made it easy for editors to have the facts about the schools? Have you treated reporters as friends and neighbors and fellow teachers which they really are? The newspapers are rendering a great civic service, not the least important of which is the support of the schools. It would be a fine thing if someone of means would offer a thousand-dollar prize each year for the best newspaper editorial on the schools. Here is one that is worthwhile.

WELL paid school teachers are the least expensive—Big business and, in general, efficient business in this country has learned that there can be no substitute for character and brains in employees. They are irresistible. If a business commands them it succeeds.

The public schools are the biggest business in America. They are, in fact, the basic business. And for the work that they are called upon to do they must command brains and character.

The responsibility for making the schools give the service that we have a right to expect of them falls mainly on the teachers. We naturally want these teachers to possess ability, knowledge, character, and devotion of the highest order. We know how important it is that our children shall receive their instruction and their impress during plastic years from men and women who can properly instruct and influence them.

In many respects the work of the teachers is the most important in the country, and they should be well paid. Most teachers, unfortunately, are not well paid. Being niggardly in this regard is a habit that a considerable part of the United States has fallen into. It is not only a bad habit, but it is also expensive; for a low standard of wages inevitably results in the quality of teachers deteriorating. The brightest men and woman in the profession seek other lines. And the classrooms in these shortsighted communities are turned over to second-raters.

That means, of course, a generally inferior product turned out from the schools.

But a high standard of pay attracts high-class people; there is sharper competition for the teachers' positions, and the beneficial effect upon pupils is marked.

Of course, the child gets from the school what he or she puts into it. It is the teachers' business to develop the latent possibilities in the child's mind—that is to educate, which means to lead out.

Do you want this delicate and vitally important work done by incompetents or by experts?

There is only one answer. The way to get experts is to make the teaching profession attractive to capable, high-class men and women. Those who really understand this subject demand the BEST COMPENSATION for teachers.—*San Francisco Examiner*.

President Lamkin's Program

PRESIDENT LAMKIN is arranging to present a list of distinguished speakers at the sixty-seventh convention of the Association in Atlanta, Georgia, June 28-July 4. The theme of the meeting will be "Education for a New World."

At the closing session on the morning of Independence Day, July 4, the speaker will be Arthur M. Hyde, Secretary of Agriculture of the United States. This session will be the inspirational climax of the convention week.

Among the outstanding people, both in and out of the teaching profession, to appear on the program, will be Lorado Taft, the Chicago sculptor, who will tell of the part to be played by art in developing the future citizen. "Education for the Vocations" will be presented by William Green, President of the American Federation of Labor, and J. C. Wright, Director of the Federal Board for Vocational Education.

Prophecies for the future of teacher training in America will be discussed by Dean William F. Russell, Teachers College, Columbia University; Dean Shelton Phelps, George Peabody College for Teachers, Nashville, Tenn.; President W. P. Morgan, Western Illinois State Teachers College, and President of the North Central Association of Colleges and Secondary Schools.

"International Aspects of Education" will be presented by A. O. Thomas, President of the World Federation of Education Associations, and Madame Castellani of Italy.

Among the other speakers who are to have prominent places on the program are Dean Walter Williams, School of Journalism, University of Missouri and President of the Press Conference of the World, whose subject is "As a Reporter Sees the New World"; William J. Bogan, Superintendent of Schools, Chicago; M. R. Trabue, University of North Carolina; Principal Robert R. Moton, Tuskegee Institute, Alabama; Lucy Gage, Assistant Professor of Elementary Education at George Peabody College; and Dean Anna P. MacVay, Wadleigh High School, New York City, who will speak on "Vergil, Prophet of the New World." An outline of the program follows:

Friday, June 28. The opening session of the convention will be held at 7:30 p. m. in the Atlanta Auditorium. The speakers will be William John

Cooper, United States Commissioner of Education and Bishop Francis J. McConnell, President of the Federal Council of Churches of Christ in America. Registration will open at 8 a. m. Friday.



UEL W. LAMKIN, *president of the National Education Association for 1928-29, and president of the Northwest Missouri State Teachers College at Maryville since 1921.*

Saturday, June 29. In the morning there will be a general session. At 12 o'clock members of the state delegations will meet in their respective state headquarters to elect members of the Board of Directors of the National Education Association. At 2 o'clock delegates and others attending the convention will be guests of the citizens of Atlanta at a barbecue. At night there will be a program of negro music arranged by N. C. Newbold, chairman of the Committee to Cooperate with the National Association of Teachers in Colored Schools. The program will be given by students from Tuskegee Institute, Fiske University, Morehouse College, and the Georgia College for Negroes.

Sunday, June 30. In the morning, churches throughout Georgia will give attention to the convention theme. Three hundred educators have been invited to occupy pulpits in the state on this day. In the afternoon at 4 o'clock there will be a vesper service with an address by a religious leader of national prominence.

Monday, July 1. The Representa-

tive Assembly will hold its first session at 9 o'clock. At the same time there will be a meeting for those who are not delegates. Reports which will be presented before the Representative Assembly will include that of the Committees on Necrology, Ethics of the Profession, Retirement Allowances, and International Relations, and a preliminary report of the Committee on Appointment of Delegates and Kindred Questions. Monday afternoon there will be meetings of the departments of the Association.

Tuesday, July 2. Tuesday morning there will be an open meeting of the Representative Assembly for all people attending the convention. At this session there will be reports of the special Committee of Ten by its chairman, Superintendent E. C. Broome of Philadelphia; the Legislative Commission; and the Committee on the Economic Status of the Teacher. There will be brief addresses by Howard R. Driggs of New York University and Principal Robert R. Moton of Tuskegee. Tuesday afternoon departments will continue their meetings and at night there will be an outdoor pageant.

Wednesday, July 3. The third session of the Representative Assembly will hear the completed report of the Committee on Appointment of Delegates and Kindred Questions presented by A. L. Threlkeld, Superintendent of Schools, Denver; and the annual reports of the Secretary, Treasurer, Board of Trustees, Budget Committee, and Board of Directors. The election of officers will be held on Wednesday. Simultaneously with the session of the Representative Assembly there will be a general session in one of the downtown churches. There will be department meetings in the afternoon and another general session at night.

Thursday, July 4. The closing session of the convention will be held on the morning of Independence Day. The speaker will be the Secretary of Agriculture of the United States, Arthur M. Hyde. Before adjournment at noon President Lamkin will introduce the new President of the National Education Association. Many delegates will leave Thursday afternoon for New York where they will sail on Saturday, July 6 for Europe to attend the conference of the World Federation of Education Associations at Geneva, Switzerland.

The Future of the Bureau of Education¹

J. W. CRABTREE

THE opportunities and responsibilities which lie immediately ahead of you are the problems also of the National Education Association and of the Bureau of Education. The President of the National Education Association is building the program for the Atlanta convention around this thought—"Education for a New World." Many new problems have, within a decade, taken on major importance.

One of them is the problem of character training. The new set of conditions which give us essentially a new world, has removed the fireside and the hearthstone from the home life. These new conditions have decreased the waking hours of children in the home almost to the vanishing point. Can you help the home give more time and attention to young people than it is now giving? Can the Bureau of Education and the National Education Association impress more strongly upon teachers and school authorities the imperative need of their assuming greater responsibility in character training than ever before?

The parents of America, the teachers, all citizens interested in the welfare of children, are looking to our great national organizations for information and for guidance. Let us try to meet our responsibility as to character training on the part of the youth of the nation as the largest and most fundamental problem of our civilization.

Your Association is reaching out and enlisting the organized support of parents and teachers in every community in the land. The National Education Association represents the entire profession of teaching in its membership. The Bureau of Education, under the leadership of a

new Commissioner of Education, looks ahead to growth and increased efficiency.

It is most encouraging to note the fact that the new Secretary of the Department of the Interior advocates the enlargement of the Bureau of Education. It is high time that the government should open its eyes to its own responsibility in the matter of education. This is an advanced step for the Department of the Interior to take. Other secretaries have not realized the importance of this particular Bureau. They have allowed it to run along for a half century with its duties limited and its opportunities restricted.

Your work and ours has, undoubtedly, helped to awaken this new interest. As long as the friends of education were satisfied with a Bureau and as long as they limited their efforts to its improvement, very little gain was made. But when they decided on a Department of Education as an ideal and united to reach the goal, the Bureau began to take on new importance. Whatever the new Secretary gets for the Bureau will be due to the feeling over the United States that the government owes as much attention to education as to either commerce, labor, or agriculture. The most effective help that can be given Secretary Wilbur for the enlarged Bureau is to increase the efforts for a Department of Education.

Are you aware of the low salaries paid to research specialists in the Bureau? Are you aware of the fact that the city librarian in the District of Columbia receives a much higher salary than the National Commissioner of Education?

There is a great opportunity for not only enlarging the Bureau but for increasing its efficiency and prestige. The

first step for Secretary Wilbur to take is to place Dr. Cooper's position in a higher salary classification and to pay adequate salaries for experts in research and for leadership in the various educational activities. We have one of the greatest leaders in the United States at the head of the Bureau. Let us all join him and Secretary Wilbur in urging the enlargement of the Bureau and in increasing its efficiency even to the point of converting it into a Department with the name "Commissioner" changed to "Secretary."

In behalf of the President and officers, I bring you greetings of the National Education Association. We honor ourselves in honoring the founders of the National Congress of Parents and Teachers. No leaders of the last generation excelled them in vision, insight, and high purpose. They have laid the foundations of an organization which has come to have a large place in the life of the nation. Their service has magnified the home, it has dignified parenthood, it has honored teachers and teaching. Your Congress has taken as its permanent platform the seven cardinal objectives of education. It has worked for worthy legislation. It has enriched and strengthened community life. It has dedicated itself to the great principle that every child shall have a fair start and that the human values shall stand first in the life of our people. It has been my privilege to know personally the founders of this Association, their successors, and the devoted headquarters staff which shares with us our beautiful building in the nation's capital.

¹An address before the annual convention of the National Congress of Parents and Teachers, Washington, D. C., May 6, 1929.

THIS PICTURE shows the great triangle of Federal buildings which will lie south of Pennsylvania Avenue between the Capitol and the White House. The Department of Commerce building in the foreground is now under construction; its estimated cost is \$17,500,000. Buildings for the Interstate Commerce Commission, for the Departments of Justice and of Labor, and an archives building will also be in this magnificent group. Some day the educational activities of the Federal government, now scattered in several departments, in boards, commissions, and the Bureau of Education, may be brought together in an adequate and beautiful building in Washington, D. C.

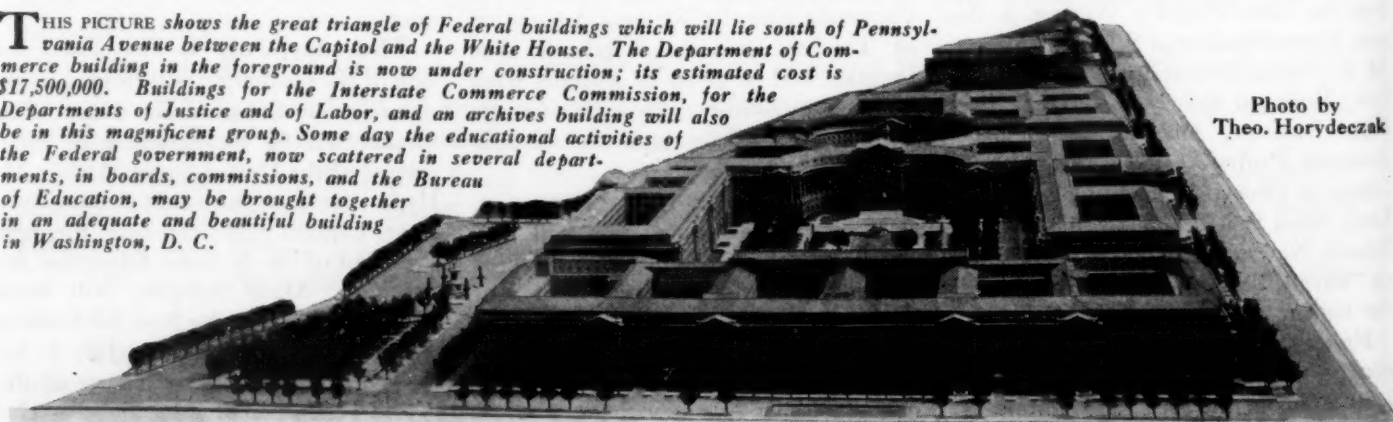
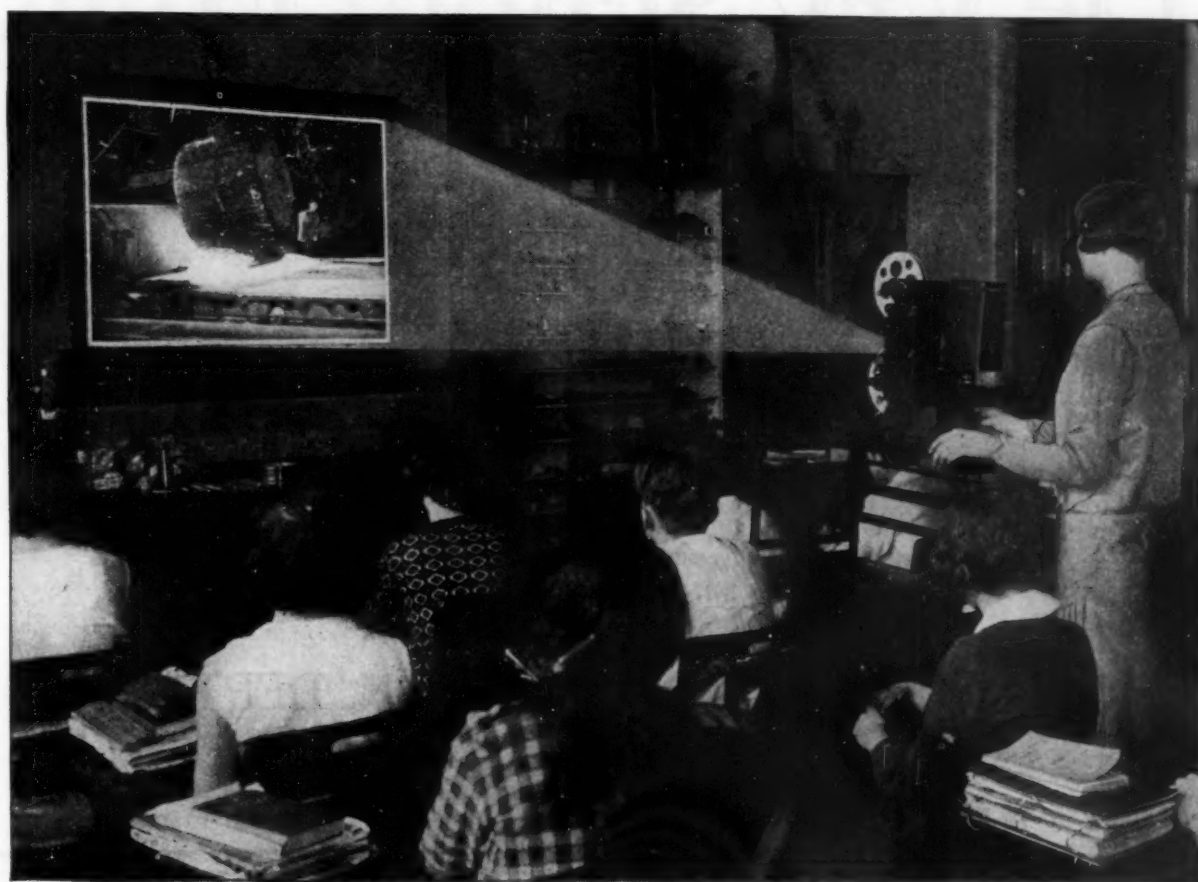


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NOTES and ANNOUNCEMENTS

THE DEPARTMENT of Superintendence will hold its sixtieth annual convention at Atlantic City, New Jersey, February 23-27, 1930, according to an announcement made by President Frank Cody and the Department's Executive Committee at a meeting held May 3. Hotel reservations may be made by addressing A. H. Slean, Secretary of the Hotel Committee, Department of Superintendence, 16 Central Pier, Atlantic City, N. J. Headquarters, registration, general sessions, and exhibits will be in the Atlantic City Convention Hall located on the Boardwalk.

SUPERINTENDENT Frank Cody, president of the Department of Superintendence, will be chairman of the Conference of Superintendents of Schools to be held at Atlanta, Monday, July 1, at 2 p. m. The theme of the conference will be "Equalization of Educational Opportunities—a Financial Problem." Among the speakers will be A. L. Threlkeld,

who will speak on How Methods of Finance Affect the Schools; Robert E. Tidwell of Alabama on Educational Adjustments to Meet the Changing Economic and Industrial Conditions of the South; E. E. Oberholtzer of Houston, Texas, on Is the Elementary School Getting a Fair Share of the Public Money; and C. B. Glenn of Birmingham and Nicholas Bauer of New Orleans will speak on Signs of Progress.

THE FOLLOWING changes and amendments to the Constitution of the Department of Classroom Teachers have been proposed by the Constitution Committee and will be acted upon at the business meeting of the Department at Atlanta:

Article V, Section 3, after "such proposed expenditures are to be made" in first sentence add, "except that the executive committee shall have the power to reapportion such funds when necessary." To Article VI, Section 1, add, "Former members of the executive committee may be authorized to conduct regional conferences in their respective locali-

ties by the president with the consent of the other members of the executive committee." To Article VII after first sentence add, "Business sessions shall be open to classroom teachers only." From Article VIII omit "or by unanimous consent of the members of any annual meeting when notice of the proposed amendment has not been filed with the secretary and published as herein provided."

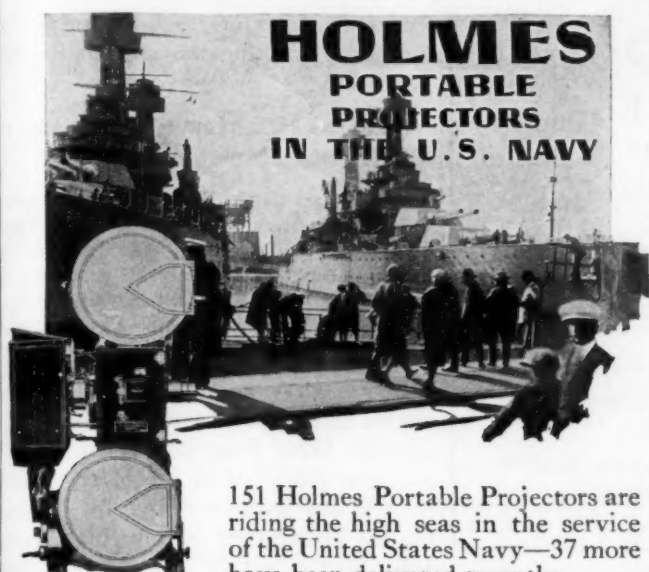
The committee submitting the report consists of Christine Jacobsen, chairman, George Aiken, and Lula Mock.

PLANS are being made to run special excursions from Atlanta to Tuskegee, Alabama, for those attending the N. E. A. convention who would be interested in visiting the famous Tuskegee Institute.

DO YOU KNOW that the average salary of teachers in Virginia in cities of 5000 to 10,000 is \$970 as compared with an average of \$1342 for the United States? You can find similar facts for your state in the table on page 200 in this JOURNAL.

(Continued on page A-168)

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Mary Eleanor Peters, San Mateo, Calif., recently wrote: "My trip to Yosemite this past week-end was enjoyed all the more because I knew I had T. C. U. protection. Fortunately, I had no casualties from any walks in ice and snow, save one little fall, but the bruised wrist resultant made me again give thanks for your protection."

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(Continued from page A-166)

Form the habit of reading these tables regularly, selecting the information for your state.

FLORENCE E. MERVILLE, librarian of East Orange, New Jersey, writes:

I have been particularly interested in your articles on careers in education. "School Nursing as a Career" in the May issue is very helpful. I was interested, naturally, in the one on "Librarianship" recently. It was well done. I always read THE JOURNAL with care as soon as it arrives.

SUPERINTENDENT Frank D. Boynton's Cleveland convention address "Education: What Program? What Price?" has been published in a booklet. Copies may be had without charge by addressing the Department of Superintendence, 1201 16th Street N. W., Washington, D. C.

WHEN YOU ARE THROUGH with this JOURNAL, if you do not keep it for permanent records, kindly pass it along to some teacher friend or interested citizen.

THE OFFICERS of the education committee of the American Library Association who attended the Department of Superintendence at Cleveland have written most enthusiastically of the appreciation for the school library which they found on every hand. Their comment includes the following:

The librarians who went to Cleveland to attend the meetings of the Department of Superintendence soon began to feel that they were attending a great educational revival. The spirit of this great convention of educational leaders was quickly contagious. No one could have been there without being deeply affected by it and without becoming aware that the schoolman is completely making over his job to fit the changing world and that he is setting for himself an almost superhuman task. The school library movement, although a comparatively new one, is on in full stride, and was one of the major questions demanding attention and thought at the convention.

THE JOURNAL is planning to present in turn each of the seven cardinal objectives of education during the next seven years. For each objective there will be a series of from 10 to 20 articles by the best writers. This program will correspond with the movement for vitalized commencements so that the material may be used from year to year by advisers of graduating classes who wish to build their commencement study and programs around these significant life objectives. The National Congress of Parents and Teachers has made these seven objectives

(Continued on page A-170)

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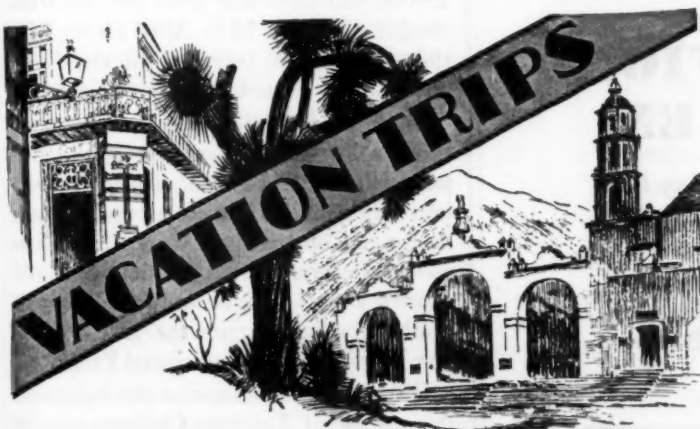
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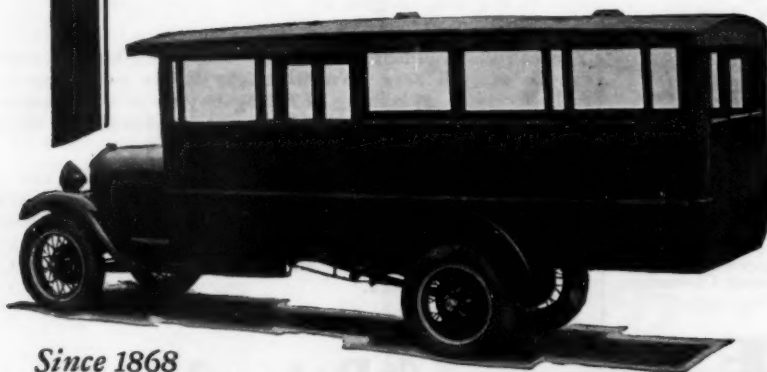
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(Continued from page A-168)

its permanent platform and is building one convention program around each of them. Worthy home membership was the theme for its convention in Washington, D. C., last month.

ANITA M. HOSTETTER, member of the Board of Education for Librarianship of the American Library Association, has written as follows:

We have summarized the response to the article in the February JOURNAL on "The Need for Professional Librarians." We find that 76 letters requesting information about librarianship as a profession were received.

The requests for help in organizing or improving school library service were very heavy immediately following the publication of this article.

THE EIGHTH YEARBOOK of the Department of Elementary School Principals has just been published and is being distributed at \$2 per copy by the Department's office at 1201 Sixteenth Street, N. W., Washington, D. C. Its theme, "Activities of the Principal" suggests the practical helpfulness to be found in its 528 pages. Arthur S. Gist is the editor.

UTAH's enactment of a drastic law prohibiting all billboard and streetcar display of cigarette or tobacco advertising reflects the opposition of parents all over the nation toward the intensive campaign of the tobacco companies to turn 25,000,000 boys and girls into habitual smokers, declares Mrs. Alice Hyatt Mather of Chicago, secretary of the Boys' and Girls' Anti-Cigarette League. — *Journal of Education.*

THE FOURTH YEARBOOK of the Department of Classroom Teachers will be ready for distribution at the Atlanta meeting. Constructive work by classroom teachers in all sections of the United States will be presented in this yearbook which carries the title "Creative Teaching and Professional Progress."

THE 1929 YEARBOOK of the American Association of Teachers Colleges may be secured from the secretary-treasurer, Charles W. Hunt, Western Reserve University, Cleveland, Ohio.

EFFECTS OF NOISE—Recent studies by scientists indicate that the noise of our modern machinery is actually killing the people of our large cities. By experiments with intensified sound waves they have found that those too high pitched for the human ear to hear are able to destroy living cells. While the sounds in cities are less powerful they are responsible for the increasing number of nerve cases and deafness. A recent survey in New York schools revealed that fifteen percent of the children are wholly or partially deaf.

INSTITUTE OF PROGRESSIVE EDUCATION—A three weeks Institute in the principles and practises of progressive education will be conducted by the Progressive Education Association at Pennsylvania State College, July 1-19. It is open to teachers, principals, superintendents, and others interested in the newer attitude toward childhood and in better schools. The courses carry college credit.

HEALTH IS YOUR CAPITAL—Do you invest it wisely? Look back over the past twenty-four hours. Were your investments safe? Three times you invested in food. The morning was a busy one. Did you prepare for it by eating a breakfast which gave you the assurance of being wellprepared for work, or, anticipating the pressure of the day, did you "save time" by drinking a cup of coffee and hurrying away to teach a health lesson in which the value of a good breakfast was emphasized? Lunch time arrived—again you made an investment. Investments in dinner are apt to be safer than morning and noon, but the day is done, work finished. The body is weary when it is called upon to do the work of digesting the heaviest meal of the day.

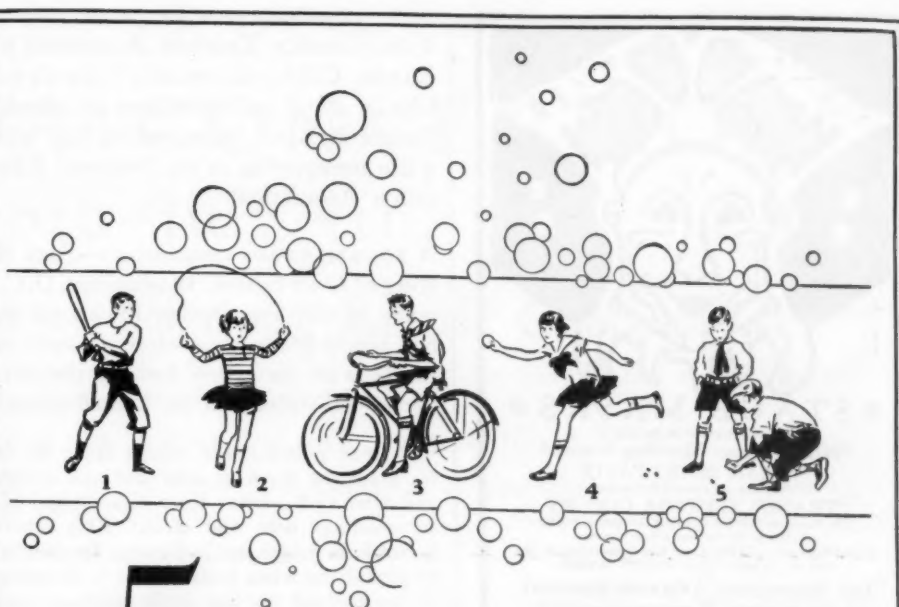
Your energy was expended during the day. Did you use it wisely and get the greatest return? Hurry, worry, and anxiety are wasted energy. Calmness, poise, and repose of manner are the results of wisely expended capital.—*Los Angeles School Journal*.

TODAY the citizen must be a citizen of the world. He must know the world, what is transpiring in the world, and know how to interpret that in the language of the relationships of the world. Therefore, the children of today must receive that larger viewpoint and that larger understanding. That understanding and that viewpoint must come through the teachers of the schools of our country.—Augustus O. Thomas in *The Bulletin of the Milwaukee Teachers' Association*.

IN THE April 1928 JOURNAL was published a list of more than 300 "schools that are prophecies." Arthur M. Seybold, principal of the Thomas Jefferson Junior High School of Cleveland, Ohio, wrote the following letter recently to THE JOURNAL office:

Thomas Jefferson Junior High School was listed by the NATIONAL EDUCATION ASSOCIATION JOURNAL last year among the "schools that are prophecies." I think that the sense of pride which came to our children because of this recognition has been of inestimable value to our institution.

(Continued on page A-172)



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THE five outdoor activities illustrated are five good reasons for using more soap-suds in summer.

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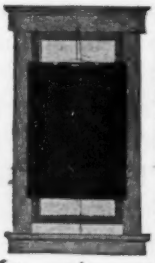
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(Continued from page A-171)

THE EUREKA Teachers Association of Eureka, California, recently honored their city superintendent of schools, George B. Albee, by presenting him with a life membership in the National Education Association.

A FOURTH-GRADE constitution—Amy S. King of Dent School, Washington, D. C., sends in this constitution drawn up by her fourth-grade class after a study of the laws of the school system, the city, the several states, and the United States:

A good fourth-grade citizen will: Be in his place for work at nine and one o'clock and after each recess; Keep himself and his surroundings neat and clean; Help others in work in which he is strong; Be helpful by not talking when someone else is speaking, by not moving his lips while studying, and by not tattling; Return books to the library in an orderly fashion; Correct all papers which are returned to him today, in order that he may do stronger work tomorrow; Obey all laws of the classroom, building, and city; Set a good example for the younger children; Be fair in play and work; Show such selfcontrol, always, that we shall be proud to say, "He belongs to us."

THE ORGANIZATION of a special field staff to visit the seventeen negro land-grant colleges of the United States as a part of the program of the Land-Grant College Survey now being conducted by the Bureau of Education has been announced. Inquiries will be made into the different functions, services, and organizations of these colleges. The field staff consists of six leading negro educators and presidents of negro land-grant colleges from widely scattered states.

EDMONIA V. HARDY who is completing 50 years of teaching in Appomattox County, Virginia, was recently given a life membership in the N. E. A. by former pupils and other friends.

PART of a letter from a JOURNAL reader is given below:

If a few more editorials like the one, "School Costs and the Public," appearing in the May number of your magazine, were given to the many wrong-minded economists who are for the sake of appearances cutting down on public education, we would not have the lack of intelligent adjustment to life which is so apparent in America today.

Since my education was such a terrible struggle, and since I have had assurances of the worthy influences which that training has made it possible for me to spread, and furthermore, since there are so many others like myself whose parents have had reverses financially, who would like to get a similar training, a cutting of expenses in schools always arouses me to unholly ire.

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THE CITY OF LONDON Vacation Course in Education is not housed in college buildings. The students, limited in number to 500, live in hotels instead of dormitories. The mornings are devoted to lectures by outstanding people and the afternoons to a first hand acquaintance of the city of London. H. A. L. Fisher is principal of this vacation school which will be held July 26 to August 9. For detailed information address the London Vacation Course, Montague House; Russell Square; London: W. C. 1: England.

IS INDIVIDUAL HELP WORTHWHILE?

—Joe was a tall lanky boy of fifteen in the Fifth A grade of a "nutrition-tubercular" class. I was new to the class and the class was new to me. Finding Joe far behind the others of his grade, I consulted his former teacher and learned that he had been "shoved up" because he was too large and too old to stay in the primary class any longer. Perhaps because of his physical and mental handicaps, Joe was a behavior problem, having at times an uncontrollable temper. When unruffled he was pleasant and well-spoken, although somewhat nervous.

In a group of children in classes from 5A to 8B much work must necessarily be individual contract work, requiring the ability to read and write. Joe seemed unable to read any of his books or to do any writing. Of course this meant he had plenty of time to get into mischief.

The oral work of the class *did* interest him. During the days that we were discussing the life of the bee, Joe brought a section of a hornet's nest. It resulted in some trouble when hornets began to fly around the room but was interesting, anyhow. At other times he brought in wild flowers, grasses, a dead rabbit, and a dead tanager—all in response to some lesson.

One day I brought to the classroom a few odd second and third readers and put them on our "library" shelf, from which the boys and girls are permitted to borrow books. During the morning I noticed Joe standing at the window, reading, and saw that he had one of the second readers. I did not disturb him. He was absolutely oblivious of everything in the room. At noon I asked him what he had read and he told me two of the stories. Thus I found out that he could read.

(Continued on page A-174)

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Hotel Arrangements

The Housing Committee for the Atlanta meeting of the National Education Association is prepared to give thorough service to members of the Association. Those who arrive in Atlanta without hotel reservations will be well cared for, but it is very desirable that advance reservations be made.

Requests for hotel accommodations should be forwarded to Fred Houser, Atlanta Convention and Tourist Bureau, 218-222 Mortgage Guarantee Building, Atlanta. State your requirements exactly; give the number of rooms required, names of persons for whom required, price per day that you wish to pay and the dates of arrival and leaving. You will be advised promptly of the name and location of the hotel in which the reservation is made and the hour at which the reservation begins. Rooms not occupied at the designated hour of reservation may be reassigned by the hotel.

Please remember that a reservation constitutes a contract with the hotel to provide you with the accommodations you desire. If you find it impossible to carry out your part of the contract, namely, to occupy the room at the time agreed upon, please write or wire the hotel, releasing it, in order that your room may be made available for other members.

COMPLETE YOUR PLANS NOW FOR ATTENDING THE CONVENTION.

ATLANTA AWAITS YOU

(Continued from page A-172)

Later I tried him with a third reader. He could scarcely read aloud but he got the gist of a story reading silently. I gave him some written questions about this story and told him to write the answers. He was very much interested and seemed to understand the questions but when he brought up his finished paper, the work was unintelligible. He had letters combined into groups for words but the combinations did not spell anything. It was just a grouped jumble of letters. Being unable to make head or tail of it, I asked him to read me his answers and I wrote them down as he read. The English was not good but he had answered the questions. Then I made a copy of his paper, with the necessary corrections, had him read it to me and then gave it to him to copy. He did it laboriously, with a few errors, but legibly. This method of work we kept up for some time, for he seemed able to copy penmanship but not to transpose print into script. We had to drill in the latter.

After a while he was able to use a fourth reader, which had questions in it. By degrees and slowly he became able to work by himself, although it was diffi-

cult to understand what he wrote because of poor spelling and inability to express himself correctly. This was all uphill work and there were many times when both of us were discouraged.

In arithmetic, Joe could do the fundamental operations but he could not understand the directions in his textbook. He did not attempt geography or written English, being very conscious of his inability to spell or to express in writing what he wanted to say.

A little later I gave him a history reader, much simpler in form and language than the regular history for the grade and also gave him a history contract, on which he reported orally. The other children who had to write their reports, because I did not have time for oral work with everyone, resented his having an "easier job" but understood when I explained that his being unable to write should not prevent him from having a chance to do his history.

When Joe got tired of working, he would take an easy reader and stand reading. I never found out why he could read better standing than sitting. Probably he needed to stretch.

By the end of the year Joe was using the fifth reader and writing both his read-

ing and his history contracts, although the spelling and English were poor. His spoken English was fluent but not always correct. However, I could understand what he had written and he could select essential facts. Of course he had worked slowly; he had not completed the required grade work in all subjects; he could not be promoted; but he had awakened and accomplished what seemed a great deal for him.

In the middle of the year he became interested in reading the newspapers and never lost that interest. He reported on current topics better than some of his classmates. In fact, he did more, for he read some of the editorials and often discussed them with me before class began.

Early one morning Joe was talking about the yearly reports of some social agencies and told me that he could not read the big numbers which told how many people had been helped. Never, in my experience, had he ever attempted to read such numbers. Without waiting to remove my hat and coat, I took a piece of chalk and in a few minutes was able to explain what none of us had been able to do before, because this time he wanted to know.

That day he spent more than an hour

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with his arithmetic book, reading and doing examples with "big" numbers. After that day, he had a superior air whenever any other child failed to read numbers correctly.

This summer Joe became sixteen years old and started to work. He already realizes that he cannot get along well without being able to read and write correctly. He said that he lost his first job because he addressed a package to Washington and forgot to put "D. C.," not knowing that it made any difference. Recently he feared that he would lose his present position. He was sent downtown to get an order and was scared all the way down, feeling that he couldn't write the order and not knowing what he should do. When he arrived at the customer's store he was handed a written order! So Joe decided to go to night school to learn how to spell and how to write.

Hard as we teachers try, from first grade up, there are always some who wake up too late to take proper advantage of their school life.—Bertha F. Solis-Cohen, Teacher, Boudinot School, Philadelphia, Pa.

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(Continued from page 206)

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