

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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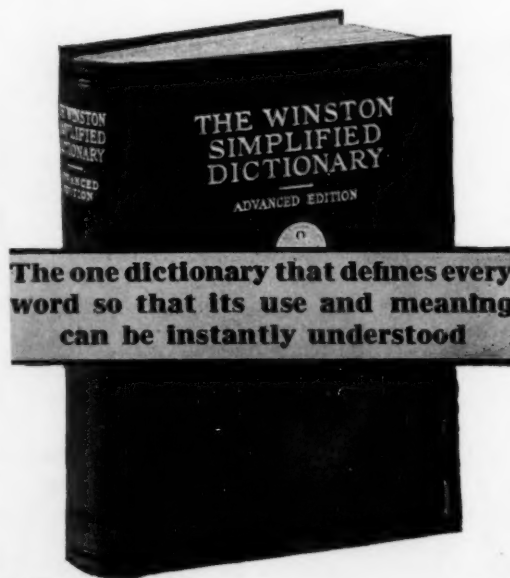
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FOR TEXTBOOKS

The Leisure of Tomorrow

FOOD, clothing, shelter, tools, temples, schools, transportation—these has man sought through the centuries. And now comes leisure, the fulfilment of an ancient longing. Within a generation the average working day has been reduced from ten hours to eight hours and the forces which have brought that change are only beginning to make themselves felt. A work period of six hours a day, five days a week, forty-eight weeks a year for the masses is a possibility by 1940. The factors which point in that direction interact upon each other so that each gain at one point means gains at several other points. Among these factors are the lifting influence of universal education; the development of automatic machinery; scientific factory management; the reduction of ill health and disease; changes in home occupations which send women into office, shop, and factory; the elimination of parasitic industries such as the liquor business; and the reduction of warmaking activities.

From his own observation anyone can see how each of these factors is at work. All about us we see machines which take the place of scores or hundreds, or even thousands of men. From 1919 to 1927 the number of wage earners in manufacturing plants in the United States actually decreased 2.9 percent while production in these plants increased 46.5 percent. Two percent fewer people produced 46 percent more goods. The total horsepower in all electric motors in all manufacturing plants in the United States in 1899 was 492,936 and in 1915 it was 30,360,026. New power is being developed rapidly. Increased leisure is inescapable.

And what shall man do with this great gift? Shall he use his new found freedom to give reign to his lower impulses and to become the slave of commercialized, mechanized entertainment? Or shall he meet the new day eager to make this latest gift another stepping-stone?

Increasing leisure in the midst of modern opportunity is a profound challenge to the intelligence of the race. It comes with peculiar force to those engaged in education. The schools have taught man to respect the laws of his being and to live in harmony with other men. They have taught him to work. Can they teach him to play? Play! The very word has a confused meaning. Joseph Lee, the de-

lightful philosopher of the recreation movement, points out that we really have no word for the play of grownups. We have been wont to regard play as some-

A Movement for the Wise Use of Leisure

PRESIDENT E. RUTH PYRTLE of the National Education Association announces a nationwide allinclusive movement for the wise use of leisure which may prove to be the greatest enterprise on which the Association has so far embarked. The movement is to be led by a National Commission on the Wise Use of Leisure composed of the officers of the Department of Adult Education and prominent citizens who have made extensive contributions to American life. There will also be commissions in each of the states.

The movement will find expression in adult education activities, in research, in convention programs, in American Education Week, vitalized group study and faculty meetings, in the platforms and programs of allied groups, in courses in high schools and colleges, and in a series of notable articles which will be published in THE JOURNAL during the coming months. It is proposed to bring together in THE JOURNAL the greatest body of facts and philosophy bearing on leisure that has ever been assembled.

thing useless—an indulgence for children. But play to the child is *life* and its equivalent for the grownup is creative art. There you have the real vision of what leisure might mean—every man and woman freed for that eager pursuit of truth, goodness, and beauty which we associate with the gardener, the designer, the architect, the sculptor, the composer, the writer, the singer, the teacher, the librarian, and the other creative workers of the world. Our very labor becomes art; the old dualism between liberal and practical education is healed by a wider concept that includes them both. What new heights may the race not reach if one generation of teachers can guide one generation of children to meet the challenge of leisure with eager search for the higher values?

Leisure wisely used will add something to every phase of life. Let each of us ask himself what the extra hours might contribute to the objectives of edu-

cation and life—health, home, learning, citizenship, vocation, avocation, and character.

Health is not pills and cures. It is positive not negative. It is buoyant, forward-looking. Who has not seen the sick made well by the discovery of a compelling purpose? For those who are sick or feeble the extra hours will mean a lighter load—a new chance to establish balance between energy created and energy spent. The world of tomorrow will demand a standard of maintained physical, mental, and emotional efficiency higher than anything hitherto conceived. The speed and power of modern life means death to the inefficient.

The complicated organization of modern work makes absence, irregularity, and low efficiency a detriment not only to oneself but to the whole organization of which he is a part. Today's loss from disease and ill health runs literally into the tens of billions annually, not to mention the greater loss in happiness. Tomorrow's world calls for a stream of life that is strong and certain. Leisure may mean turning regularly to the life-giving forces of nature—to the sun, the air, the hills, and the sea.

Home is not merely a place to indulge appetites, rear children, and to establish economic security. It is a community of enterprise, understanding, fellowship, and happiness—a garden of growth. It cannot be these things in the highest sense without periods of common life, of talking together, reading together, meditating together. Upon the perfection of this little community the wellbeing of the larger communities depends. We need always to remember that the purpose of education is *life*, that the purpose of industry is *life*, that the purpose of religion is *life*, that the purpose of government is *life*, and that in the home, life reaches its finest growth. Let us teach the children, let us ourselves learn to use the extra hours of tomorrow for the improvement of the basic institution of civilization.

Learning is no longer regarded as merely childish drill in the symbols of knowledge. It is creative living in accordance with knowledge. It is the development of new knowledge in the very setting of our daily lives. Already America has extended popular education to the highest point ever reached. In 1920 there

were two million youth in our high schools. Within less than a decade we have added three million more, the greatest mobilization of all history, giving a great army of young people five million strong, seeking the best education ever given to the masses. The high school of tomorrow will be better still. It will become literally a people's college. Libraries will multiply. The library of tomorrow will build its book collections around the daily needs of the people. There will be specialists to advise readers. There will be field workers to talk over in homes and schools the book needs of individuals and to make plans for their reading. Collections of small books will be made up for people to carry in their autos and airplanes. We shall learn to use the radio to instruct as well as to entertain.

Psychologists now teach that one is never too old to learn, that ages 25-45 are superior to childhood in ability to learn. Millions have mastered the complicated task of driving autos. Millions tomorrow will fly planes, traveling about the entire earth as they now move about their neighborhoods. Already a great automobile industry has allied itself with the radio industry. Autos and planes are to be so equipped as to keep us in touch with the world of thought everywhere. The lower schools, freed from the duty of cramming all knowledge into childish heads in a few years, can give more attention to the spirit of learning and the technics of learning, so that the school will create with increasing certainty the appetite for learning as one of the moving forces of a long, happy, and intelligent life.

Citizenship in the past, except in times of war, has been largely a negative virtue. Men have been considered good citizens, not so much because of what they did as because of what they refrained from doing. The new age demands a new view of citizenship, which has been ably stated by L. P. Jacks, the great English philosopher, in his inspiring volume *Constructive Citizenship* and by Benton MacKaye in *The New Exploration*. The new ideal is this: Until now the institutions of civilized life have been largely a matter of chance or accident. Tomorrow faces the challenge of a planned life not only for the individual but for the community, the state, the nation, and the world. Cities will not be allowed to grow up wretched and haphazard and ugly. Homes will not be crowded amid noise and filth. The beauty of nature will be

preserved and extended. Homes and schools will be surrounded by parks and open spaces. Traffic and noise will be isolated. Highways will be lined with beautiful shrubs and trees. Unsightly shops and stations will be hidden. Likewise there will be a steady effort to improve the law, to improve medicine, to better education, to perfect government, and to correlate all of these in the interest of wholesome happy living. The citizen of tomorrow will enjoy the increasing fruits of skill, trusteeship or loyalty, and the scientific method.

Vocations tomorrow will range from the routine tending of automatic machines to the highest forms of creative design and the cultivation of growing things. The monotony of machinefacture will be counteracted during leisure by activities which give variety, freedom, fresh air, sunshine, and widened interests. The masses of men must be given new wants and new tasks. In proportion as intelligence and skill are cumulated in the machines that do our work we shall need increased opportunity in our leisure to express our intelligence and develop skill. As L. P. Jacks points out both play and work have this element of skill in common and the hope of nobler workmanship lies in the skills which increasing leisure may foster. Perhaps during leisure we shall achieve the dream of Kahlil Gibran in *The Prophet*:

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.

Avocations! What can leisure do for leisure? For most of us the spare hours have been so few as to make difficult any plan for their systematic use. With the coming of larger leisure, avocations which have been the joy of a limited class may become the privilege of the many. One will grow roses, another paint pictures, another design houses, another plan cities, another write verse; many will study and read in an effort to capture the nobler and wider vistas which are the zest of intellectual life. Perhaps all of us will have more time for travel, for companionship, and for the beauty that surrounds our daily lives. Perhaps we shall realize the vision Stevenson gives in *The Celestial Surgeon*:

If I have faltered more or less
In my great task of happiness;
If I have moved among my race
And shown no glorious morning face;
If beams from happy human eyes
Have moved me not; if morning skies,
Books, and my food, and summer rain
Knocked on my sullen heart in vain—
Lord, thy most pointed pleasure take,
And stab my spirit broad awake;
Or, Lord, if too obdurate I,
Choose Thou, before that spirit die,
A piercing pain, a killing sin,
And to my dead heart run them in!

Character is the supreme value and the supreme achievement. Fine character implies truth, goodness, beauty, and growth. It is the balance one strikes with all the values and activities of life. We think of character as expressing itself in play, in work, and in our relations with others. It reaches its highest perfection in the riper years of life. The leisure of tomorrow may weaken character by releasing purposeless men and women from the restraining force of work, or it may ennoble character through freedom to pursue the nobler ends which each individual sets for his own life. May life not take on a new meaning, a new eagerness, as suggested by James in his revealing essay, *What Makes a Life Significant?*

To character, the leisure of tomorrow may mean a new center of gravity—even as Copernicus, the Polish astronomer, in 1543 gave the human mind a new challenge by announcing that the sun and not the earth is the center of the universe. All through the ages man has struggled for *power*. Now that power is his in abundance it becomes plain that light is a higher value. Will not the center of gravity shift from "the struggle for *power*, with its mean passions, its monstrous illusions, and its contemptible ideals to the struggle for *light*, with its wide fellowships and its high enthusiasms?" Perhaps the leisure of tomorrow will bring men and women everywhere to ask, What is true? What is good? What is beautiful? What is right?

This consideration of leisure in relation to the seven objectives—which anyone may pursue further for himself—suggests the magnitude of the problem. The wise use of leisure is not coming overnight. Big movements are slow movements but there is certainty in their very bigness. They roll on like mighty tides. Big movements such as the enlisting of the teaching profession to work on the problems of education and the awakening of the whole people to the importance of leisure will endure because they touch the heart of life.—J. E. M.

The Bayonne Junior High School

PHILIP W. L. COX

Professor of Secondary Education, New York University

OUTSTANDING junior high schools do not just happen; they are the result of persistent, intelligent, resourceful, and confident experimentation and adventure. Generally such schools grow into effectiveness as a result of the creative urge which energetic and democratic principals develop among teachers, pupils, and parents. Occasionally, perhaps, schools are made to function adequately by the consistent domination of a tireless administrator.

In a very few instances, however, have junior high schools been planned in advance as telic social instruments. And yet, in the long run, that is precisely how schools must be conceived if they are to assume a directive function in community life.

The only telicly planned junior high school known to the writer is the Bayonne, New Jersey Junior High School. As early as 1920 the principal of this school, Edward J. Sweeney, became convinced, after visiting the best schools in the east and in the north-central states, that the social and educational problem of Bayonne could best be delimited and be most directly attacked through the organization of a thoroughly adequate junior high school. At that time, Mr. Sweeney was a member of the local board of education and was vice principal of the high school of a neighboring city.

The thoughtful planning of any institution presupposes the existence of needs for which no adequate provision has been made. Before undertaking the work of planning a junior high school as a telic agency for meeting local needs, there is required an examination of actual community conditions and a systematic collection of information that might possibly throw light on the character of the needs.

Largely through Mr. Sweeney's leadership, a very extensive industrial, commercial, and educational survey was undertaken in Bayonne. This study, in which committees of principals and teachers cooperated with other social agents and municipal officers, led the board of education to authorize the development of a vocational school and of a central junior high school.

Mr. Sweeney, no longer a board member, was chosen to be principal of a school which would exist only on paper for two

years. He was given an office and a clerical assistant and was directed to plan, in conjunction with the architect, the superintendent of schools, and the principal of the vocational school, for the school that was to be. As a result, there grew up on the shore of Newark Bay, a building which was the very embodiment of a well-considered educational program.

The educational needs of Bayonne—The present city of Bayonne is situated at the southern end of Hudson County, just across the Hudson River from New York. In its three and three-quarters square miles it contains about 100,000 population, of which eighty percent are foreign-born or children of foreign-born parents, representing twenty-seven language groups. It is a remarkably youthful population: 72 percent is under 35 years of age; 45 percent is under the age of 20; and more than 30 percent is of school age.

Bayonne is the world's largest oil center and is a veritable hive of other industries of worldwide importance—chemicals, steam boilers, wire and cable, electric launches, power boats, textiles, soap, metals, and machinery. There are produced nearly \$300,000,000 of manufactured products in Bayonne every year. With such a concentration of population and production, there are, of course, banks, stores, railroads, and street after street of small detached houses and apartment buildings, docks, parks, and swarms of cars, trucks, buses, pedestrians, and children. The average number of persons per dwelling is 9.2, which is much higher than in any other similar city in this country. Health and safety present obvious problems for schools, settlements, and the board of health to deal with. Other agencies, too, are active. The park commission maintains playgrounds and a bathing beach. The Y. M. C. A. carries on recreational and educational programs for young adults. There are six Catholic parochial schools.

There have been developed several other junior high-school departments in connection with the Bayonne elementary schools which serve special localities and to which are sent all pupils of superior intelligence. The pupils who attend the central junior high school represent,

therefore, an unusual distribution: there are more children with I. Q.'s from 70 to 80 than there are with I. Q.'s of 120 to 130.

In the Bayonne Junior High School classification tests are given to all entering pupils. Then pupils are grouped homogeneously in the light of their chronological age, social histories, physical development, abstract intelligences, and special aptitudes. Over-age pupils, if they show mechanical aptitudes, are transferred to the excellent vocational school which shares the building with the junior high school. Definitely feeble-minded children are transferred to a special school.

Special ungraded classes are maintained in the junior high school for dull children, in whom no special aptitude can be discovered; here they remain until exempted by law from school attendance when they leave to swell the ranks of unskilled labor. The school recognizes this condition as an unsolved problem. As broader curriculum opportunities are opened up, as the testing and guidance programs are directed more and more toward the positive activities of children and away from the re-citation modes, the number of children in the special ungraded classes grows smaller and smaller.

Paving the way for a junior high school—The success of the junior high school depends upon the spirit in which it is conceived and the vision manifested in its mission, aims, and purposes, and a wise application of the means to accomplish them; it depends upon the wise use and the sane application of the results of intelligence and educational tests to approximate the mental capacities and achievement of children for homogeneous groupings to enable them to continue their work at a rate of speed suited to their abilities; it depends upon a faculty of inspiring personalities carefully selected and specially trained, intensely interested in boys and girls of the adolescent age and sympathetically alert to help them; it depends upon expert guidance, vocational and educational, that will enable pupils to select wisely and pursue diligently the studies and other school activities which will best meet their present and assured future needs; it depends upon the adequate provision of

exploratory courses that will furnish additional opportunities for individual pupil-development in those fields, thus enabling each one to discover his own aptitudes; it depends upon the socialization of the school's intra- and extra-curriculum activities so that school may be, as Dewey would have it, a preparation for social life by reproducing within itself purified and idealized situations that are typical of social life outside of school; it depends upon the proper housing of the junior high-school pupils and activities in a building that is scientifically planned around a junior high-school program, a building that is comprehensive, convenient, and flexible enough to permit of an easy adjustment of the functioning organizations to new conditions.

In Bayonne, on the recommendation of the superintendent of schools in 1920, the board of education appointed a committee of school men and board members to consider the following problems:

(1) The advisability of including the junior high school as a unit of organization in the local school system; (2) the standards and qualifications of junior high-school teachers; (3) the selection and training of junior high-school teachers; (4) the organization of curriculum and courses of study; (5) planning a junior high-school building.

Leaders in the junior high-school field were brought to Bayonne who discussed the purposes and contributions to their communities of successful junior high schools. To these lectures came teachers, board members, and interested parents and other citizens. Teachers who already complied with the regular city qualifications were given opportunity of enrolling, tuition free, in courses arranged by the committee on the junior high school.

In the belief that the reorganization of the curriculum in the limited field of the junior high school, without a corresponding reorganization in the rest of the system would be most difficult, the committee urged the appointment of curriculum revision committees for the entire school system. Such committees were appointed and conducted their work in connection with courses given by the staffs of Teachers College, Columbia University, and the School of Education of New York University. The expense of these courses, also, was borne by the board of education.

The general plan for organizing the junior high-school curriculum was that advocated by the writer of this article (Cox, *The Junior High School and Its Curriculum*, Scribner's, 1929). The

considerations underlying this plan are:

1. That the junior high school accept all who are in any respect so mature that they would derive more benefit from the secondary school than from the elementary school.
2. That it make intelligent effort to educate all
 - (a) In keeping with the wide range of individual differences in intellectual capacities, specific abilities, and physical and psychological development;
 - (b) in harmony with physical, intellectual, emotional characteristics of late preadolescence and early adolescence;
 - (c) in view of the complex social demands for various participations in life activities.
3. That this be accomplished through the stimulation and guidance of pupil activities of two types:
 - (a) Unspecialized activities for all to promote the attainment of seven objectives: Habits and attitudes of importance for associational living in an industrial community; knowledges, interests, skills necessary for a critical active understanding of and behavior in relation to social institutions; habits, attitudes, ideals and knowledge of importance in wholesome living; a command and confident use of language tools; familiarity with and understanding of the relation of man to science—his place in nature, his use of natural laws and materials, the instruments and language which man uses in dealing with science; an appreciation of beauty and of the more "spiritual" aspects of the natural and social environments; unspecialized practical arts of almost universal importance in daily living;
 - (b) More or less of specialized activities for the attainment of the same objectives according to the resources of definite pupil groups or of individuals: Specific prescriptions to overcome individual shortcomings in fundamental knowledges and skills; elective opportunities to stimulate and develop inherent or social interests and abilities in science, mathematics, languages and literatures, creative expression in music, art, and writing, and in commercial, industrial, and home-making activities.

Preliminary teacher preparation for the proposed curriculum practises—As an experimental basis for introducing so radical a curriculum procedure, eighty teachers of traditional subjects began to set up activities that might be included in what are called "subjects." Each activity was checked against the principles

already mentioned, the objectives in education, and the characteristics of adolescence. Each activity was then arranged with reference to curriculum and grade placement, either as a core-curriculum activity or a free elective.

In order to prepare for the articulation of the new curriculum with the rest of the city's curriculum program there was set up a reviewing committee composed of the chairmen of all committees, representing elementary, junior high, senior high, and special schools. This committee approved all courses of study before they were put in use throughout the school system.

So revolutionary a procedure is not without its high new hopes and its inevitable disappointments. In such new aspects of the curriculum as health, a truly telic process has been introduced. In the entrenched subjects—mathematics, English, social studies—the results have sometimes been relatively meager. The teachers who have gained appointments to the new junior high school have not always been those who have had most to offer to a pioneering school; too often they have been those of long and "successful" service in traditional grade work.

Nevertheless, the broad and consistent policy which the principal has followed from the beginning is bearing fruit. Promising teachers are emerging—self-educated into behavior patterns of socialized undertakings. The alert commercial curriculum groups, the busy library, the living general science, the inspiring adequacy of the home-economics girls, the responsibility and enthusiasm of the youthful participators in student government, the naturalness and honesty of assembly and club activities, the constant utilization and reinforcement of community activities—these typify the new spirit of the junior high-school curriculum as it is found at Bayonne.

Here is a school of promise. It is an environment of dignity, beauty, health, socialization, practical efficiency, self-government, leisure occupations, and ethical responses. But it functions not only during school hours. The building is open to youths and adults every day and evening. The school's program affects the breakfasts and sleeping habits of pupils and parents; it increases the public's uses of public parks and libraries; it promotes evening school attendance and community athletics. It exists as a forerunner of a beautiful, tolerant, active, cooperative Bayonne. It is itself the promise of what the community is to be!

THE LOVE OF LEARNING, THE
SEQUESTERED NOOKS,
AND ALL THE SWEET SERENITY
OF BOOKS. HENRY W. LONGFELLOW.

On the Threshold of the School

J. MACE ANDRESS

IT is a dramatic moment in the life of the child when he first appears in the door of the schoolroom. The change comes with such suddenness that it seems almost like a revolution. He leaves behind him a world in which he enjoyed a greater amount of freedom, play, and spontaneous imagination than he ever will again. In the future more formal tasks will confront him. He leaves behind him a world of people and things where he felt fairly familiar and faces an unknown, a place where the people, things, morals, and requirements for successful living are different. The scenery in general is in marked contrast with the world he has known. He has developed a technic of action which might have helped him fairly well in his preschool years. Will it help him to succeed at school? It is self-evident that the child who can make this readjustment with ease is at an advantage.

So important is this preschool life of the child that many psychologists believe that it is equal to if not even more significant than any period of school life. It is only during the last decade that any serious attempt has been made to get an inventory of this hinterland of preschool experience. Such studies indicate that many of the physical and mental breakdowns of later life owe their beginnings to mishaps during preschool years. For example, colds, pneumonia, tonsillitis, and general bronchial infections in early childhood are responsible for much of the rheumatism and heart disease of later years. It is also during these early years that every child forms habits and attitudes that not only function in the period preceding school attendance but also tend to cast their lights and shadows on later years. It may be habits of telling the truth, honesty, selfcontrol, selfreliance, or possibly opposite traits of character. He will also develop certain attitudes toward father, mother, home, church, school, teachers, subjects, honor, religion, reverence, and also attitudes toward himself. It is often assumed that undesirable characteristics that develop during this period are not of lasting importance because they will be outgrown usually. This assumption is not borne out by facts. Rather it is nearer the truth to say that these habits and attitudes tend to persist. They may take on varied

forms but frequently the psychiatrist finds them functioning in abnormal adult personalities. If of the right sort they may further the development of a harmonious and wholesome personality.

TO THE KINDERGARTNER and first grade teacher—Yes, it is true that home influence is important, and that these children who are coming to you for the first time are hampered or helped by the nature of their home training.

Do not blame those children who fail to fit into the life of the school. They are largely the victims of their past environment. So far as possible see that their old unfortunate habits which brought satisfaction now bring dissatisfaction. Manage so that every good tendency succeeds and brings satisfaction.

The preschool clinic is the place to catch the incoming children and give them a thorough examination. Enlist the cooperation of the parents.

Remember that your work is just as important as that of teachers in the higher grades and requires just as much science and skill. Continue your good work of starting the child right as he enters school.

One thing is certain that although children may not learn to read during this preschool period they are getting command of the real alphabet of life. The years of early childhood are forgotten but they are registered in the nervous system where they influence subsequent learning and life. For example, a college professor was very much afraid of horses. In those days when they were tied to hitching posts along the street in large numbers he was afraid to walk past them and always showed marked signs of fear when he was compelled to be near them. As a college professor of psychology, he became much interested in finding the source of this distressing fear. On inquiring of his old nursemaid he discovered that he once had been bitten and severely frightened in early childhood as he walked past a horse. The incident had been forgotten but the attitude toward horses remained. In a similar way many of our own prejudices and attitudes could be traced back to the first few years of life.

The great mass of children receive

such training at home that they are equipped to push their way through school with little or no appreciable difficulty but there are always some who are regarded as problem-children. Sometimes this implies no inferiority on their part. They may be so superior that they find it impossible to keep the lockstep that is so often required in schools. Such children make trouble for the teachers because they do not fit readily into the molds prepared for them. But in many cases the entering school child is a problem because of the undesirable habits and attitudes acquired at home.

Edward is a boy who does not get along well with his playmates. The intelligence tests show that he is above average intelligence and in good physical health. He is shy and avoids the other children at play. He cries when he is beaten and cries so often that the children call him "Eddie Crybaby." Other boys like to pester him on his way to and from school. Often his mother accompanies him to school in the morning and calls for him again at night. The mother laments to the teacher about the cruelty of the other children and rejoices that her Edward is so kind and devoted, so different from the pupils of the school.

When Edward appeared on the threshold of the school he was greatly handicapped by his home training. His mother became a widow when Edward was only a few months old. The affection which the mother had for her husband was concentrated on Edward. She refused to allow him to grow up by keeping him in an infantile state. She fed him longer than was necessary, lay down with him at nap time, and dressed him long after he could do it himself. Edward found that he could always have his way through tantrums, weeping, and refusing to eat his food. He took delight in doing these things also because he enjoyed being called queer. If Edward got into trouble in his play with other children mother always took his part and blamed his playmates. Naturally this sort of mother was the one to march with him back and forth to school and help him fight his battles. What Edward needed badly was experience and training in dealing with other children, the development of courage, and particularly training in selfreliance.

Edward is only one of a number of such children who appear on the threshold of the school every September. Edward was not born queer. He became queer because of the influences brought to bear upon him. In his world he found that crying and tantrums would work and bring ultimate satisfaction. Finally these habits were fastened upon him. If

the mother had understood some of the fundamental principles of mental hygiene she would have realized that even when Edward was a baby he might have been trained in regular, sensible habits of eating, sleeping, resting, toilet, and play. Tantrums should have been ignored and never allowed to bring satisfaction. As soon as he was physically able to put on his shoes, stockings, and clothing; feed and wash himself he should have been allowed to do so. By letting him undertake responsibility as fast as he was able he would have acquired skill, selfreliance, and mental health. The only thing to do with Edward now is to reeducate him. This is a difficult task but it may be

done. It is possible only if both mother and the school will work in close cooperation.

Unfortunately the school and society as organized at present have little direct influence over the preschool child. In many cases the physician sees the child at birth but does not examine him again until he enters school. Between birth and school entrance there are several years intervening in which the child may develop mental and physical defects. This is a dangerous period since one third of the deaths of the nation occur below the age of six. It therefore behooves the school to get hold of the child as soon before school entrance as possible.

A good slogan is "Get your child ready for school" *but this should be interpreted to mean getting mind as well as body fit.*

The preschool clinic with doctor, nurse, dietician, mental hygienist, teacher, and parent should begin to operate a few weeks or months before school opens so that children may have a thorough mental and physical examination. Many physical defects like diseased tonsils may be removed and parents and children may be started in reeducation in mental health. Special training courses for parents in the care of the preschool child will prove helpful. Under such conditions the handicapped child begins school with a fair chance to succeed.

American School and College Athletics

JUST WHAT does the Carnegie Foundation's inquiry into school and college athletics, which broke so suddenly into the 1929 football season, mean for the whole educational program?

Public interest has naturally been concerned in the main with the revelations regarding proselyting and the charges of commercialism, with special reference to local institutions. Actually, however, the published report of the inquiry reveals a careful study of athletics against the background of the American educational program from elementary school through university.

From the point of view of education, the report finds, one of the most serious defects of presentday athletics, whether in school or college, is the failure to make full educational use of games and sports. We have been accustomed to accept claims for the educational values of competitive games without inquiring too closely into the actual situation. The tendency has been more and more to let the coach direct the game, thereby reducing the opportunities for responsible direction that constitute an important part of whatever educational values are to be realized. Similarly with athletic administration—*faculty control* too often means that students are deprived of the chance they should have for experience in management and financing of their own activities.

Even as health education, athletics are likely to be a potential rather than an actual asset. In order to fulfil expectations in physical health, the report says,

the athletic team physician should be considered the key man in the supervision of the hygiene of athletic training and should have authority accordingly; his qualifications should include postgraduate work in the hygiene of athletic training. Adequate provision needs to be made in every school, college, or university for a thorough medical examination, health history, and health-habit inventory of every student at least once a year; and, while participation in athletics should be assumed for the vast majority of students, a wide variety of sports should be provided, so that games and recreations may be suited to the individual.

Whichever conception of education is accepted, says the report—whether that of a purely intellectual process of "training the habits and powers of the mind," or that of a "socializing agency that prepares for various aspects of life"—the educational bearings of athletics are genuine and significant. "It has been assumed," says President Pritchett in the preface, "that there is a legitimate place in the secondary school and in the college for organized sports, that such sports contribute, when employed in a rational way, to the development both of character and of health. The report is a friendly effort to help toward a wise solution of the place of such sports in our educational system." The "friendly effort" includes frank and courageous statements on the following phases of athletics: the growth of college athletics; the development of the modern amateur status; athletics in American schools; the administrative control of athletics; ath-

letic participation and its results; the hygiene of athletic training; the coach in college athletics; extramural relationships; the recruiting and subsidizing of athletes; the press and college athletics; values in athletics. The appendix contains letters on recruiting that every schoolman and every alumnus with any real sense of sportsmanship ought to read.

Again and again the report comes back to the educational standpoint, both in schools and colleges. In schools:

The ultimate justification for athletics in secondary schools, public or private, is the welfare of the individual boy or girl. Any contribution that athletics can make to his welfare should be fostered; all that tends to impair it should be discouraged, and, if possible, abolished.

In colleges:

The American college must renew within itself the force that will challenge the best intellectual capabilities of the undergraduate. Happily this task is now engaging the attention of numerous college officers and teachers. Better still, the fact is becoming recognized that the granting of opportunity for the fulfilment of intellectual promise need not impair the socializing qualities of college sport. It is not necessary to "include athletics in the curriculum" of the undergraduate or to legislate out of them their life and spirit in order to extract what educational values they promise in terms of courage, independent thinking, cooperation, initiative, habits of bodily activity, and, above all, honesty in dealings between man and man. [A book review by W. Carson Ryan, jr., of *American College Athletics*, by Howard J. Savage, Harold W. Bentley, John T. McGovern, and Dean F. Smiley. New York, The Carnegie Foundation for the Advancement of Teaching, 1929. 383p.]

Teaching the Social Studies

E. CLARKE FONTAINE

Supervisor of High Schools, State of Maryland

THE TWENTIETH CENTURY world, which awaits the high-school graduate of today, is a highly complex society full of perplexities and problems. America and the world need today more than ever before a high type of trained and enlightened citizenship. There is need of a greater number of people who have a broad knowledge and a clear understanding of the origin, nature, and gradual development of our institutions; a greater number of people who are intelligently and sensitively conscious of the rapidly growing interdependence of nations and continents and the resulting necessity of friendly cooperation among the great powers if civilization is not eventually to destroy itself; a greater number of people, finally, who have been so trained in scientific habits of thought and in the scientific point of view as applied to human relationships that they have a crystallized tendency to react to issues and problems on the basis of deliberative and dispassionate judgment rather than on predisposition, prejudice, passion, propaganda, or personal advantage.

The social studies are peculiarly adapted by the nature of their content for the attainment of these important objectives. If the materials are judiciously selected and skilfully presented, exceptional opportunities are offered for real training for a type of citizenship which will meet the insistent demands of today and tomorrow.

The space limits of this article will not permit an exposition of the details of classroom technic as applied to the teaching of the social studies in the secondary school. In general, the same principles of organization and presentation which should govern instruction in the other major high-school subjects apply with equal force to this field. It seems expedient to confine ourselves here to a consideration of certain fundamental principles and viewpoints which are essential for the teacher of the social studies to keep always in mind if he is to succeed in making his subject mean anything in the lives of adolescent boys and girls who are to be the citizens of tomorrow. My observation and experience have forced me to the conclusion that the social studies are, at present, more poorly taught

and fall farther short of their intrinsic educational possibilities than any other subject in the secondary school curriculum. Instruction in history and civics and the other allied social sciences in a large majority of cases, fails lamentably to "register" and seems in too many instances a woeful waste of time and energy as measured by any reasonable standard of "mastery." The causes for this failure are at least partly implicit in the paragraphs that comprise the remainder of this article.

1. In the first place, teachers of high-school history should always remember that the typical history textbook is little more than a summary and that summaries always presuppose a fund of advance information. This advance information, or background, the high-school student does not have. It must be supplied in some way or other if teaching is to result in vital, realistic knowledge. Far too often the subjectmatter of the social studies means nothing more to the student than a jumble of words. He can memorize, of course, and when called upon to recite, can repeat verbatim the words of the textbook but the educational values deriving from such a performance are fairly stated as practically *nil*, when unaccompanied, as is so often the case, by any real thinking, comprehension, or interpretation. Young and inexperienced teachers, especially, exhibit a marked tendency to assume too much, to take too much for granted. The writer has often heard high-school children answer glibly questions based on the history text, using almost verbatim the language of the book. The young teacher passes on, assuming that the pupils know what they are talking about, when a searching question or two would show in many cases that no one in the class can explain the meaning of many of the terms employed. In the light of the facts, ordinary commonsense would seem to demand that the history textbook must be supplemented and enriched by the teacher's interpretative comments, by collateral reading, and by informal class discussion, if instruction is to mean anything at all to the average high-school student, if the student is to get any real feeling for great historical movements and institutions

which will lead to an intelligent understanding of them.

2. Any particular course in the social studies may be organized effectively around a few large centralizing units or topics. These should be mapped out carefully in advance by the teacher. The assimilative material for each unit should include the vital, significant, and comprehensive aspects of the subjectmatter involved and it should be organized and presented in such form that it is capable of being *understood* rather than capable merely of being memorized. The teacher in formulating and stating the large unit or problem should always bear in mind that understanding involves the perception of *relationships*, that we really understand when we see *how* or *why* an event, situation, or movement developed, whereas "what," "when," and "where" merely call into action the memory of events, dates, and places. "How England came to own most of North America," "How machines changed our methods of living," "Why English people came to live in the new world" are good examples of statements of history units and furnish a clue to the method of organizing the materials of history for purposes of instruction with *understanding* as the goal rather than the mere acquisition of a mass of information.

3. Henry Johnson said many years ago that if history instruction is to be effective, the past must be made real. History can have no vital meaning to students so long as the "dead past" remains dead. To make the past live, it must in some way or other be tied up to or related to the present. Finney says that causal relations, the causality of antecedents and consequents, are a large part of history. The present is what it is because the past was what it was, or, expressed in other terms, the roots of the present (events, conditions, ideas, movements, institutions) lie in the past. How has man come to think as he does, to feel as he does, to act as he does? The answer may be found in the pages of history.

The history teacher must keep this law of continuity continually in mind. Opportunities without number are at hand whereby the alert, wellinformed instructor may relate the past to the pres-

ent in a vital and practical way. The principle of causality, of antecedent and consequent, of cause and effect, of comparison and contrast can be continually utilized in the assignment and discussion of problems to interpret and illumine presentday conditions in the political, economic, social, and religious world. In short, only that part of the past is important which has a bearing on or makes a contribution to the future. The teaching of history can hardly be justified on cultural grounds alone. The issue of relative values demands that the past be studied primarily with the aim of making the world in which we now live comprehensible and understandable.

4. The social studies are especially well adapted for developing those habits and powers of thought, attitudes, and ideals which are characteristic of the useful citizen. The mere amassing of historical information is of itself not educative. The power to organize and digest facts, to see facts in their proper relationship to other facts, the ability to consider, to weigh, and to judge, and to arrive at accurate conclusions, a real passion for getting at the truth of the matter, the scientific attitude of mind that enables one to throw aside predispositions and prejudices, tradition, and cherished notions of belief for the sake of getting at the real facts of the situation—these constitute the really important objectives in the teaching of the social studies. How different a world this would be if the scientific attitude of mind—the critical attitude of examining without prejudice—which has accomplished so much in the field of the natural sciences, were employed by even the

majority of our citizens in the consideration of those problems involving our human and social relationships!

5. Sufficient has been said here to indicate the importance of clear and definite purposes and goals in the mind of the teacher. Not only should the teacher of the social studies have a clear conception of objectives for each large unit of instruction and for each subdivision of each unit but he should have as a background for these such a wealth of knowledge of his own subject and at the same time such an understanding and comprehension of presentday problems and affairs as will enable him not only to visualize and grasp the full educational possibilities of the social studies as media for citizenship training but to utilize these possibilities as opportunities daily present themselves in the classroom. How can the teacher, for example, relate the past to the present or tie it up to the present and its problems in any vital and practical way unless he really knows and understands the past? How can he do this if he does not also know and understand the present? The teacher of history and government and contemporary problems must not only have a rich background of cultural knowledge; he must also be an interested student of community, national, and international problems that are pressing for just and satisfactory settlement in the complex civilization of today.

6. Finally, if the scientific attitude of mind toward these problems is to be developed in the citizens of tomorrow, the teacher should look into her mind and heart and ask herself if she is open-minded, unprejudiced, and tolerant. The

possible and desired objectives will not likely be realized through lecturing, moralizing, or dogmatizing. The opinions of the teacher on controversial subjects should always be kept in the background; the students through skilful guidance should arrive at independent conclusions by their individual efforts and initiative. There is a vital difference between education and propaganda. This distinction the high-school student may be trained to see. If the teacher herself is a partisan or propagandist, the most important educational results possible to instruction in this field will very likely be lost to the student.

The problem of training citizens for active and useful participation in the affairs and institutions of a society and civilization visioned by the teacher as better than the one in which we are now living presents an inevitable dilemma. Schools do not exist to train their graduates to succeed in the present world but rather to develop in them those qualities of heart and mind that will impel them to *will* to do their part to make a better world. They come out of an environment that is, in large measure at least, competitive, intolerant, materialistic, and predatory. When they graduate they go out into the same type of environment. Even while the school has them under its guidance and influence, there are forces and influences outside the school which are working against those things for which the school is supposed to stand. Can the school do anything in the face of this dilemma? The only answer to this question is: *If the school cannot, nothing else can and the ideal of democracy is false.*



WE WHO DESIRE PEACE must write it in the hearts of children. Acting upon this creed the Committee on World Friendship Among Children is promoting its third world friendship project. The country selected is the Philippine Islands and the symbol is a Friendship Chest, built of metal to be impervious to the white ants of the Islands and so decorated as to delight the heart of any child. There are handles of brass and a lock and key, and on a background of sky-blue, fascinating pictures are lithographed in many colors. A thorough study of the Philippines and its people is necessary to fill the chest intelligently and it is on the foundation of understanding thus laid that the lasting friendship is built. For further information see the note on pA-250 of the December JOURNAL.

A Year With The Knighthood of Youth

JULIA WILLIAMS

Teacher, Colgate Public School, Orange, New Jersey

MISS WILLIAMS, if you were the teacher of my new class, I am sure you would be ready to cry! There is no class spirit; things are terrible." So spoke Janet, one of my former pupils, now attending an elementary school in another city.

One year before, Janet had become a member of my class in the Colgate School, Orange, New Jersey. She soon proved to be a great nuisance. Her mother sorrowfully admitted that Janet was a "spoiled, only child" and very selfish. In November, however, we discovered a new way of directing her excess energies. She gradually became more interested in others and in a few months the transformation was so complete that it was noticed by her classmates, her mother, and even their neighbors.

Under the same new method, marked improvement was shown by other pupils—Philip, for example. Before entering my class he had always been in trouble. In a former school he had actually struck the principal. I had tried hard to find some way to appeal to him but without success. As suddenly as in the case of Janet, he became greatly interested, ceased to be a discipline problem, and even became a constructive force for good.

This transformation of an entire class was in a large measure the direct result of our taking up the Knighthood of Youth program as a game around which we built most of our school activities. This program was brought to my class at the request of Mr. Dwight B. Burley, my principal and Mr. W. Burton Patrick, superintendent of the Orange, New Jersey schools. Dr. Frank Astor, of the National Child Welfare Association, helped us in the first week of November 1928, to inaugurate the Knighthood of Youth club. He discussed with my class the stories of King Arthur, the companions of the Round Table and the crusaders, and asked the boys and girls what men and women of today they would choose as modern knights. The members of the class, coming from a variety of middle-class homes, found no trouble in agreeing that a policeman or fireman might be called a knight, that Edison is the *knight of electricity* and Lindbergh a *knight of the air*.

Our visitor explained that the Knighthood of Youth is a national club consisting of children from the fourth through the seventh grades. Its program includes work done at home and at school. The



A gallant twentieth century knight

activities and committees of clubs in other schools were described. Each club chooses its own code, committees, activities, "adventures," and "dragons." More than a hundred thousand boys and girls in various parts of the United States have already played this game.

At this point in the discussion each pupil was given a chart containing such questions as: "Did I knowingly break any law of the class code? Did I brush my teeth today, both night and morning? Did I meet difficulties or defeat in a sportsmanlike manner? Did I speak kindly, not teasing or calling names?" This chart was referred to as a *List of Daily Adventures* and each question was called either a "dragon" or an "adventure." It was explained that this list is something like a diary and that the questions are merely reminders of the adventures which young knights may undertake.

The boys and girls were advised to attempt not more than one or two dragons at one time. They might choose their own questions from the chart or from

any other source, so long as the teacher approved. They were told of a similar plan used by Benjamin Franklin. (A full account of this method as used by Benjamin Franklin is given on page 291 of the December 1928 NEA JOURNAL.) It was also explained that the questions might be checked at home, preferably under the supervision of their parents. The charts are arranged for sixteen weeks. At the end of this period those boys and girls who in the opinion of the teacher have shown results in their work with the class code, committees, activities, adventures, dragons, and have performed as many helpful acts as opportunity afforded, are promoted in rank. At the close of successive periods of sixteen weeks, with evidence of knightly development, any pupil may earn in sequence the badges of Esquire, Knight, Knight Banneret, Knight Constant, and Knight Crusader.

When the members of my class understood how the Knighthood of Youth functions, they voted unanimously in favor of joining. Each member became a page and received the appropriate badge.

Our new club had no difficulty in securing permission from our principal to hold regular meetings during the last period on Friday afternoon of each week. At the first meeting the pages elected a president, vicepresident, secretary, and treasurer. They chose for their club name *Colgate Knights* and for their motto "No victory without labor." The questions on the charts were discussed and their teacher consulted about points which were not clear. At later meetings they heard the secretary's minutes of the previous meeting, made arrangements for committees to take responsibility for various tasks, gave reports of committees and held discussions.

From time to time, outside speakers were invited to give talks. Miss Alice Hoben pleased the Colgate Knights by reading to them from manuscript a chapter of her book, *Knights, Old and New*.

It was the ambition of the officers to have every member active on at least one committee. As one boy expressed it: "Everyone has something special to do." The following is a partial list of the committees which were functioning before the year was over: code, law and

order, decoration, attendance, social, English, entertainment, health, cleanliness, thrift, service, courtesy, and library.

On the recommendation of the code committee, the Colgate Knights, after studying the matter and conferring with their teacher, decided to work out gradually their own code, using as starting points: the laws of self-control, good health, sportsmanship, selfreliance, duty, reliability, truth, good workmanship, teamwork, loyalty, and service. Most of these were borrowed from the Children's Morality Code, sponsored by the Character Education Institution, Chevy Chase, Washington, D. C. The code of the Colgate Knights was constantly being revised to fit the changing public opinion of the group. It was used as the criterion in discussing classroom incidents and the lives of real and imaginary persons. For instance, "Did Benedict Arnold break one of the laws of the code?" Such discussion took place at meetings or in the course of the regular school work.

The law and order committee took charge of the class whenever the teacher was absent. It later received the name "Q.O.B." committee, because it helped the class to be quiet, orderly, and busy.

The social committee arranged for a mothers' meeting, a party, an afternoon of nature study in the woods, and a trip to museums in New York City.

The members of the English committee wrote and encouraged others to write stories and poems relating to knighthood of all times. They also wrote articles for the school and local newspapers.

The entertainment committee made all arrangements for a play, which was given at a regular meeting and repeated later

before other classes in the auditorium. It prepared programs which linked the Knighthood work with the various national birthdays and holidays. It also made most of the plans for special ceremonies in which promotions in rank were conferred.

A product of the artistic powers of all the committees was the "Code Castle," which occupied a prominent place in the front of the room. It stood three feet in height and carried many towers, each named after one of the laws of the class code. Whenever the code committee felt that the class had learned reasonably well, to practise the ideals expressed in one of the code laws, they added another tower.

Another class project was the "Dragons' Cemetery." This was a box with pictures of dragons pasted on the outside and a supply of sand inside. Whenever any member felt that he had overcome a dragon, or bad habit, he wrote the name of this habit on a piece of paper and, without signing it, buried it in the sand.

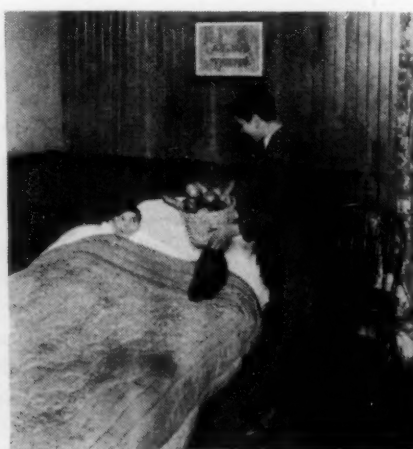
Many activities of these committees were correlated with the school studies. The building of the castle helped the class in literature and in history. Correlated with the work in English were stories, poems, speeches, and the class play. In history class, the pupils often selected men and women who illustrated in their lives the laws of the class code. There were many other projects and ways in which the Knighthood of Youth helped to enrich and make more interesting the regular school subjects.

The results of this character education program were manifold. There was an excellent class spirit and it was evident

to others who came into contact with the boys and girls that they were attempting to carry out the ideals of their code not only in our classroom but also on the street and in their homes. They were even crusaders trying to get other schools interested in the same kind of work.

The pupils in this class are now scattered to other schools. Yet every day during the present term, at least one member of last year's class has come to visit me. The topic of conversation is practically always—The Knighthood of Youth club. Early in September they began to ask whether my new class had been organized as Knights. When I was able to report in the affirmative, they asked how they could be of help. As an example of this proffered aid, the decoration committee of my new club has for its adviser after school hours, a girl who was last year the chairman of the same committee and is this year the president of a club of Knights in another school. Two of the former classmates of this girl are presidents of similar clubs. Practically all her former classmates are either taking an active part in Knighthood or are attempting to have a club started in their own classrooms. The spirit and practise of service appeal to children.

Among those who have come back is Janet, the former "spoiled child." When she first came with the sad news about the lack of class spirit in her new school, her purpose was to find out what steps were necessary for her class to have a Knighthood of Youth club. I suggested that she ask her teacher to write to the National Child Welfare Association at 70 Fifth Avenue, New York City, for literature describing the Knighthood of Youth.



COURTESY, kindness, the aid and defense of the helpless and the weak—these are the ideals which inspired the romantic lives of the medieval crusaders. The young knights of today find that the world still offers the same thrilling opportunity for service.

Individual Needs

ANNETTE MANN

Supervisor of English, Junior High Schools, Baltimore, Maryland

AS TEACHERS use the term *individual* it is not a synonym for the phrase *one child* or *one pupil*. An individual is something more than one member of a learning group; he is a pupil plus his worth to the world. Individualization is treating each pupil as the hero of his own life's story. It means studying his environment as the setting which must have a bearing upon the development of the plot. His deficiencies appear as complicating forces to be overcome. His profile chart is to be studied as astrologers of old studied the horoscopes of young princes.

To estimate the reading needs of an individual, it is essential to understand what educational purposes reading can fulfil. Objectives held without reference to individuals attenuate to the thin mist of dreams. It is only when the faces of children, one by one, are turned toward these objectives that their meaning becomes clear to the teacher. The *seven cardinal objectives* are not dim angels beckoning the race toward a far millennium. They are ends immediately approachable and altogether desirable for the most commonplace citizen. Worthy citizenship, for example, implies something quite as specific as establishing John Doe, Jr. in harmonious relations with the other residents of Main Street. If reading is to aid in this adjustment, the teacher must think of citizenship not as an abstraction but as the individual's membership in a particular community with its own traffic problems, its own degree of neighborliness, its own atmosphere of prosperity or dejection, of order or disorder.

A generally accepted purpose for reading is "a richer and better interpretation of life." What is meant by *life*? It is as impossible of definition as truth. Only when an individual's reading modifies his living can reading be said to affect life. The transmigrations of sympathy and imagination are all made within the limits of individuality. The vicarious living of another's experience is not escape from one's own life but merely an extension of it.

If reading is to aid the interpretation of life, it must have a personal and biographical application to the experience of

the one who reads. Hence it is most important for the teacher of reading to utilize all the data she can collect relating to each child's experience and to neglect no detail of speech or conduct that betrays the trend of his thinking.

It is not always safe to assume that a child needs the kind of reading that he craves. His choice may be only the result of inexperience with other types of reading material. In that case, his seeming preference for a particular type of book or story is based upon no sense of relative values and may actually serve no dominant interest. He needs to have his reading interest tempted away from its familiar easy-chair and sent pioneering through fields he has not yet explored. The first adventuring should not be too far afield from his habitual reading and his willingness to go that road should be encouraged by the most attractive editions procurable.

The child who does not want to read at all needs similar treatment. His conviction that books hold nothing of use to him is due to his inexperience with books. He must be shown that the very things he finds most amusing in life are in books too and are there with a flavor and charm rarely realized apart from reading.

At the other extreme is the pupil who reads too much. He merits an interference that teachers are always reluctant to give. He is so happy in his reading! It seems too great a pity to curtail such joyous withdrawal from reality. Yet all the *seven cardinal principles* totter before his absorption in books. Eyestrain and poor posture almost always mark the bookworm; lack of outdoor play and too little participation in human affairs threaten his health. He commands the reading process at the expense of other fundamental skills. His selfish absorption in books leaves him no time for the obligations or privileges of home membership. Seeing life only through books, he grows less and less fit for a practical vocation. There is little promise of active citizenship in one whose library obscures Capitol and City Hall. For him constant reading ceases to be recreation, yet he takes no other leisure. His ethical sense operates only for people in books; in his cloistered days he has no need to develop

moral stamina. Yet to reduce his reading arbitrarily is to make him miserable. It is better to interest him in books which provide more difficulties than those to which he has been accustomed. Let him not find reading so easy a pursuit as formerly. A deliberate plan should be devised to interest him in varied social activities and in some form of handicraft, athletics, mechanics, or gardening.

Most appealing to the teacher's wisdom and sympathy is the child who would read if he could but who lacks the fundamental reading skills needed to enjoy the material in which he is interested. The child whose reading comprehension is several grades below his intelligence, emotional development, and social outlook is as pitiable as a hungry urchin outside a delicatessen-shop window. Helping such a child acquire the skills he lacks is one of the triumphs of individualization. Correct diagnosis of his needs is the first essential. Formal test scores alone are not a reliable index. The evidence they yield should be supplemented by informal tests and personal interviews. Achievements and difficulties displayed in actual reading situations are often significant. To the data accumulated in these ways should be added whatever may be known of his history.

Given the correct diagnosis of a pupil's reading needs, the teacher may apply remedial teaching with a high degree of confidence. Experience has established certain procedures as more than fairly reliable remedies for specific difficulties.

The teacher's ingenuity is taxed to meet the different needs of many individuals within the limits of the reading period. The solution is generally an arrangement of pupils in several flexible groups composed of children having similar needs. Though such grouping is essentially begging the question of individualization, it is far preferable to mass teaching. While the teacher is at work with an individual or with a small group, the rest of the class is employed in varied reading activities. The group of pupils able to read independently demands a minimum of the teacher's time in the classroom. The individual interests of these able readers, however, require much intelligent planning. In all groups

it is important that each child understands and accepts the purpose of his activity and desires the skill or knowledge it promises. He should check his own work and keep a graphic record of his progress.

In adapting reading to individual needs, the classroom equipment is of utmost importance. Movable furniture facilitates working in small groups and is adaptable to a true audience situation. To provide individual experience in the care and selection of books, many volumes representing a wide range of inter-

est and of difficulty should be available. One corner of the room, at least, should reflect a library atmosphere. Stocking the low shelves here, in addition to supplying the material needed for remedial cases, does not necessarily increase the expenditure above that of the days when each child was given a copy of the same reader. The difference is not so much in the number of books as in the number of titles.

The individual of today makes more trouble for his teacher than the pupil of the "little red schoolhouse" ever did.

Yet for all the labor of analyzing and providing for individual needs, there is satisfaction for the teacher in the sense that she is collaborating in the development of a creditable plot for each of her forty-odd central characters. The individual's sojourn in her classroom is a significant episode in a life that within its own circle is of epic importance. Whether his life-story moves toward a splendid climax or a pitiful denouement, there will be pages in it from which traces of her authorship can never be erased.

Degrees of Skill in Supervision

From the Research Bulletin of the N. E. A., November, 1929

Are you a	Snoop?	Pseudo?	or Super-visor?
Agency	Snooper-vision	Pseudo-vision	Super-vision
Rating Scales	Use rating scheme as a "club" to compel adherence to supervisor's pet schemes. Emphasize personal qualities and irrelevancies, while neglecting to rate the important, intangible factors of teaching technique. Never show ratings to the teachers.	Use rating card made by administrators only. Encourage statistical treatment of petty personal and instructional items. Place an unusual emphasis upon ratings because of their statistical nature. Defend these mathematical symbols of subjective opinions as being infallible and final.	Develop score cards in cooperation with teachers. Design items on rating card so as to diagnose teaching difficulties. Use rating as a means to better teaching, not as an end in itself. Show all ratings to the teacher and indicate steps in self-improvement.
Class Visitation	Drop in for short, irregular visits. Count the number of open windows. Note the neatness of the floor. Smile at the pupils. Scowl at the teacher. Exit hurriedly with a mystical expression.	Visit according to a get-into-every-room schedule. Take copious notes. Make teacher realize that he is being critically examined. Interrupt instruction to leave copy of notes. Tell teacher that you expect improvement before your next visit.	Visit according to previously thought-out purposes. Observe often and long enough to form reliable judgments. Observe mainly teaching techniques and pupil behavior; not persons. Confer on lesson at time when teacher may ask questions and offer suggestions.
Teachers' Meetings	Call all meetings unexpectedly. Permit long-drawn-out discussions on insignificant topics. Discuss petty routine details of school organization. Scold the whole faculty for the mistakes of the few. Show authority by dominating the meetings.	Require meetings for intensive professional study. Discuss topics remotely connected with the needs of the particular group of teachers. Ignore the extension work and professional interests of the staff. Encourage promiscuous and uncritical experimentation.	Professional meetings arise from a constructive supervisory program. Attendance is voluntary because attractive programs make compulsory rules unnecessary. Discussion and critical evaluation of current experimental literature are encouraged. Teachers report on their own research and experimentation.
Demonstration Lessons	Emergency demonstrations while visiting classrooms. Demonstrator usually poorly prepared for the lesson and not acquainted with the teacher's most pressing problems. Teacher chagrined and criticized before the class. Children confused and ill-at-ease. No opportunity for the teacher to raise questions.	Many intensive demonstrations by highly skilled specialists. Lesson given before many persons and under otherwise unnatural surroundings. Failure to apply the principles of the demonstration to classroom problems. Failure to recognize the danger of discouraging, fatiguing, overawing, or confusing teachers.	Demonstration lessons in natural situations under regular teachers. Aims of lesson attainable and understood by observers. Observation of lesson guided by outlines. Small group discussions following the lesson with applications to typical classroom conditions. Teachers encouraged to improve upon demonstration lessons.
Pupil Adjustment	Pupil maladjustments generally ignored. Teachers urged to settle difficulties in their own way. Most serious cases transferred, punished or otherwise avoided. No careful case studies of pupils. Teacher's suggestions and parental cooperation ignored or misused. Principal's judgment final and infallible.	Principal ferrets out and magnifies minor pupil maladjustments. Pupils measured statistically and adjusted according to formulas. No recognition taken of pupil achievement, interests, or health. No recognition of teacher's judgment of pupil. Uncritical dependence upon current statistical procedures.	Teachers assisted in studying pupils objectively. Pupil guidance and adjustment based upon complete data, including pupil's health, parental opinions, and teacher judgment. All individual placements tentative and adjustable in terms of subsequent developments. Emphasis upon prevention of maladjustments.
Individual Conferences	Teacher made to feel that he is "on the carpet" for inferior work. Blanket praise without emphasis upon specific skills. Blanket criticisms without suggestions for improvement. A one-sided conversation with the teacher listening to impractical and unsympathetic advice.	Teacher shown test scores and other statistical data without instruction as to the meaning of these terms. Professional reading assigned without emphasis upon specific pages of particular value. Professional courses advised without consideration of the teacher's classroom problems, personal health, or previous training.	Conference based upon previous teachers' meeting, testing program or class visit. Suggestions made in terms of the individual differences of teachers. Appreciation of teacher's specific skills clearly indicated. Joint agreement with teacher on necessary steps to overcome weaknesses and develop strong points of classroom procedure.

A False Analogy

ROSS L. FINNEY

Associate Professor of Educational Sociology, University of Minnesota

ONE OF THE most commendable developments of the past quarter century is the movement to scientize the technology of education. Nothing comparable to it has occurred in any other field, unless it be in the field of business administration. It has greatly increased the efficiency of teaching methods, especially on the elementary levels; it has adapted the offerings of the school to the specific needs of local communities; it has adjusted educational organization to the differing needs of individual children; and it has eliminated waste and malarticulation from the fiscal and budgetary aspects of the system. The training of teachers has necessarily advanced to keep pace with this new technology. Colleges of education have developed in the universities and normal schools have expanded into teachers' colleges. A vast scientific literature has accumulated and the requirements for certification have been correspondingly specialized and enlarged.

The motivation of this movement boils down to the laudable ambition upon the part of educators to put their own vocation on a truly professional basis comparable with medicine, law, and engineering. The philosophy of this aspiration may be summarized in the following syllogism. Major premise: If education is to establish itself as a profession on a par with the other professions, it must, like the other professions, build up a body of exact scientific knowledge in its own special field. Minor premise: Corresponding to medicine's special field of *materia medica*, anatomy, and physiology; and to the law's specialty of law, precedents, and court procedure; and to engineering's special application of the physical sciences is the educator's special technology of teaching, classroom management, and school administration in its various phases. Conclusion: Education must scientize that specialty and build up in it a body of exact knowledge comparable to the scientific stock-in-trade of the other professions.

Laudable, however, as is the aspiration to professionalize education, logical as the philosophy of the movement sounds, and contributory as has been the development of a scientized technology,

the fact remains that the whole movement is one-sided and therefore fraught with serious sins of omission. Like all one-sided movements it is tangential and therefore dangerous. And the underlying reason for all this is that the philosophy from which the movement has been inferred is fallacious. The syllogism stated just above is, in reality, a false analogy.

The crux of the matter is that *education is not like the other professions but essentially unlike them*. It is not, therefore, to be professionalized by the same formula. The analogy to which the movement habitually appeals for justification is not a ray of light but a wedge of misguidance.

The concept that requires analysis to make this criticism convincing is that of the *special field* by which each profession is characterized. Upon analysis it turns out that each profession has a major and a minor specialty. Its major specialty is that body of scientific knowledge which is the business of the profession to apply; its minor specialty is the scientized technic of applying that knowledge. The major specialty of the medical profession, for example, includes anatomy, physiology, and *materia medica*; its minor specialty, the technic of conducting diagnoses, managing clinics, and administering hospitals. The major specialty of the legal profession includes the law and court precedents; its minor specialty, the technic of legal procedure. The major specialty of engineering includes the sciences applied in that profession; its minor specialty, the technic of applying them. Similarly, the major specialty of the educator's profession is—but what it is we shall try to make clear shortly; its minor specialty is the technic of managing schools and administering systems. What the educators have done is to equate the *minor* specialty of their own profession with the *total* specialty of the other professions. They have mistaken a part for the whole and the lesser part at that; with the result that the lesser part tends to monopolize their attention altogether, to the neglect and even disparagement by them of the major part. It is as if the doctors, in their professional education, paid attention almost entirely to the *technic* of managing offices, conducting

clinics, and administering hospitals to the neglect of anatomy, physiology, pathology, and *materia medica*.

This becomes clear upon analysis of the school administrator's job, which divides itself, upon inspection, into two parts. The first is running the schools; the second is making the schools over. These two jobs are as different from each other as the jobs of the locomotive engineer who runs the trains across a bridge that is being reconstructed, and of the civil engineer who reconstructs the bridge while the trains are being run across it. There is no reason for confusing these two jobs because both are labeled engineering, or because the trains are kept running, nor for confusing the school administrator's two jobs on account of similar reasons. Two jobs in one man—and they as different as red and green.

The first job includes the supervision of instruction and discipline, school accounting both instructional and financial, selection of teachers, budget-making, and the like. The second job involves the guidance of his staff in the progressive reorganization of the curriculum and of the facilities for presenting the same. In his first capacity as school shopkeeper the educational administrator is operating the school *as it now is*; in his second capacity as educational statesman he is making the school over into *what society needs it to become*. In the one function he is merely running the *school* of today; in the other he is running the *world* of tomorrow. The second is incomparably the more important.

This shifts the center of gravity in the education of educators from the school itself to the world outside the school. For their minor specialty it is true that they must know the school and the child. But for their major specialty they must know the social world outside the school, for service in which the child is being prepared, and by participation in which the child is to find selfrealization. Educators must, therefore, above all things, *understand the institutions of society*; their organization and inherent functions; their trends, tendencies, and incipient problems; and the most promising measures by which the social life can

be improved. For, as pointed out in a previous article, what is put into the school program of today comes out in the social program of tomorrow. And since the social program is a matter of mental cooperation and community of mental interests, there can be nothing more important than for educators to forecast correctly what mental stock-in-trade the society of tomorrow will need to have had fed into the school program of today. It is a large responsibility—their major responsibility, indeed; and training for it falls almost entirely outside the limits of their minor specialty.

Nothing can more clearly reveal the misguidance in the analogy condemned above than to carry it through to its logical conclusions. For society is the educator's patient, the social institutions are the anatomy he must study, the social processes are his physiology, the social problems are his pathology, while the intellectual resources of the social heritage are his materia medica. The curriculum is his prescription! How can he diagnose unless he knows his anatomy, physiology,

and pathology? How can he prescribe unless he knows his materia medica? The mere technic of clinic management and hospital administration would leave him quite unqualified.

If the foregoing argument is sound in the main it follows that the science of education has done two things, one of which is a service and the other a disservice. It has increased the efficiency of instruction, classroom management, and the administration of school systems. But it has also put belladonna in the eyes of many educational leaders and blinded them to the larger responsibilities of their profession. Zealous of the contributions of their science, its devotees fail to note its sins of omission. And their blindspot is an utterly unforgivable fault. Obsessed with technology, they fail to concern themselves as they should with the larger issues of civilization which their policies must predetermine.

For the democratic nature of our society, together with the enlarged prerogatives and responsibilities so rapidly being assumed by public education, throws the

prime responsibility for social leadership upon the educators. Leadership is the crucial need of the age; and telic leadership the profession can by no means escape, since, whether they will it or not, the school is now the steering-gear of society. Hence preparation for such leadership is the major responsibility of the teachers' colleges. They are the pivotal institutions in our changing civilization; their policy makers are, more than anybody else in modern society, the arbiters of our social destiny. It follows that they should above all things else prepare their graduates, and especially their Masters and Doctors, for educational statesmanship. Their major concern should therefore be with those subjects which treat of human culture and relationships; namely: geography, biology, psychology, anthropology, economics, politics, sociology, ethics, and history, not to mention the natural sciences and the fine arts. These are the intellectual substances out of which envisioned leadership is made. These are the main branches of the *major pedagogy*!

Educational Opportunities In Radio During January, 1930

RADIO has an established place in education. It is lifting the level of informed intelligence throughout the world. It is a part of the task of the school to train young people to select, from the many offerings, the particular features which will help to make their lives broader and more useful. This can be done by giving attention in school to the technic of home listening. Special broadcasts for classroom use are increasing. Classroom, rather than assembly room, listening is now considered best. Some programs which it is expected will be available during January are here listed. Readers are invited to call the attention of THE JOURNAL to notable educational features offered throughout the country.

Thursday, January 2

8:15-8:30pmEST Political Situation in Washington—Frederic William Wile CBS
10:30pmEST National Forum Wash. D.C. CBS

Friday, January 3

3:30-4pmEST For Your Information CBS
4-4:30pmEST Music Appreciation Hour NBC
5pmEST Dr. Clark's French Lessons CBS

Saturday, January 4

11-11:30amEST Drama for children CBS

Sunday, January 5

10amEST Children's Hour CBS
7-7:30pmEST Our Romantic Ancestors CBS
7:45pmEST World's Business—Dr. Klein CBS
9pmEST Our Government—David Lawrence NBC

Monday, January 6

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS
6:30pmEST Current Events CBS
7:45pmEST Back of the News in Wash. NBC

Tuesday, January 7

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS

Wednesday, January 8

2-3pmCST Ohio School of the Air
6-6:28pmEST Going to Press CBS

Thursday, January 9

2-3pmCST Ohio School of the Air
8:15pmEST Political Situation—Wile CBS
10:30pmEST National Forum Wash. D. C. CBS

Friday, January 10

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS
4-4:30pmEST Music Appreciation Hour NBC
5pmEST Dr. Clark's French Lessons CBS

Saturday, January 11

11-11:30amEST Drama for children CBS

Sunday, January 12

10-11amEST Children's Hour CBS
7-7:30pmEST Our Romantic Ancestors CBS
7:45pmEST World's Business—Dr. Klein CBS
9pmEST Our Government—David Lawrence NBC

Monday, January 13

2-3pmCST Ohio School of the Air
3:30pmEST For your Information CBS
6:30pmEST Current Events CBS
7:45pmEST Back of the News in Wash. NBC

Tuesday, January 14

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS

Wednesday, January 15

2-3pmCST Ohio School of the Air

Thursday, January 16

2-3pmCST Ohio School of the Air
8:15pmEST Political Situation—Wile CBS
10:30pmEST Natl. Forum Wash., D. C. CBS

Friday, January 17

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS
4-4:30pmEST Music Appreciation Hour NBC
5pmEST Dr. Clark's French Lessons CBS

Saturday, January 18

11-11:30amEST Drama for children CBS

Sunday, January 19

10-11amEST Children's Hour CBS
7-7:30pmEST Our Romantic Ancestors CBS
7:45pmEST World's Business—Dr. Klein CBS
9pmEST Our Government—David Lawrence NBC

Monday, January 20

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS
6:30pmEST Current Events CBS
7:45pmEST Back of the News in Wash. NBC

Tuesday, January 21

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS

Wednesday, January 22

2-3pmCST Ohio School of the Air
6:15-6:28pmEST Going to Press CBS

Thursday, January 23

2-3pmCST Ohio School of the Air
8:15pmEST Political Situation—Wile CBS
10:30pmEST Natl. Forum Wash. D. C. CBS

Friday, January 24

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS
4-4:30pmEST Music Appreciation Hour NBC
5pmEST Dr. Clark's French Lessons CBS

Saturday, January 25

11-11:30amEST Drama for children CBS

Sunday, January 26

10-11amEST Children's Hour CBS
7-7:30pmEST Our Romantic Ancestors CBS
7:45pmEST World's Business—Dr. Klein CBS
9pmEST Our Government—David Lawrence NBC

Monday, January 27

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS
6:30pmEST Current Events CBS
7:45pmEST Back of the News in Wash. NBC

Tuesday, January 28

2-3pmCST Ohio School of the Air
3:30pmEST For Your Information CBS

Wednesday, January 29

2-3pmCST Ohio School of the Air
6:15-6:28pmEST Going to Press CBS

Thursday, January 30

2-3pmCST Ohio School of the Air
8:15pmEST Political Situation—Wile CBS
10:30pmEST Natl. Forum Wash. D. C. CBS

Friday, January 31

2-3pmCST Ohio School of the Air
4-4:30pmEST Music Appreciation Hour NBC

Teaching the Home County

WILSON GEE

Professor of Rural Economics and Rural Sociology, University of Virginia

THE 1920 federal census informs us that in the United States on the average 67.2 percent of the population reside in the state in which they were born, 19.2 percent were born in other states than the one in which they now reside, and 13.2 percent of our population are foreign-born. In the state of North Carolina, as many as 93.4 percent of the population in 1920 were born in that state. On the other hand, in Wyoming, all except 25.2 percent of the population were recruited largely from other states with a fair admixture of foreign-born.

It may be assumed with a fair degree of accuracy that these same figures hold on an average for the individual communities in the particular commonwealth, with, of course, a wide degree of variation in the different communities. It is perhaps perfectly safe to say of the people who are born in the average county in the United States considerably more than fifty percent of them live their lives out in the county of birth. While the automobile has served greatly to extend the impress of outside influences and examples upon this citizenship, still the prevailing attitudes with this majority of the citizens is that which they have inherited through the traditional forces and institutions of their particular locality.

To study the features of the Abyssinian Highlands and of Somaliland and practically to neglect those of the county

in which the pupil is living is not merely absurd in our geography teaching in the schools today—it is little short of a pedagogic crime and a severe loss in citizen-



ALMOST every county possesses some remnant of the life of an earlier day like this Joseph Funk printing house at Singer Glen, Virginia. Nothing makes history so real as a visit to such a spot.

ship training. A knowledge of Uruguay and Ecuador is of considerable value to the great body of our future citizenship passing through the schools, and it is not

meant to disparage even for a moment a thorough treatment of such topics among the content of our geography courses. It is contended, however, that these foreign subjects should be liberally supplemented by a more or less practical consideration of the economic and social resources of the county in which the pupil resides.

Our public schools are the training ground of the nation. The ideas implanted there into fertile brains of bright youngsters, and of apparently dull ones, too, will some day spring into the fruition of actual achievement. If they are taught that their county is backward in its industrial development but that undeveloped water power is nearby, raw materials are available, etc., one day some of these children, grown to manhood and with more of venture and aggressiveness than the rest, are going to make the wheels of various industries hum with the harnessed energy. If the chasm between possibility and achievement in agricultural lines is shown to be vast, and his county pride is appealed to, more of motive is provided in the little future farmer to make him a larger factor in his community. How can effective progress ever be secured unless a basic knowledge as to what progress is to be laid in the minds of those who are to promote such forward development? We must be acutely conscious of the fact that what is taught in the schools today will be expressed in the county, state, and nation



A view of the historic University of Virginia with a statue of its famous founder, Thomas Jefferson, in the foreground.



IT IS A TRIBUTE to the beauty of Shenandoah Valley that many Virginians refer to it as "The Valley of Virginia." The above pictures show: a panorama of "The Valley" two miles west of Bridgewater; Brock's Gap near Cootes Store; and the quiet peace of nature. For beauty alone these pictures are worthwhile, but they also suggest the wealth of material which other sections offer for the study of geography, history, industry, or natural resources.

of tomorrow. A recognition of such a fact places a great responsibility upon those writing textbooks and those in charge of the forces that determine curriculum content to see that as nearly as possible those things that constitute a sound economic and social development are included.

The idea has long and widely prevailed that the more definitely instruction can be made in terms of everyday life, the more valuable an education will be. All good geography teachers have wanted their pupils to study the county of residence. But sufficient time has not been available on the part of the teacher to do the research necessary to present this phase of the work effectively. Frequently the instructor comes from another county or state and knows less than the pupil about such matters which he would like to teach.

To meet just such a need, five summers ago, through the helpful cooperation of Dean Charles G. Maphis, the experiment of offering a course in the preparation of county geography supplements was begun in the summer quarter of the University of Virginia. The experiment has been a marked success, and during the past four summers, interested teachers from Albemarle, Alleghany, Augusta, Brunswick, Campbell, Dickenson, Dinwiddie, Fairfax, Fauquier, Henry, Loudoun, Middlesex, Northampton, Pittsylvania, Rockingham, Shenandoah, and Wise Counties have completed such supplements, and in practically all of these units, the studies have been published by the county school board and are being taught as a part of the geography courses in all of the schools of those counties.

The plan adopted is an economical and self-financing one. First the interest is aroused of the division superintendent of schools in a given county, and his cooperation assured. His efforts are directed towards the endorsement of the plan by his county school board, and towards interesting a small group of his teachers in undertaking the task. These teachers have prepared the supplements under the direction of an instructor in charge of the course in the University of Virginia summer quarter. This course constitutes only one-third of the work that they carry through one term of the summer quarter. For it they can receive college and teacher's certificate credit. The writer has never before taught a course in which there was the uniformity of interest and enthusiasm in the work. With few exceptions, these teachers are natives of the

county for which the supplement is being prepared and with them the task is a labor of love for which they strive diligently in and out of class periods.

When the supplement is completed, the county school boards of the counties concerned underwrite the publication, which costs usually about three hundred dollars and the study of it becomes a part of the required geography course in the several schools of the county. The booklets are retailed at a price of some twenty-five to thirty cents a copy, and in the course of two or three years, the investment with interest is returned in this way to the school funds of the county.

These supplements consist of a bulletin of twenty-eight to thirty-two pages, attractively illustrated and with a three-color map of the county. The illustrations usually cost little; for they are borrowed in the shape of "cuts" from various agencies in the county which at previous times have used them for special pamphlets or newspaper issues on one or another phase of the life of the county.

In contents, one of these supplements has the following section headings: history; position; topography and climate; natural resources, including forests, minerals, soils and waterpower; agriculture; manufactures; wealth; transportation; population; towns and villages; education; religion; and government. Effort is made to give only essential facts in an interesting manner, and the enthusiastic reception of the supplements by students and teachers are assurance that a large measure of success has been achieved along these lines.

The value and practicality of the county geography supplements thus becomes apparent so far as the schools are concerned. There are a number of additional uses which they very effectively serve. Often in a day's work questions arise about one's county or town, and because of a lack of a convenient and authoritative source of information, these questions must go unanswered. Almost daily local chambers of commerce receive detailed inquiries from outsiders interested in the county from a residence or business point of view, and for a similar reason the replies must be only partial or general in nature. Frequently, an authoritative map of the county is needed for reference. All of these and many like functions may be served by these county geography supplements.

So far as I know, the county geography supplement plan is unique. It has passed the experimental stage in Virginia and seems destined to be generally used.



THE HISTORIC BACKGROUND of his own community is valuable to every child. Virginia, because of her early founding, is particularly rich in this field, but every locality has had its interesting beginnings. These pictures of Virginia show: a view of the Shenandoah River from a bridge constructed on the site of one burned by Stonewall Jackson; Cross Keys Battlefield; and a bit of history in the making.

Child Guidance

FRANCIS W. KIRKHAM

THE raw material of a factory is selected to fit a single process but the raw material of the school cannot be selected. The work of the school should be varied to meet the individual differences of boys and girls. Both before and during training, young people should be studied and the factors which contribute to their training ascertained. The problem of guidance is so important that all schools should make the best offering possible.

Guidance on a district-wide basis in the schools of Granite District, Utah began to take definite form in 1925. In that year a system of accounting for all children, described in the December JOURNAL, was initiated. Specialized procedures by visiting teachers or by experts in guidance clinics were not available because of the expense involved. The responsibility of the guidance program was placed upon classroom and advisory teachers for pupils of the regular school; and upon partime instructors for young people excused to work. These teachers were assisted by the principal, other teachers, school nurses and physician, attendance officers, and the work-and-school coordinators.

The first assistance offered to these teachers was the use of standard tests for the regular school subjects, followed by group intelligence tests. All tests were given under the direction of the supervisors. One result of this testing revealed to the teachers that 200 freshmen in the high school, all "graduates from the eighth grade," ranged from the sixth to the eleventh grade in reading ability and their I. Q.'s were from 70 to 130. Yet, all these students were placed in the same kind of algebra class and were expected to achieve the same results.

The testing program has been continued and developed so that a card for each pupil now gives the term markings and the standard achievement tests, together with the yearly health examination, over a number of years. This cumulative record card indicates to the principal and advisory teacher the probable success of the pupil in various class work.

Next was the improvement of the yearly physical examination of all children—a joint undertaking by Salt Lake County and Granite District. The examining physician was required to give

specific information regarding every important bodily function; a record of which was placed on the cumulative record card. For example, the tonsils were either normal, enlarged, diseased, or removed. The Snellen test for eyes was given. All remedial defects were carefully noted. The yearly physical examination of the child for a series of years was thus available to the guidance teacher.

In addition the teacher had the record of each pupil regarding his health habits and his physical condition as shown by the tests of the National Playground and Recreation Association of America. All this information was used for followup work to correct defects and to direct the child toward the health-training, studies, and vocations which the health record indicated were best suited to him. The health conditions of children entering school for the first time, their previous training, and their ability to learn as shown by the Detroit test were carefully noted for guidance purposes.

Special aptitude tests in music were given by the supervisor in grades one and six. Progress and ability in music were carefully noted and recommendations made to certain pupils to continue their musical training in a more intensive way. Similar tests were given in graphic and mechanic arts in the junior high schools.

The guidance program was materially extended for pupils who could not attend school full time and for those whose records indicated that they were not succeeding in the regular school. The partime teacher, cooperating with the principal, the school nurse, and the work-and-school coordinator, made intensive investigations of their health, home, leisure-time, and work conditions. Parents and employers were consulted. Every possible effort was made to know the child in order to direct him into successful school-work-and-leisure-time activities.

One boy, whom the principal wanted to dismiss because of his sullen nature and his refusal to study the regular subjects, was transferred to the special instructor for partime and maladjusted pupils. He was permitted to choose his study and did nothing but paint pictures for a week. But he needed money, so the work-and-school coordinator, thinking to make use of his ability, found him a job in commercial advertising. His bad temper, due to home conditions, resulted in his dismissal within a week and he started on a bicycle for California. A telegram to the county sheriff brought him home. A more intensive study of the boy was then made

and he was required to remain under the constant direction of the special teacher for six weeks. His stepmother informed the work-and-school coordinator that he should have been a girl as he liked to sew. In desperation to find a work opportunity for a boy of his inclinations, a manufacturer of women's garments was induced to give him a trial. Under the close and constant supervision of the work-and-school coordinator, the boy was saved from dismissal. In time he struck a pace and began using his art in suggesting designs for women's clothing. A year has passed. He now receives an adequate salary as a designer of women's apparel—and a boy has been saved from human wreckage.

A questionnaire covering home conditions was developed over a series of years. This asked pupils of the junior high schools to give certain facts about their home, such as the number in the family, nationality, ages and sex, number of rooms in the house, its conveniences, family income and those contributing to it. The experience of Granite District indicates that the advisory teacher, with the help of the school nurse, the attendance officer, and the work-and-school coordinator, can obtain sufficiently reliable information of this nature to materially help in a guidance program.

A daily report kept for six weeks by each pupil gave his health habits and the minutes spent each day in extracurriculum activities, in leisure-time activities, in work activities, and his participation in community organizations. This daily reminder was designed to be helpful to pupils in character training and citizenship. The information was used for guidance and for recommendations for employment. The junior high-school teachers also kept pupil's excuses, results of conferences with pupils and parents, special examination material, and other information.

All guidance material was kept in an individual folder which followed the pupil from grade to grade and from school to school. Thus a new teacher, at the beginning of the year, had extensive, valuable, personal information regarding each pupil. The information is used by advisory teachers and principals in the registration of pupils in the spring semester for the next year.

This guidance program required no additional expense except for material used. It did, however, require the attention of principals and teachers. It was its own reward. It lightened the burden of the teacher for it made happier, more contented, and more successful children.

The Atlantic City Convention

THE SIXTIETH Anniversary meeting of the Department of Superintendence will be held in the world's largest auditorium on the famous boardwalk at Atlantic City, February 22-27, 1930. The beautiful ballroom on the ocean front of this auditorium is to be used for the general sessions. The Atlantic City Auditorium is within easy walking distance of the leading hotels.

Special railroad rates—Roundtrip tickets on the identification certificate plan will be sold to Atlantic City, N. J. at one and one-half fare for members of the National Education Association and dependent members of their families.

Tickets will be on sale February 18 to 24 in the territory of the Trunk Line, New England, Eastern Canadian, Southeastern, and Central Passenger Associations. When validated at regular ticket offices in Atlantic City, tickets will be good for return to reach original starting point not later than midnight of March 5. Dates of sale in the western portion of the United States begin earlier and return limits are later on account of increased distance. Details may be had from your local ticket agent. In addition, the carriers have authorized one and three-fifths fare for the round trip on identification certificates with return limit of thirty days from date of sale. Identification certificates will be ready for distribution January 10. Write J. W. Crabtree, Secretary, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. If in arrears, inclose check for membership dues. If identification certificate is not obtained in advance, no adjustment of fare can be made after arrival in Atlantic City.

Atlantic City hotels—No headquarters hotel has been designated. Single rooms in principal hotels are no longer available. All sleeping room reservations are handled through the Hotel Committee of the Atlantic City Convention and Publicity Bureau, of which A. H. Skean is secretary. Inquiries regarding sleeping room accommodations should be addressed to Mr. Skean, 16 Central Pier, Atlantic City, N. J. Please state exact time of your arrival and give name and address of each person to be accommodated by the reservation. If for any reason a reservation is not needed, notify hotel immediately.

Headquarters and exhibits—Convention headquarters, registration, exhibits, and post-office will be located in the main arena of the auditorium: a room so large that a thirteen-story building 500 feet long and 200 feet wide could be placed in it and still leave 75 feet on all sides to spare. Ten pairs of trusses support the roof, each with a clear span of 350 feet. The exceptional facilities thus offered will make the exhibit an outstanding feature.

Sixty years of service—Nineteen former presidents of the Department of Superintendence are still living. At the session Tuesday morning, President Frank Cody will present a beautiful past president's jewel to each one of these former officers. This ceremony will



Atlantic Foto Service

PRESIDENT CODY believes the old adage, "All work and no play makes Jack a dull boy." With Secretary Shankland he enjoys the Atlantic City boardwalk after completing arrangements for the convention.

bring to a close the anniversary session celebrating the organization of the Department of Superintendence in 1870. Just before the presentation ceremony, the Achievements of American Education will be outlined in seven carefully prepared fifteen-minute addresses.

Pageant—On Tuesday evening under the auspices of a committee of New Jersey school people there will be presented a pageant entitled "Recreative Living" which will depict the development of leisure time through the ages, the importance of leisure in modern life, the possibilities in the use of leisure, and the training for leisure to be given by the schools.

Convention theme: Education in the spirit of life—Education is life. This statement of the philosopher, which seemed so radical when first uttered, is now generally accepted. American education is engaged in the process of putting the ideal into practise. As we would have life, so must our education be. The tentative outline of the program day by day follows:

Saturday, February 22, 1:30 P. M.—General Session: Formal opening of the exhibits.

Sunday, February 23, 4:30 P. M.—General Session: Vesper Service. Theme—Life is idealistic:

education must aim high. 8:15 P. M.—General Session: Recital by New Jersey All-State Orchestra.

Monday, February 24, 9 A. M.—General Session. Theme—Life is friendly: education must develop a social spirit. 2:15 P. M.—Administrative groups, arranged according to size of city. 8 P. M.—General Session. Theme—Life is dynamic: education must move forward aggressively.

Tuesday, February 25, 9 A. M.—General Session and Business Meeting. Theme—Life is practical: education must be efficient. 2:15 P. M.—Discussion groups, with themes selected to supplement Tuesday morning general session. 8 P. M.—General Session and Pageant, "Education for Leisure." Theme—Life is recreative: education must train for leisure.

Wednesday, February 26, 9 A. M.—General Session. Theme—Life is progressive: education must adjust itself to new needs. 2:15 P. M.—Administrative groups, to consider problems of supervision. 6 P. M.—College dinners. 8 P. M.—Rehearsal of National High-School Orchestra, open to the public.

Thursday, February 27, 9 A. M.—General Session. Theme—Life is cooperative: education must itself cooperate. 2 P. M.—Final General Session: Grand Concert of National High-School Orchestra.

Supervision Yearbook—At Atlantic City the Department of Superintendence will distribute its Eighth Yearbook which deals with the important subject of supervision. The Commission which prepared the yearbook consisted of State Superintendent Albert S. Cook, Baltimore, Maryland, Chairman, and nine others whose photos are shown elsewhere in this issue. Chairman Cook will make a final report for the Commission at the Wednesday morning session. This will be followed by discussions of supervision problems by all Wednesday afternoon group meetings.

Departments and allied organizations have developed strong programs for the convention. These will appear in the Official Program which will be distributed to all who register at Atlantic City. Programs by the following groups are included:

American Educational Research Association: February 22, P. M., February, A. M., P. M., February 26, A. M., P. M.

Elementary School Principals: February 24, P. M., February 26, P. M.

Rural Education: February 24, P. M., February 25, A. M., P. M., February 26, P. M.

Secondary School Principals: February 24, P. M., February 25, A. M., P. M., February 26, A. M., P. M.

Supervisors and Directors of Instruction: February 25, A. M., February 26, A. M.

Municipal Normal School and Teachers College Section: February 24, P. M., February 25, P. M.

Deans of Women: February 19-22.

High School Inspectors and Supervisors: February 24, P. M., February 25, P. M., February 26, P. M.

Council of Childhood Education: February 24, P. M., February 26, P. M.

Council of Education: Philadelphia, Pa., Benjamin Franklin Hotel, February 22, A. M., P. M., eve.

Society for the Study of Education: February 22, eve., February 25, eve.

College Teachers of Education: February 24, P. M., February 25, A. M., P. M., February 26, P. M.

Development of Public High Schools

Prepared by the Division of Research of the National Education Association

States	Public high school enrolment by years:				Population per high school student in:				Percent increase in high school enrolment from 1920 to 1926	Rank in column 10	Rank in population per high school student 1926
	1900	1910	1920	1926	1900	1910	1920	1926			
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	519,251 ¹	915,061 ¹	2,199,389 ²	3,757,466 ²	146.4	100.5	48.1	31.2	70.8		
Alabama.....	3,817	8,017	35,433	51,421	479.1	266.7	66.3	49.1	45.1	47	47
Arizona.....	172	1,135	5,918	10,291	714.7	180.0	56.5	43.2	73.9	27	40
Arkansas.....	3,224	6,593	27,810	34,752	406.8	238.8	63.0	54.8	25.0	53	48
California.....	12,620	35,174	162,650	256,797	117.7	67.6	21.1	16.8	57.9	36	2
Colorado.....	5,910	12,232	24,404	41,771	91.3	65.3	38.5	25.4	71.2	28	12
Connecticut.....	8,107	13,209	30,959	41,357	112.1	84.4	44.6	38.8	33.6	51	35
Delaware.....	1,052	1,726	3,045	5,707	175.6	117.2	73.2	42.1	87.4	20	38
District of Columbia.....	3,431	5,168	8,772	13,468	81.2	64.1	49.9	39.2	53.5	40	36
Florida.....	1,503	3,286	12,695	35,040	351.7	229.0	76.3	37.6	176.0	1	33
Georgia.....	5,845	10,945	45,128	65,546	379.2	238.4	64.2	47.9	45.2	46	46
Idaho.....	486	2,307	13,198	21,825	332.9	141.1	32.7	23.9	65.4	33	10
Illinois.....	37,446	63,130	127,694	235,711	128.8	89.3	50.8	30.6	84.6	23	21
Indiana.....	26,415	43,799	78,516	146,447	95.3	61.7	37.3	21.3	86.5	21	3
Iowa.....	29,022	39,539	51,967	111,894	76.9	56.3	46.3	21.7	115.3	7	5
Kansas.....	14,913	26,278	57,528	84,631	98.6	64.3	30.8	21.5	47.1	45	4
Kentucky.....	5,517	9,677	23,491	45,486	389.2	236.6	102.9	55.5	93.6	16	49
Louisiana.....	2,215	4,876	24,080	45,519	623.8	339.7	74.7	42.2	89.0	19	39
Maine.....	8,749	11,060	19,225	27,062	79.4	67.1	39.9	29.2	40.8	49	18
Maryland.....	3,956	8,137	16,528	33,278	300.3	159.2	87.7	47.5	101.3	12	44
Massachusetts.....	35,944	54,817	93,386	138,963	78.0	61.4	41.3	30.2	48.8	42	20
Michigan.....	28,811	39,984	85,797	126,830	84.0	70.3	42.8	34.7	47.8	43	27
Minnesota.....	12,310	26,677	61,376	84,046	142.3	77.8	38.9	31.5	36.9	50	22
Mississippi.....	4,052	7,708	22,284	43,105	382.8	233.1	80.4	41.5	93.4	17	37
Missouri.....	20,606	32,883	71,904	110,753	150.8	100.2	47.3	31.6	54.0	39	23
Montana.....	1,635	2,997	14,517	20,941	148.8	125.5	37.8	33.2	44.2	48	24
Nebraska.....	15,208	19,484	31,182	60,106	70.1	61.2	41.6	23.0	92.8	18	9
Nevada.....	431	722	2,134	2,810	98.2	113.4	36.3	27.5	31.7	52	15
New Hampshire.....	3,704	5,446	7,985	12,157	111.1	79.1	55.5	37.3	52.2	41	32
New Jersey.....	11,260	22,555	56,692	105,372	112.5	77.2	55.7	34.9	85.9	22	29
New Mexico.....	243	1,343	3,870	8,158	803.7	243.7	93.1	47.6	110.8	9	45
New York.....	62,366	102,757	219,589	324,232	116.6	88.7	47.3	34.9	47.7	44	28
North Carolina.....	943	8,505	30,868	84,569	2008.3	259.4	84.2	33.8	174.0	2	26
North Dakota.....	1,130	4,415	11,566	23,253	282.4	130.7	55.9	27.6	101.0	13	16
Ohio.....	45,712	62,622	133,888	223,679	91.0	76.1	43.0	29.5	67.1	31	19
Oklahoma.....	493 ³	8,877	42,369	83,062	1603.2	186.7	47.9	28.2	96.0	14	17
Oregon.....	1,916	8,914	25,250	39,180	215.8	75.5	31.1	22.4	55.2	38	7
Pennsylvania.....	32,387	64,957	137,967	267,396	194.6	118.0	63.2	36.0	93.8	15	30
Rhode Island.....	3,450	6,718	9,119	14,942	124.2	80.8	66.3	46.4	63.9	34	43
South Carolina.....	3,998	5,582	28,683	47,844	335.2	271.5	58.7	38.2	66.8	32	34
South Dakota.....	2,617	5,736	14,734	26,385	153.4	101.8	43.2	26.1	79.1	25	13
Tennessee.....	5,422	9,438	34,030	53,292	372.7	231.5	68.7	46.3	56.6	37	42
Texas.....	14,929	30,387	107,779	194,176	204.2	128.2	43.3	27.4	80.2	24	14
Utah.....	1,115	3,599	14,130	31,093	248.2	103.7	31.8	16.5	120.0	5	1
Vermont.....	3,438	4,611	9,265	10,495	100.0	77.2	38.0	33.6	13.3	54	25
Virginia.....	4,330	11,567	30,919	69,676	428.2	178.2	74.7	36.2	125.4	4	31
Washington.....	3,463	18,567	43,365	70,474	149.6	61.5	31.3	21.8	62.5	35	6
West Virginia.....	1,955	4,036	21,448	36,114	490.4	302.6	68.2	46.2	68.4	29	41
Wisconsin.....	20,626	32,002	59,776	126,696	100.3	72.9	44.0	22.8	112.0	8	8
Wyoming.....	357	867	4,476	9,664	259.2	168.4	43.4	24.4	115.9	6	11
Alaska.....			347	581			158.6	103.3	67.4	30	52
Canal Zone.....			242	425			94.5	63.9	75.6	26	50
Guam.....				76				222.9			55
Hawaii.....			1,950	4,078			131.2	80.5	109.1	10	51
Philippine Islands.....			22,351	55,156			463.1	209.8	146.8	3	54
Porto Rico.....			3,882	7,962			334.8	175.7	105.1	11	53
Virgin Islands.....				48				542.7			56

YOU MAY OBTAIN the figures for your state by reading the above table as follows: In Alabama, for example, there were 3,817 pupils enrolled in public high schools in 1900; 8,017 in 1910; 35,433 in 1920; and 51,421 in 1926. During the six year period between 1920 and 1926 the enrolment in public high schools increased 45.1 percent (column 10). This gives Alabama a relative rank of 47 in percent increase from 1920 to 1926 in number of pupils enrolled in public high schools. In 1900 there was one high school student for every 479 persons in Alabama; in 1910 this number had decreased to 267 persons; in 1920, to 66 persons; and in 1926 there was one student for every 49 persons within the state.

This last figure gives Alabama the relative rank of 47 in population per public high school student in 1926.

Sources of data: Figures of column 2 from Report of the Commissioner of Education for 1899-1900, Government Printing Office, Washington, D. C., Vol. 2, Table 9, Column 2, p. 2137. Figures of column 3 from Report of the Commissioner of Education, 1910, Government Printing Office, Washington, D. C., Vol. II, Table 108, Column 8, p. 1142. Figures of column 4 from Biennial Survey of Education, 1918-20, Department of the Interior, Bureau of Education Bulletin, 1923, No. 29, Table 3, Column 7, p. 48-9. Figures of column 5 from Biennial Survey of Education, 1924-26, Department of the Interior,

Bureau of Education, Bulletin, 1928, No. 25, Table 4, Column 9, p. 578.

Population figures from which columns 6 to 9 are calculated are those of the Department of Commerce, Bureau of Census. Those used in calculating column 9 are estimates for 1926, except for the following cases: Alaska (1924), Canal Zone (1924), Porto Rico (1925), and Virgin Islands (1917).

¹From reports of public high schools. These figures are incomplete as reports were not received from all high schools.

²From reports of state departments of education.

³Includes figures for Indian Territory.

The Journal's Annual Roll Call

A Continuing Record of Inspiring Advance

HIGHER requirements for entrance into the teaching profession and a growing determination to equalize educational opportunity are evident in the replies from the states and territories which are here recorded in the eighth annual roll call conducted by THE JOURNAL. Each year since 1922 this feature has been a regular JOURNAL service. Reports are requested from three persons in each state—the state superintendent of public instruction, the secretary of the state education association, and the National Education Association state director. Each is asked to report the most significant educational achievement of the state for the current year. This record is used by newspapers, magazines, yearbook makers, and writers on education. On the whole 1929 was a good year. The schools are demanding a higher quality of achievement and the results are evident everywhere.

Alabama—The dedication of a \$250,000 education building on the campus of the University of Alabama to house the school of education and the transformation of the two-year normal schools into teachers colleges. In connection with these, the way was cleared for certification revision which will simplify the present plan and provide for standard preparation of all Alabama public school teachers entering the profession after June 1931.—Dale S. Young, director, division of research and information, department of education, Montgomery.

The splendid growth of professional consciousness among Alabama teachers as evidenced by the increasingly effective support of the Alabama Education Association. The satisfactory use of county and city surveys of educational systems, provided by the state department of education, as a means of interpreting educational needs and achievements to our people.—Frank L. Grove, secretary, Alabama Education Association.

Advancement of our full normal schools to standard teachers colleges for the training of elementary teachers and the standardization of curriculum for the professional preparation of secondary teachers in our state colleges.—Zebulon Judd, NEA director, Auburn.

Arizona—On and after January 1, 1930, no elementary certificates will be issued to applicants who have not completed at least a three-year teacher-training course over and above a standard high-school course. Teachers having completed the two-year training course may be certified by doing the equivalent of the third year of the teacher training course.—C. O. Case, state superintendent of public instruction, Phoenix.

Three-year training course necessary for teachers qualifying in the Arizona schools, raising the teacher college to a standard four-year course.—W. T. Machan, secretary, Arizona State Teachers Association, Phoenix.

Arkansas—Enactment of a net income tax law to provide the revenue for the equaliza-



NEW SCHOOLS in both country and city are leading the way toward a finer and better America. This is a rural school in Decatur County, Iowa.

tion fund.—H. L. Lambert, secretary, Arkansas Education Association, Little Rock.

California—Professional solidarity resulting from crystallization of thinking in terms of curriculum procedures and organization adapted to specific needs of individuals in every stage of education.—Vierling Kersey, state superintendent of public instruction, Sacramento.

The codification of the school laws. California now has a school code which is of equal importance with the civil code, the penal code, and the code of civil procedure.—Roy W. Cloud, state executive secretary, California Teachers Association, San Francisco.

The codification of the California School Law.—Willard E. Givens, NEA director.

Colorado—The combined effort on the part of teachers in the state of Colorado to center on *character education*, and in order that the work may be systematized, an outline has been formulated by the state department with a character slogan from each county.—Katherine L. Craig, state superintendent of public instruction, Denver.

Connecticut—Redirection of the program of trade and vocational education through

the establishment of closer relations with industry and by added provisions for teacher-training for trades and industries.—A. B. Meredith, state commissioner of education, Hartford.

Delaware—Appropriation by the legislature for current expenses 30 percent more than in the preceding biennium, 25 percent more for state aid school building purposes, and the setting in motion of plans for a demonstration model school for teachers in service and for adult community education.—H. V. Holloway, state superintendent of public instruction, Dover.

District of Columbia—Extension of our three-year normal school to a four-year teachers college with authority to grant appropriate degrees.—Frank W. Ballou, superintendent of schools.

Establishment of a four-year normal college.—J. Anna Tennyson, secretary, Education Association of the District of Columbia.

Greatly increased *basic* educational requirements for teacherships in the public schools of the District of Columbia, with prescribed educational courses, to take effect on and after July 1, 1933; for senior high schools and certain teacherships in the junior high schools—a master's degree from an accredited college; elementary schools and certain teacherships in the junior high schools—a bachelor's degree from the accredited teachers college.—Harry English, NEA director.

Florida—A negative achievement, for when the legislature refused to approve the report of the state school survey commission there began in the minds of the educators of the state a realization that they must cast aside personal and local conceptions and achieve a statewide solidarity, a program of advancement on which all could stand together.—James S. Rickards, secretary, Florida Education Association, NEA director, Tallahassee.

Georgia—Increase of the gasoline tax from one half cent to one cent a gallon, to be used as an equalization fund for the rural schools of Georgia. This will make an increase in the fund of a million and a quarter dollars and make available annually about two million and a half dollars as an equalization fund. The state also passed a sales tax and an income tax law, both backed by the educational leaders that more funds might be available for educational progress.—Kyle T. Alfriend, secretary, Georgia Education Association.

Idaho—Organization of junior colleges in our two universities; legal requirement that all grade teachers must be at least a graduate of a two-year normal school; requirement that all high-school teachers must have an A. B. degree or equivalent; a requirement that all high schools, in order to exist, must meet the requirements of the Northwest Secondary School Accrediting Association; the

doubling of the number of standard rural high schools.—W. D. Vincent, state commissioner of education, Boise.

Putting into effective operation the law requiring that elementary teachers in Idaho shall have had at least two years of normal-school training or the equivalent beyond graduation from a four-year high school to make them eligible to teach in the public elementary schools of Idaho.—John I. Hillman, executive secretary, Idaho Education Association, Boise.

Most significant educational achievement is regional organization of the Idaho Education Association, which has brought a program of professional interest and responsibility to all of the teachers of the state and the teachers of Idaho are responding to the challenge of opportunity for professional service.—C. F. Dienst, NEA director, Boise.

Illinois—Adoption of the equalizing principle in the state distributive fund; the placing of the certificating law on a sound professional basis; establishment of an emeritus retirement system in our five teachers colleges; appointment of a state director of physical education.—F. G. Blair, state superintendent of schools, Springfield.

Illinois this year enacted laws raising the minimum school term from seven to eight months, clarifying and strengthening the compulsory attendance law, raising the minimum requirements for certification of teachers, adding \$2,000,000 a year to the state school fund, and largely increasing the appropriation to the state teacher-training colleges.—R. C. Moore, secretary, Illinois State Teachers' Association, Carlinville.

Indiana—Two years teacher-training for elementary license; four years for high school; significant revision of the elementary curriculum with steps toward high-school revision; adoption of a plan for classification of all schools.—Roy P. Wisheart, state superintendent of public instruction, Indianapolis.

The defeat of all attempts to repeal or amend the Teachers' Tenure Law. This law, passed in 1927, is statewide in its application and includes all teachers from the single room rural school to the superintendent of the largest city.—Charles O. Wil-

liams, secretary, Indiana State Teachers Association, Indianapolis.

Completion and report of a study of the opinions of leading men and women of the state and nation on the important problem of achieving international peace and amity



Phillips High School, Birmingham, Alabama

through education, the study directed by H. L. Smith of Indiana University.—Charles F. Miller, NEA director, Indianapolis.

Iowa—Statute increasing teacher qualifications; survey of public school system with special reference to costs and including a census of handicapped children; installation of the new elementary state course of study and the organization of the secondary course of study commission.—Agnes Samuelson, state superintendent of public instruction, Des Moines.

Planning a standardized course of study for secondary schools through the joint cooperation of selected committees and our state superintendent, Agnes Samuelson. Improved personnel of Iowa teachers and the raising of the certification.—Mary A. Lord, NEA director, Des Moines.

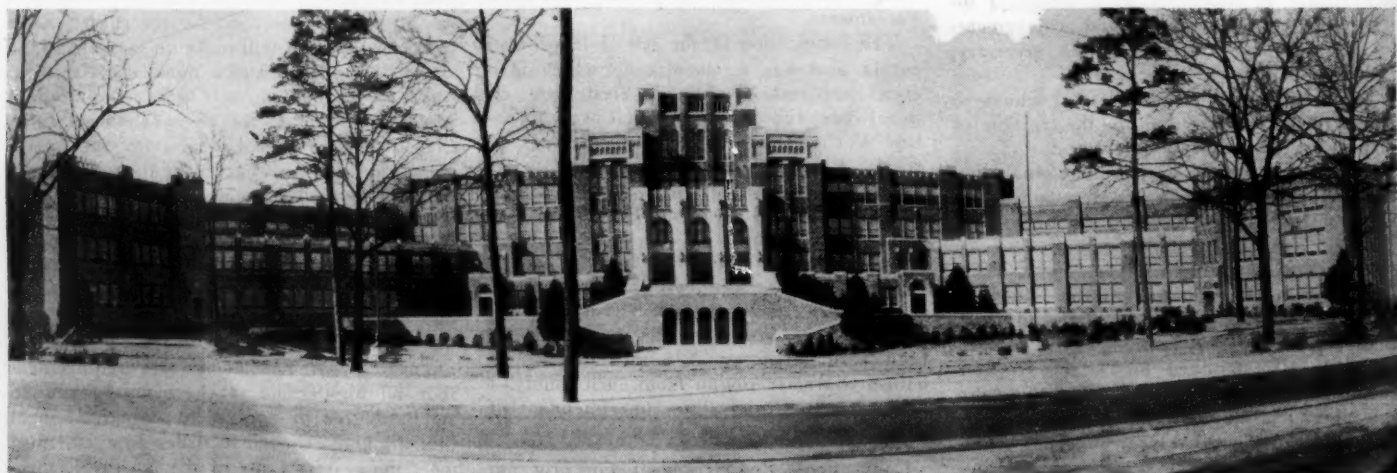
Kansas—Inclusion by the Kansas Tax Code Commission in its report to the Governor of the principle of equalization of educational opportunity through a state equalization fund, as suggested by the Kansas School Code Commission report.—George A. Allen, Jr., state superintendent of public instruction, Topeka.

Increase of membership in the Kansas State Teachers Association to approximately 18,000 with very definite growth in the professional spirit and harmony of the membership in the Association as evidenced by the sixty-sixth annual session held October 31, November 1 and 2 in Kansas City, Topeka, Salina, Dodge City, Wichita, and Independence.—F. L. Pinet, secretary, Kansas State Teachers Association, Topeka.

Kentucky—The completion of new dormitories, auditorium, and teacher-training buildings at state university and enlarged plans for dormitories, libraries, and teacher-training additions to other state institutions.—R. E. Williams, secretary, Kentucky Education Association, NEA state director, Louisville.

Louisiana—Reaching the ideal of two, three, or four years of college training by 86 percent of the teachers employed in the public schools; the adoption of a regulation by the state board of education that after September 1, 1931, elementary certificates will be issued only to such applicants as have completed two years of college work, a reasonable proportion of which will be required to be in professional training and practise teaching; and after September 1, 1930, high-school certificates will be issued only to such persons as have earned college degrees, six session hours of whose work will be required to be in professional training and practise teaching; during the session we reached between fifty and seventy-five thousand adult illiterates, with instruction placing them in position to read and write.—T. H. Harris, state superintendent, Baton Rouge.

The inauguration of a campaign to reduce adult illiteracy, which has resulted in the teaching of more than one hundred thousand adults, both white and colored, how to read and write. The campaign has been statewide and adult classes have been organized in every county in the state. All educational forces in the state have assisted in this campaign.—P. H. Griffith,



Central section of the new high school and junior college, Little Rock, Arkansas

secretary, Louisiana Teachers' Association; Annie T. Bell, NEA director, Baton Rouge.

Maine—Increasing the minimum length of the school year from thirty to thirty-two weeks; compulsory membership in the Teachers' Retirement Association after six years of teaching service; and the granting of pensions under the old pension law to teachers at the age of fifty instead of sixty who have in all respects complied with the requirements as to service and who, because of disability, have no other means of support.—Bertram E. Packard, state commissioner of education, Augusta.

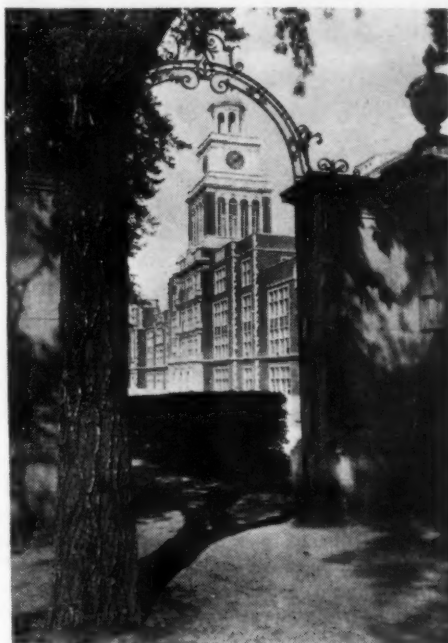
The establishment of a compulsory contributory pension system for teachers, by the legislature, which is known as the Maine Teachers' Retirement Association System. All teachers in the public schools of Maine who entered the service on or after July 1, 1924 are required by law, beginning on their seventh year of teaching service, to join the Maine Teachers' Retirement Association. Up to 1929 membership in the association has been optional with the result that less than one hundred teachers have taken advantage of the pension.—William B. Jack, NEA director, Portland.

Maryland—First adequate state appropriation for Maryland Teachers' Retirement System secured. Teachers in both elementary and high schools throughout the state developing large units through which to teach children more effectively. Intensive work on county courses of study by the entire professional group in many counties.—Albert S. Cook, state superintendent of schools, Baltimore.

Massachusetts—A regulation of the department of education provides that the minimum course leading to a diploma in a state normal school shall henceforth be three years in length. Teachers in Massachusetts will, therefore, be prepared through three and four-year courses only.—Payson Smith, state commissioner of education, Boston.

The change in the Pension Law, raising the possible maximum pension available at age sixty from \$500 to \$650 and the possible maximum retirement allowance from \$1000 to \$1500. This piece of legislation was sponsored by the Massachusetts Teachers' Federation.—Stanley R. Oldham, secretary, Massachusetts Teachers Federation, Boston.

Michigan—Repeal of the law permitting county superintendents to certificate teachers, making such certification a duty of the state department of public instruction, reduces the number of certificating agencies and brings uniformity of practise necessary before requirements for certification could be ad-



East High School, Denver, Colorado

vanced.—Webster H. Pearce, state director of public instruction, Lansing.

Enactment of the Turner Bill appropriating two million dollars from the general funds of the state to be distributed to the poorer school districts of the state. This is a long step forward in the equalization of educational costs in Michigan and also evidence of the state's recognition of its responsibility in the equalization of educational opportunity.—Arthur H. Rice, managing editor, Michigan Education Journal, Lansing.

Minnesota—Enactment by the 1929 legislature of an entirely new law governing the certification of teachers.—James M. McConnell, state commissioner of education, St. Paul.

On the part of organized teachers: greater unity among teachers in their support of a sound, equitable, practical retirement fund law; their fixed purpose to achieve it; two successful test votes in the 1929 legislative session indicative of progress; and a greater public interest in favor of this law.—C. G. Schulz, secretary, Minnesota Education Association, St. Paul.

At the close of the 1929 session of the legislature the Minnesota State Teachers' Retirement Fund Bill was left in such a way that with a continuance of the campaign that was started in January, 1929, there is every reason to believe the lines can be held together, moving forward to ultimate victory at the next session of the legislature.—Alice F. Sullivan, NEA director, Duluth.

Mississippi—The equalization of the tax burden in the various counties by the elimination of district school taxes and the raising of the countywide school taxes. The result is that every white child in every county except six will have a minimum public school term of eight months. Along with this comes the program of super-consolidation which will result finally in the maintaining only of high schools with a sufficient enrolment to guarantee giving not only the college preparatory course but vocational work as well.—W. F. Bond, state superintendent of education, Jackson.

Missouri—The educational survey which is being conducted by Doctors Strayer and Engelhardt and associates of Teachers College, New York, the report of which will be made this year.—Charles A. Lee, state superintendent, Jefferson.

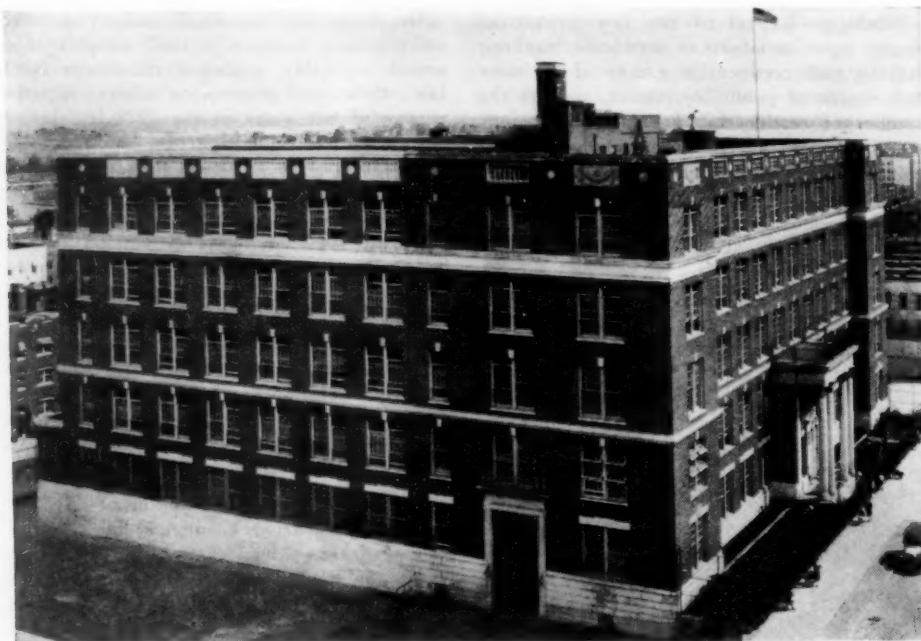
The work accomplished by the Missouri state survey commission for all Missouri schools.—E. M. Carter, secretary, Missouri State Teachers Association, Columbia.

Montana—Minimum requirements for all rural teachers in Montana are high-school graduation plus one year of professional and academic training obtained in a fully accredited normal, college, or university.—Elizabeth Ireland, state superintendent of public instruction, Helena.

An awakened interest in financing education more adequately throughout the state and particularly in the twenty-first



Lake Junior High School, Denver, Colorado, showing the ideal combination of park and school



Public School No. 77, the Bronx, New York City

assembly as reflected by the group of bills enacted that provide additional revenue for both grade and high schools.—R. J. Cunningham, secretary, Montana Education Association, NEA director, Helena.

Nebraska—The development of the course of study in rural sociology and economics for the training of rural teachers in normal training high schools and a definite enlargement of the course of study dealing with the evil effects of alcohol and narcotics on the growing bodies of boys and girls as a part of the character education program of Nebraska.—Charles W. Taylor, state superintendent of public instruction, Lincoln.

The consideration which Nebraska is giving to the question of equalizing educational opportunity throughout the state.—Millard C. Leffer, NEA director, Lincoln.

Nevada—School progress in Nevada normal. The department of education working for codification of school laws, a sound retirement law, and an enlarged state board of education.—Walter W. Anderson, state superintendent of public instruction, Carson City.

New Hampshire—Total school costs for state lower in 1929 than in 1928 or 1926—this due not to lowered standards but to increased educational efficiency.—Ernest W. Butterfield, state commissioner of education, Concord.

New Jersey—Lengthening of the general two-year normal school curriculum to three years; the three year music, commercial, and physical education curriculum to four years.—Charles H. Elliott, state commissioner of education, Trenton.

Democracy in educational supervision and administration; the adaptation of the instruction and curriculum in the elementary schools to the individual child; increase of normal school training for teachers to three years.—Charles B. Dyke, secretary, New Jersey State Teachers Association.

Inauguration of an actual three-years'

program of training in all the normal schools of the state for diploma entitling to teach in the elementary schools. Creation by legislative action of a state board of regents to act as a clearinghouse and guide to the educational activities of the state.—A. J. Glennie, NEA director, Newark.

New Mexico—Elimination of state conducted eighth grade examinations, leaving matter of promotion of pupils from eighth to ninth grade in the hands of the county school superintendents; the increase in per capita apportionment of school funds from \$8.50 to \$10.50.—Atanasio Montoya, state superintendent of public instruction, Santa Fe.

The scientific study by the educational leaders of problems peculiar to our state; noticeable growth of professional spirit among our teachers, with the desire to raise standards of both their qualifications and

work.—Mrs. H. F. Brock, NEA director, Gallup.

New York—Committees representing school superintendents and high-school principals cooperating with teachers in all parts of the state in studying curriculum problems in both elementary and secondary schools. Classroom procedure at every level of educational service being analyzed in terms of aims and objectives.—George M. Wiley, assistant state commissioner of education, Albany.

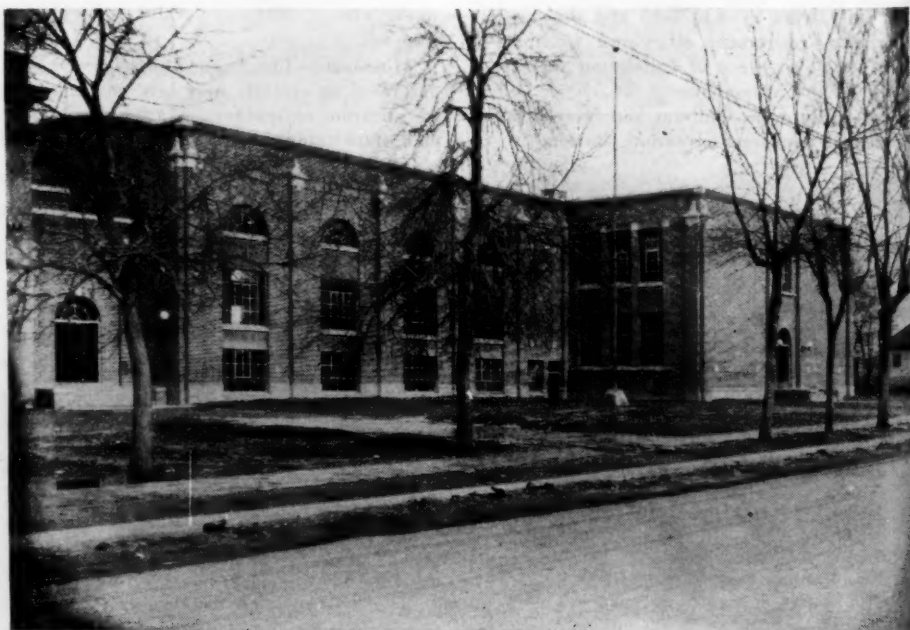
A comprehensive study of the cardinal objectives of elementary and secondary education in the light of presentday conditions by committees of schoolmen in cooperation with the state education department.—Harlan H. Horner, secretary, New York State Teachers Association.

Rapid development of program for improvement of rural schools, including increased state aid, awakening of rural trustees, establishment of rural training-centers in normal schools, rapid development of central rural schools.—Harry W. Langworthy, NEA director, Gloversville.

North Carolina—The appropriation by the general assembly of 1929 of \$1,250,000 in recognition of the necessity of a statewide eight months school term.—A. T. Allen, state superintendent of public instruction, Raleigh.

North Dakota—Two full-time supervisors for rural schools; reorganization of state education associations providing for a representative assembly to transact all business; first steps in readjustment of courses in teacher-training institutions to offer in first year of standard course those subjects which are especially needed for positions in rural schools.—Bertha R. Palmer, state superintendent of public instruction, Bismarck.

Ohio—Scientific plan for financing weak school districts with a rehabilitation program by which the state helps in supplying additional building and equipment. This has



Junior High School, Midvale, Utah

eliminated five hundred one-room schools within the past year.—J. L. Clifton, state director of education, Columbus.

Inauguration by the appropriation of one million dollars of a probable policy on the part of the state for rehabilitation of school buildings in financially weak school districts through the supervision of the state department of education.—F. E. Reynolds, secretary, Ohio Education Association.

Oklahoma—Elimination of county teacher's certificate and location of control of all teachers certification in state board of education with authority to make all certificate regulations providing for coordination for partial adoption.—John Vaughan, state superintendent of public instruction, Oklahoma City.

The putting into effect of a new system of certifying teachers whereby all certificates are issued by one board instead of over four hundred agencies which were authorized to issue certificates heretofore.—C. M. Howell, secretary, Oklahoma Education Association, Oklahoma City.

Oregon—Conference of high-school principals of the state under joint auspices of the state superintendent of public instruction and the department of high-school principals of Oregon State Teachers Association resulting in uniform records, grading system, standards for high schools and junior high schools, impetus given state association research work.—E. F. Carleton, secretary, Oregon State Teachers Association.

Pennsylvania—Development of local supervisory programs for the improvement of instruction through plans proposed by two research committees composed of county and district superintendents respectively.—John A. H. Keith, state superintendent of public instruction, Harrisburg.

Establishment of the Lloyd Mifflin Memorial Home for teachers; the raising of \$14,750.48 by voluntary contributions



Bragaw Avenue School, Newark, New Jersey

for the relief of teachers who retired before 1919, the time when our Retirement Act became operative; enactment of the Continuing Contract Act; and adoption of group insurance.—J. Herbert Kelley, executive secretary, Pennsylvania State Education Association, NEA director, Harrisburg.

Rhode Island—Increased attention by departments of attendance in several towns and cities to preventive work, an effort being made to become acquainted with unfavorable influences and an attempt to overcome them in order to prevent a necessity for more drastic measures.—Clarence W. Bosworth, secretary, Rhode Island Institute of Instruction, Auburn.

South Carolina—Elimination of requirement to stand teachers' examination to qualify

teachers because of higher training standards. Payment of half of equalizing fund in January to relieve counties of interest charges until time when the total of state aid is sent to counties.—James H. Hope, state superintendent, Columbia.

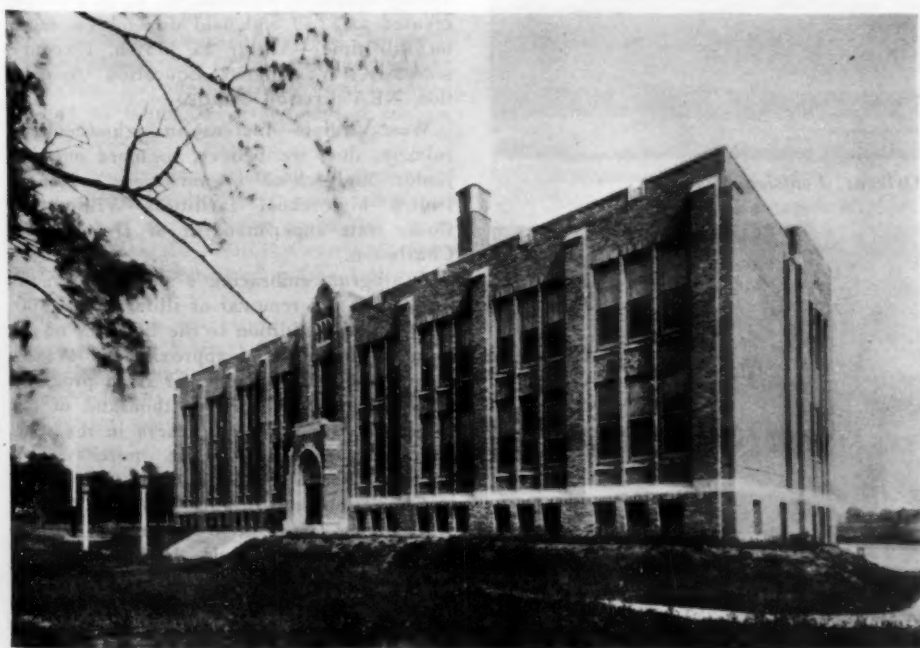
South Dakota—The organization and publication of the "Young Citizen," a four column eight page paper for the elementary school children of South Dakota. It is the official organ of the South Dakota Young Citizens League and has a full-time editor connected with this department.—E. C. Giffen, state superintendent of public instruction, Pierre.

A statewide program of curriculum revision in which the department of public instruction and the South Dakota Education Association are cooperating, embracing elementary and secondary schools, including parent education, preschool education, and junior high-school curriculum.—N. E. Steele, secretary, South Dakota Education Association, NEA director, Sioux Falls.

Tennessee—Placing school funds on a budget basis instead of a percentage of current income and making appropriations for elementary and high schools for the biennium 1929-1931 amounting to \$9,969,341.45 which is an increase of \$1,561,769.80 over the preceding biennium.—P. L. Harned, state commissioner of education and secretary, Tennessee State Teachers Association, Nashville.

Texas—Appropriation of \$2,100,000 to be used as an equalization fund; appropriation of \$400,000 annually to guarantee payment of tuition of high-school students who reside in rural districts; change of free school age from seven to twenty-one to six to twenty-one years.—S. M. N. Marrs, state superintendent of public instruction, Austin.

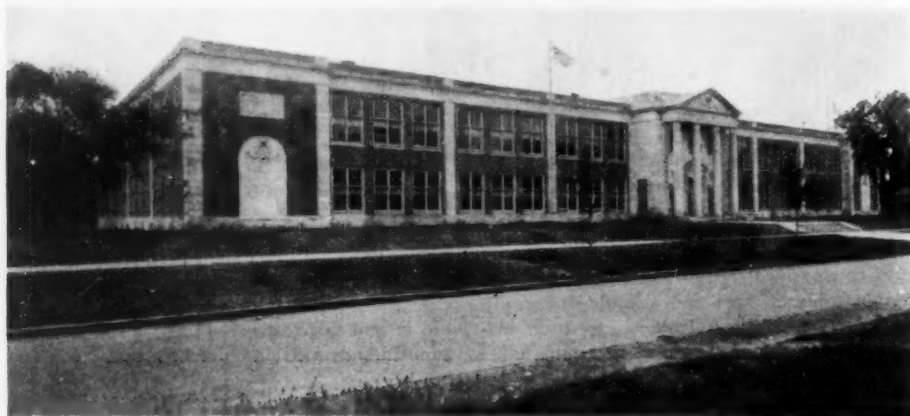
The creation and organization of a new state board of education, nine members appointed by the governor, confirmed by the senate, serving for terms of six years. This



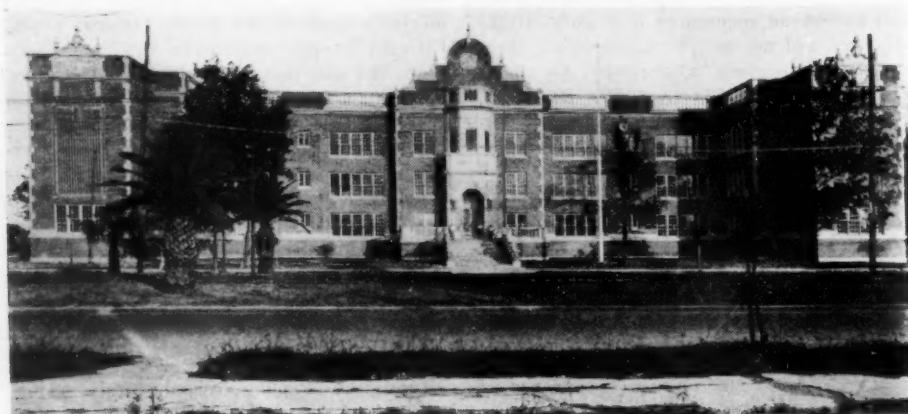
Elementary School, Byberry and Stevens Roads, Philadelphia, Pennsylvania



Dowling School for crippled children, Minneapolis, Minnesota



Everett Junior High School, Lincoln, Nebraska



Lafayette School, New Orleans, Louisiana



Sherman School, San Francisco, California

board takes the place of the old ex-officio board.—R. T. Ellis, secretary, Texas State Teachers Association, Forth Worth.

Creation of a real state board of education to replace the ex-officio board which performed only routine functions.—L. W. Rogers, NEA director, Austin.

Utah—Securing the passage by the legislature of a resolution providing for a state school equalization fund equivalent of five dollars for each child of school age.—C. N. Jensen, state superintendent of public instruction, Salt Lake City.

Passing two joint resolutions by the last state legislature looking to amending our state constitution so that a fund will be set up and maintained by the state to aid in more nearly equalizing educational opportunities for all the boys and girls of the state.—D. W. Parratt, secretary, Utah Education Association, Salt Lake City.

Legislative enactment permitting the creation of an equalization fund and better financial support for the public schools of the state.—Arch M. Thurman, NEA director, Salt Lake City.

Vermont—Significant tendency toward the requirement of a two-year training course beyond the high school for teachers both in rural communities and towns. An increased number of four-year students enrolled in the universities for elementary education.—Marion C. Parkhurst, secretary, Vermont State Teachers' Association, Burlington.

Virginia—The perfecting of the county as the unit of financial as well as administrative operation. The elimination of the district as such a unit. The great improvement of the teaching profession in minimum qualifications and in personnel.—Harris Hart, state superintendent of public instruction, Richmond.

Washington—Advancement in certification standards, applicable 1933, to three years higher education for elementary teachers and five years for high-school teachers, by state board action. Entrance requirements to university raised to topnotch. W. E. A. dues increased to \$2.50 and field director employed on full time.—Arthur L. Marsh, executive secretary, Washington Education Association, NEA director, Seattle.

West Virginia—Increase in high-school enrolment, due, we believe, to more effective junior high-school organizations and extended high-school facilities.—William C. Cook, state superintendent of free schools, Charleston.

A program embracing a statewide organization for the removal of illiteracy by May 1930 and the addition to the libraries of the elementary schools of approximately 375,000 volumes for this school year is in progress. The enlistment of thirteen thousand of the fifteen thousand white teachers in the state education association, the purchase of permanent headquarters for the Association in Charleston, and the attendance at the recent annual Association convention of six thousand teachers.—J. H. Hickman, editor-secretary, West Virginia State Education Association, Charleston.

Wisconsin—Development of instruction for crippled children in hospitals under the di-

rection of city superintendents and a new children's code.—B. E. McCormick, secretary, Wisconsin Teachers Association, Madison.

Establishment of a hospital for crippled children with educational provisions for them. Increased attendance in summer schools and a much more serious attitude toward the problem of teacher-training as evidenced by the appointment of a Wisconsin Teacher-Training Council by the Wisconsin Teachers Association.—Edgar J. Doudna, NEA director, Madison.

Wyoming—The new certification regulations which went into effect July 1, 1929. These regulations require for the lowest class certificate, graduation from a two-year normal course or its equivalent for nonresidents and at least a full year beyond high school for residents of the state.—Katharine A. Morton, state superintendent of public instruction, Cheyenne.

Transfer of care of deaf and blind from the department of charities and reform to the state department of education, with a specialist in charge.—B. H. McIntosh, secretary, Wyoming State Teachers Association, Cheyenne.

Raising of standards for teachers' certificates and the improvement of rural school buildings and equipment.—J. J. Early, NEA director, Sheridan.

Alaska—Raising of the territorial refund to schools in incorporated cities and school districts, thereby eliminating hindrance to development. Elimination of teachers certificates by examination placing definite educational qualification with two-year normal or college with twelve semester hours in education as the minimum requirement for granting of certificates.—Leo W. Breuer, commissioner of education for Alaska, Juneau.

Requirement of two years of normal training or its equivalent as a prerequisite for certification of teachers and the establishment of a retirement system for teachers.—W. K. Keller, NEA director, Juneau.

Canal Zone—Central junior high schools were established, one at Cristobal for pupils of the Atlantic side of the Isthmus and one at Balboa for pupils of the Pacific side.—Ben M. Williams, superintendent of schools, Balboa Heights.

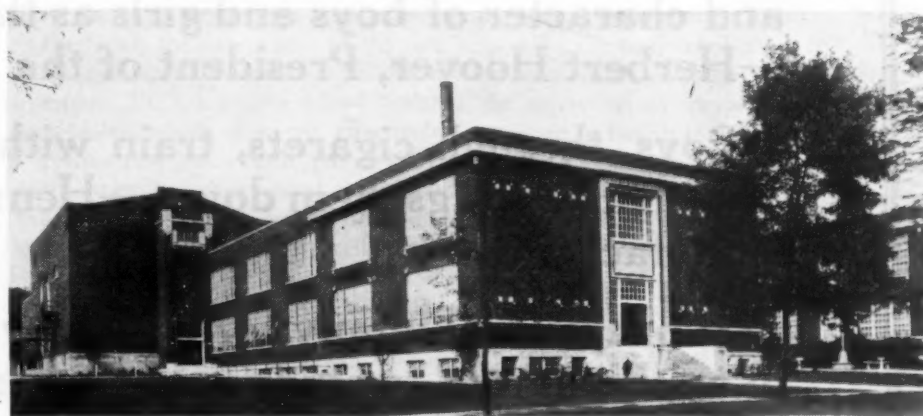
Hawaii—Reorganization of all courses of study with a view to their better adaptation to the social and economic needs and opportunities of Hawaii.—Will C. Crawford, superintendent, department of public instruction, Honolulu.

The division of research, acting through the Territorial Normal School, has sold the progressive education idea to teachers. The great number of completely reorganized schools or schools in the process of reorganization is the outstanding feature in Hawaii's schools today.—F. E. Howard, NEA director for Hawaii, Hilo.

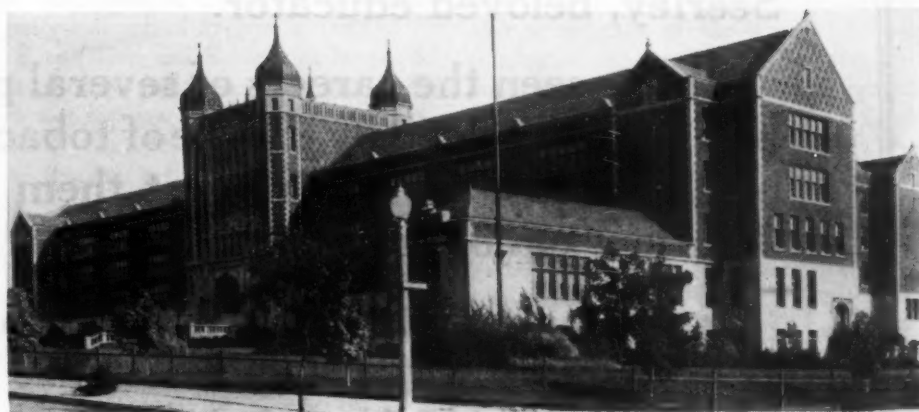
Porto Rico—The organization of the Second Unit Schools including grades four to nine on the basis of agricultural, industrial, and social work with practical adaptation to the needs of the rural community.—Francisco Vizcarrondo, assistant commissioner of education, and NEA director, San Juan.



Horace Mann School, Gary, Indiana



Bryant Junior High School, Salt Lake City, Utah



Roosevelt High School, St. Louis, Missouri



Mt. Vernon Elementary School, Chicago, Illinois

To the Youth of America:

YOUR FIRST DUTY in life is toward your after-self. So live that the man you ought to be may, in his time, be possible, be actual.—David Starr Jordan, noted biologist.

There is no agency in the world today that is so seriously affecting the health, efficiency, education, and character of boys and girls as the cigaret habit.—Herbert Hoover, President of the United States.

Boys, through cigaretts, train with bad company. The cigaret drags them down.—Henry Ford, famous manufacturer.

Tobacco used in any form destroys a boy's ability to apply himself to study and prevents his comprehending or remembering his lessons.—Homer H. Seerley, beloved educator.

I have seen the careers of several promising young ball players ruined by the use of tobacco. Cigaretts are bad, and my advice is to let them alone.—Walter Johnson, major league baseball star.

In my judgment there is no question about the bad effects of tobacco on boys.—Alonzo Stagg, Chicago University football coach.

Tobacco is injurious to the human body. It stunts the growth of the young.—Irving Fisher, leading economist.

The National Education Association believes that every boy and girl should have a fair start in life. Will you do your part?

[*This poster for your classroom is from the Journal of the National Education Association*
Copies, printed on attractive art paper, may be had from the N. E. A.: 20 copies, \$1; \$4 a hundred; \$30 a thousand]

School Health in a Rural County

C. A. GREENLEAF, M. D.

Director, School Hygiene Service, Cattaraugus County, New York

CATTARAUGUS is the first rural county in New York to organize a school health program on a countywide basis. In 1923 when Cattaraugus organized its school hygiene district, the county was the site of a rural health demonstration initiated by the local board of health, with aid from the county, the state of New York, and the Milbank Memorial Fund. The purpose of the program was to establish a service adequate for the needs of the county at a cost that the community could afford to maintain permanently.

Variations in size and in equipment of the 299 schools in the county made necessary a plan of work sufficiently flexible to be easily adaptable to the needs of each school. Twenty-two of the schools are located in the cities of Olean and Salamanca, eight are on the Alleghany Indian Reservation, and 232 of the rural schools are one-room district schools typical of rural sections throughout the country. The school population of the county during recent years has averaged 17,948—more than half in the rural schools. The 269 independent districts outside of the two cities with their 370 school trustees are grouped into five rural supervisory school districts as provided by state law.

Those responsible for planning an efficient countywide school health service faced a number of perplexing problems: the size of the county, the great distances between schools, the unevenly scattered school population, and the difficulty of getting about over the country roads, especially in winter. The large number of local districts and the variation in the

needs of individual schools were additional factors which made difficult the task of devising a routine program and uniform standards.

It was first necessary to create a countywide school health organization. Administrative responsibility for this was placed in the hands of an unofficial county supervisor of school health selected by the county board of supervisors. This officer, together with the supervisors of the five rural supervisory districts, established in September, 1923, a county school health organization which operated effectively on a voluntary basis until May, 1924, when a state law was passed making it permissible for county boards of supervisors to form county school hygiene districts. Immediately, the county board of supervisors combined the five rural supervisory districts into one county school hygiene district and appointed the former unofficial supervisor of school health as its director. The city school districts both joined voluntarily. Thus was created for the first time in the state an official countywide school hygiene district.

The Olean and Salamanca boards of education became the city administrative units of the new school health organization. It was a fairly simple matter to devise plans for a routine health service for the school children in these two cities. The difficulty of dealing separately with the trustees of the 269 rural districts was eliminated by setting up as the units for administration in the rural sections the five supervisory rural districts.

The principal objectives of the school health service were to discover and secure

correction of the physical defects in the children, to devise measures which would tend to prevent the future occurrence of disease and physical defect, and to promote healthful living.

Provisions for carrying out this program included: medical service for regular physical examinations; nursing service for followup work; a limited service in dental hygiene and nutrition work; special services directed either toward the prevention of communicable diseases or the correction of special defects; and a program in health instruction. This program, though rather elementary, was believed to be practical for immediate use.

The supervisory staff of the county service consisted of a partime medical director and a fulltime county school nurse. Assisting the medical director were medical inspectors appointed and paid by each of the school districts. A partime medical inspector, a fulltime school nurse, and partime clerk were employed by each of the city boards of education, the medical inspector of the Olean schools serving also as director of the county. School nursing service for the rural districts was furnished by the county department of health. The dental service staff consisted of two hygienists, one employed by the Olean board of education, the other by the trustees of one of the five rural supervisory districts, containing 48 schools. Available also from the county health department was a nutritionist.

The work was launched in September, 1923, with the physical examination of every school child in the county. Examinations of the children in the city and



Photos courtesy Milbank Memorial Fund.



Each of the 232 one-room district schools in Cattaraugus County is provided for in the health program

rural schools were carried on at the same time, 57 physicians participating in the rural work. All of the examiners followed a standard form and a uniform code in reporting defects, so that the reports were reasonably comparable.

Due, no doubt, to the fact that medical inspectors and school nurses had been employed by the city schools prior to the inauguration of the county service, the city children were found in better condition than the rural children. Of the 7758 pupils of the rural schools examined in this initial survey, only 11 percent were found free from physical defect. Among the remainder there were noted approximately 10,000 defects, serious enough to warrant immediate attention. One fifth of the children examined were more than 10 percent underweight; more than two fifths had enlarged tonsils, while about one sixth were suffering from uncorrected defects of vision.

The knowledge this survey gave of the major physical defects among the rural children enabled the school health service to develop sound plans for the corrective and preventive phases of the program. The discovery that the health work in the city schools was nearly in conformity with accepted standards released the energy of the administrators for intensive work in the five rural supervisory districts.

From September, 1924, to July, 1926, efforts were devoted to securing correction of the physical defects. The three principal followup methods used were: correspondence with parents of children; general publicity urging medical attention for children in need of same; and nursing service in the schools and homes.

In every case where an examination revealed defects, the director of the service wrote to the child's parents, explaining the nature of the defect and advising that it be corrected by the family physician. The nurses then followed up this letter, making during the year subsequent to the survey, 3972 visits to homes to urge correction of defects and during the next year a total of 4109 home visits.

Careful records of all corrections of defects were kept and the findings assembled for tabulation and comparison at the end of each year showed that considerable progress had been made in bringing about corrections. In the five rural supervisory districts 50 percent of the major defects noted during the initial survey had been corrected by July 1, 1926—23 percent in 1924-1925 and 27 percent in 1925-1926.

Most of these corrections were made by private physicians, usually at the ex-

pense of the parents. Many physicians charged only nominal fees when parents, unable to afford regular fees, would not accept free service. In some cases private physicians gave their services for necessary operations but even when they were willing to do this the absence of free hospitals in the county made it difficult to finance the care of indigent children. Despite the lack of facilities, more corrective work was effected within the first two years than the leaders had believed possible.

The school nursing service, which was one of the most important factors in carrying out the program, covered a broad field. The activities of the service included periodic inspection of pupils, followed by health talks; supervision of the teachers' morning inspections of their pupils; sanitary inspections of schools; the investigation under the supervision of the physician in charge of cases of communicable diseases to insure the enforcement of quarantine and fumigation; a supervision of the routine monthly weighing and measuring of children; arrangement of the details connected with the corrective and preventive work, supplementing the work of the physicians responsible for it; home visiting and follow-up work; assistance to teachers in organizing their plans for health work; and co-operation in nutrition and other health instruction projects.

The nurses visited the rural schools systematically, the larger village schools once a month and the one-room schools two or three times a year. Due to the long distances between schools and the poor roads, each nurse engaged in rural work was forced to spend about one third of her time in travel. The number of county field nurses assigned on partime to the rural work varied from six in 1923, to fifteen in 1926. The increased number of corrections of defects secured in 1925-1926 was due largely to the additional nursing service available for the rural work.

Dental hygiene activities included inspection and cleaning of teeth; advice as to having treatment with subsequent inspections and followup advice; and instruction in oral hygiene. The dental hygienist for the rural schools, traveling from school to school with a portable outfit, consisting of a light dental chair, a foot engine, and the necessary instruments and supplies, examined the mouths of 821 pupils in the second rural supervisory district during the initial survey. Reexamination of 190 of the pupils of this group in 1925 showed marked im-

provements. Initial examinations of children's mouths from year to year have shown better conditions than were revealed in the early surveys.

Owing to the fact that the services of the nutritionist had to be distributed over the entire county, the greater part of her efforts were devoted to educational measures, which she promoted indirectly through professional coworkers and natural leaders. The nutritionist spent ten days monthly with the teachers, eight with the nurses, and four with the home bureau leaders teaching the dietary needs of the child. Many ingenious methods were devised in cooperation with parents and local leaders to teach children to like the foods that are good for them and to adopt health promoting habits. Although not one of the 269 rural schools provided a hot lunch prior to 1923, by June 1928 hot lunches were being served in 130 of these schools.

The health instruction activities have been of two types—those promoted by the specialists of the different professional services and those classified as general for which the teachers have been responsible. By June 1926, health instruction, daily or weekly, had found its way into 204 of the rural schools. The teachers correlated health instruction with regular schools subjects, although sometimes they organized health material in simple lessons. Valuable aid was given them by the nurses and nutritionists who taught them how to take advantage of the many natural opportunities for imparting health knowledge that arise daily in any school-room.

Community interest in the school health program was stimulated through the newspapers, special educational literature, and talks on various phases of the child's health. Special projects were promoted: the administration of toxin-antitoxin, a countywide examination of the children 10 percent or more underweight, and clinics for the correction of eye and tonsil defects. The improvement of health conditions was constantly emphasized as one of the most important objectives of any community health program.

Health instruction in the rural schools has improved the children's health habits and increased their knowledge of health principles. As a result of the emphasis placed upon health habits on a community scale, 212 of the 269 rural schools have adopted one or more good health measures. The influence of the health instruction given in the schools has filtered into the homes of the school children and affected family health practises.

Builders of Our Profession

EAGER resourcefulness, enduring patience, and indifference to difficulties—these qualities of our heroic ancestors are needed in this stirring age more than in all the centuries that have gone before. Man is only beginning to be man. The greatest conquests are ahead, and the forces of education constitute the advance guard.

New Life Enlistments

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

ALASKA—Leigh E. Robinson.
 CALIFORNIA—J. Warren Ayer, John Howard Bradley, Florence M. Currey, Don T. Delmet, Mrs. Grace Silknitter Finley, Mrs. Hester A. Haines, Osman R. Hull, Tinih Lewis Li, John C. McGlade, Vivian F. M. Olson, Edith Helen Proctor, Eugene S. Richards, Isabell B. Valdes.
 COLORADO—Mary Alice Rankin.
 FLORIDA—Kenneth B. Hait.
 GEORGIA—Nina Cox.
 HAWAII—Clayton J. Chamberlin, John T. Ferreira, Jr., L. A. Gaspar, Reinhart L. Hugelen, Mrs. Mary K. Kaula, Nawai Kekoolani, Mabel V. Lacy, Mrs. Dollie K. Richmond, Mrs. Martha E. R. Wakefield.
 ILLINOIS—Ray S. Erlanson, Mrs. Mildred C. Horner, Mrs. Lucie H. Schacht.
 INDIANA—Emmet Eiler.
 IOWA—George H. Kellogg, R. Arno Peet, C. W. Sankey, Isabelle P. Sloan.
 KANSAS—Dewey Bennett.
 KENTUCKY—Orie P. Gruelle.
 LOUISIANA—W. E. Farber, Caroline S. Pfaff.
 MARYLAND—Lloyd M. Berthoff, Edna E. Correll.
 MASSACHUSETTS—Ruth M. Lang, Jasper R. Moulton.
 MICHIGAN—Fern E. Bickford, C. L. Dorsey, John C. Hoekje.
 MISSISSIPPI—P. H. Easom.
 MISSOURI—Lily Jane Holtzapple, Roy Lee Ramey, Otis A. See.
 MONTANA—N. C. Abbott.
 NEBRASKA—Beas Bowen.
 NEW JERSEY—Ernest C. Witham.
 NEW YORK—Roy L. Butterfield, A. Elmo Cole.
 NORTH DAKOTA—Virgil A. Reed, Troy J. Wilson.
 OHIO—Helen Coles, S. A. Hall, Joseph A. Moore, Charles R. Van Eman.
 OKLAHOMA—Ellsworth Collings.
 OREGON—John Francis Cramer, Vernon G. Henderson.
 PENNSYLVANIA—R. W. Beamer, Jo Hays, J. Fred Holloway, Carrie Belle Parks.
 PORTO RICO—J. P. Blanco.
 TENNESSEE—J. P. Dyer, R. H. Erwin.
 TEXAS—Margaret A. Crockett, Richard O. Jonas, W. C. Lyons.
 VERMONT—Clayton L. Erwin.
 WEST VIRGINIA—Orell Adair Phillips, H. L. Van Camp.
 WISCONSIN—Beverly B. Burling, O. H. Caspers, Alexander R. Graham, L. C. Montgomery, August Newman, William F. Osius, Mrs. Ella Williams.
 WYOMING—Raymond H. White.

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

A star preceding the name of a school indicates enrolment in vitalized group study and faculty meetings as outlined on p240 of the October JOURNAL.

Twelve Years

COLORADO—Pueblo, District Number 20, Columbian, Corona, Danforth.

Eleven Years

CALIFORNIA—San Francisco, Pacific Heights.
 COLORADO—Greeley, Central Platoon; Pueblo, District Number 20, Bessemer, Central Grade, Edison, Minnequa.
 IOWA—Keokuk, Elementary Teachers Club.
 MISSOURI—Sedalia, Horace Mann, Mark Twain.
 OREGON—Salem, Englewood.

PENNSYLVANIA—Altoona, Altoona Public Schools, Adams, Allegheny, Baker, Curtin, East End, Eldorado, Emerson, Endress, Fairview, Franklin, Garfield, High, Irving, Jefferson, Keystone, Lincoln, Logan, Lowell, McKinley, Junior High, Madison, Miller, Noble, Penn, Pleasant Valley, Prospect Park, Roosevelt Junior High, Stevens, Washington, Webster, Wehwood, Whittier, Woodrow Wilson, Wright; Erie, Franklin.

Greetings from President Pyrtle

HEARTIEST best wishes for the new year! May it be for every teacher a year of happy achievement. The profession is at work on its problems as never before. Among the great projects which are being carried forward in state after state and in the nation are:

1. The enlistment of the profession toward the goal of 100 percent membership in local, state, and national associations
2. Life enlistment in behalf of permanent professional service
3. Vitalized group study and faculty meetings using the journals of state and national associations
4. Every teacher at work on the problems of the profession with a fuller understanding of such questions as tenure, retirement, salaries, and the training of teachers
5. Revision of the curriculum to meet the new needs of today's life
6. Better articulation of the various units of the school system
7. The interpretation of the schools through American Education Week
8. The strengthening of state departments of education and the creation of a federal department of education with a secretary in the President's cabinet
9. Preparation for the celebration of the Horace Mann Centennial in 1937

May every school work on some of these projects—perhaps five out of the nine. The teaching profession today has a large place in American life. The people are turning to the schools with a rich and abundant faith that they will provide a fair start in life for our thirty million youth. Did any body of professional people ever face a greater challenge than this?

Ten Years

COLORADO—Colorado Springs, Buena Vista, Longfellow, *Washington; Pueblo, District Number 20, Carlisle, Lake View, Wildeboor.
 ILLINOIS—Moline, Lincoln, Willard; Rock Island, Washington Junior High.
 MASSACHUSETTS—Brookline, Cabot.
 MISSOURI—St. Joseph, St. Joseph Public Schools, *Bartlett, Benton High, Bliss, Central High, Douglass, Ernst, Eugene Field, Floyd, Garfield, Green Valley, Hall, Hosea, Humbolt, Hyde, Jackson, Junior College, Krug, Lafayette High, Lincoln, Longfellow, McKinley, Maxwell, Musser, Neely, Noyes, Owen, Robidoux, Sherwood, South Park, Washington, Webster, Whittier, Wyatt, Young; St. Louis, Simmons; Sedalia, *Broadway, Jefferson, Smith-Cotton High, Washington, Whittier.
 NEBRASKA—Lincoln, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Park, Whittier Junior High, Willard.
 NEW YORK—Mount Vernon, William Penn.
 PENNSYLVANIA—Pittsburgh, Knoxville Junior High.
 VIRGINIA—Norfolk, Henry Clay.
 WISCONSIN—Fond du Lac, Fond du Lac Public Schools, Bragg, Cleveland, Franklin, Grant, Jefferson, *Lincoln, McKinley, Roosevelt Junior High, Senior High, Vocational, Washington, Wilson.

Nine Years

CALIFORNIA—San Jose, Washington; Santa Barbara, Garfield, *McKinley, Lincoln, *Roosevelt, Wilson.
 COLORADO—Arvada, *Public; Denver, Ironton, Lincoln; Montrose, Central.
 ILLINOIS—Moline, Logan; Waukegan, Waukegan Township High.
 MAINE—Dexter, Pleasant Street.
 MASSACHUSETTS—Brookline, Runkle; Springfield, Homer Street.
 MICHIGAN—Grand Rapids, *Palmer.
 NEBRASKA—Lincoln, Belmont, Elliott, Hartley, Longfellow, Normal, Randolph, Saratoga.
 NEVADA—Las Vegas, Elementary.
 NEW YORK—Mount Vernon, DeWitt Clinton Elementary, Hamilton, Robert Fulton.
 OHIO—Cincinnati, Vine; Lorain, Brownell, Harrison, Lowell; Norwood, Allison Street, Sharpesburg; Toledo, Lincoln.

Eight Years

ARIZONA—Globe, Globe Public Schools, Central, East Globe, High, Hill Street, Noftger Hill; Phoenix, Phoenix Public Schools, Adams, Booker T. Washington, Capitol, Douglas, Dunbar, Emerson, Fillmore, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Robert Louis Stevenson, Washington, Whittier; Tucson, Roskrug.
 CALIFORNIA—Glendale, Colorado Street, Magnolia; Santa Ana, Roosevelt.
 COLORADO—Boulder, University Hill; Sterling, Sterling Public Schools, Franklin, High, *Junior High, Lincoln.
 ILLINOIS—Moline, Central Grammar, Garfield, Grennell, Washington.
 INDIANA—Anderson, Anderson Public Schools, Central Avenue, Columbia, Hazelwood, Jefferson, *Junior High, Junior High Annex, Lincoln, Longfellow, Mt. Hope, Park Place, Riley, Senior High, Seventh Street, Shadeland, Twenty-Ninth Street, *Washington; Wabash, *Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.
 IOWA—Sioux City, Lowell.
 KANSAS—Salina, *Salina Public Schools, Bartlett, Dunbar, Franklin, Hawthorne, Lincoln High, Longfellow, Lowell, Oakdale, Phillips, Roosevelt, South Park, Washington High, Whittier.
 MICHIGAN—Detroit, White; Grand Rapids, Sibley; Mount Clemens, *Mount Clemens Public Schools, Alexander Macomb, Clemens, Dickinson, A. T. Donaldson, Grant, High, Lincoln, Woodrow Wilson; South Haven, South Haven Public Schools, Central, Hartman, Indiana, *Junior High, Senior High.
 MISSOURI—Sedalia, Sedalia Public Schools, Broadway, Horace Mann, Jefferson, Mark Twain, Martha Letts Junior High; Smith-Cotton High, Washington, Whittier.
 NEW JERSEY—Kearny, Franklin, Nathan Hale; New Brunswick, Lord Stirling; Plainfield, Lincoln.
 NEW YORK—Lockport, DeWitt Clinton, Hawley Street, Intermediate, Part Time Continuation, Walnut Street, West Avenue, William Street; Mount Vernon, Columbus, Jefferson, Lincoln.
 OHIO—Lorain, Hawthorne Junior High, High School, Lincoln, Whittier Junior High; Oberlin, Oberlin Public Schools, Centennial, Junior High, Pleasant Street, Prospect Street, *Senior High; Scienceville, Coitsville Public Schools, Buckeye, Coitsville, Center, Geography Hall, John White, Scienceville Grade, *Scienceville High, Thorn Hill Avenue, Thorn Hill, Warren Richey.
 PENNSYLVANIA—Altoona, Keystone, Logan, McKinley Junior High, Noble; Pittsburgh, Continuation.
 VIRGINIA—Lynchburg, Frank Roane.
 WISCONSIN—Wausau, Irving, John Marshall.

Seven Years

ARIZONA—Jerome, Jerome Public Schools, Administration Building, Clark Street, High, Main Street, Walnut Gulch.
 CALIFORNIA—Los Angeles, Melrose Avenue; Monrovia, Orange Avenue; San Jose, Gardner, Santa Ana, McKinley.
 COLORADO—Colorado Springs, Arensdale, Whittier; Denver, Alcott; Rocky Ford, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington.
 CONNECTICUT—Darien, High.
 DELAWARE—Wilmington, *Number 13, Number 21, Number 23.
 ILLINOIS—Blue Island, Lincoln, Whittier; Champaign, Colonel Wolfe; Decatur, Roosevelt Junior High; Dundee, Dundee Grade; Moline, Ericsson, High, Irving, McKinley, Roosevelt; Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Special Teachers Department, Washington; Waukegan, North.

IOWA—Council Bluffs, Longfellow; Sioux City, Longfellow.
 KANSAS—Lawrence, New York.
 MARYLAND—Galena, High.
 MASSACHUSETTS—Brookline, Sewall.
 MICHIGAN—Cadillac, Cadillac Public Schools, Cass, Cooley, Emerson, Franklin, High, Lincoln, McKinley, Whittier; Detroit, Guyton; Grand Rapids, Finney, Madison.
 NEBRASKA—Lincoln, Lake View, Prescott.
 NEW JERSEY—Plainfield, Stillman, Washington; West New York, Number 1.
 NEW YORK—Binghamton, Laurel Avenue, Opportunity, Pine Street, Thomas Jefferson, Woodrow Wilson.
 OHIO—East Cleveland, Caledonia; Lorain, Irving Junior High, *Longfellow Junior High; Norwood, North, Norwood View; Wooster, Beall Avenue; Zanesville, Zanesville Public Schools, Columbia, Garfield, Grant, Grover Cleveland Junior High, Hancock Junior High, Jackson, Lincoln, Madison, McIntire, Monroe, Moxahala, Munson, Norval Park, Pioneer, Senior High, Sheridan, Stewler, Theodore Roosevelt Junior High, West View.
 OREGON—Hood River, Hood River Public Schools, Coe Primary, Junior High, Park Street, Senior High.
 PENNSYLVANIA—Erie, Garfield; Mauch Chunk, First Ward; Pittsburgh, Friendship.
 SOUTH DAKOTA—Sioux Falls, Bancroft, Mark Twain.
 VIRGINIA—Lynchburg, Biggers.
 WEST VIRGINIA—Charleston, Roosevelt Junior High; Clarksburg, Central Junior High.
 WYOMING—Diamondville, Public School District Number 2.

Six Years

ARIZONA—Bisbee, Central; Flagstaff, Emerson, High; Hayden, Grammar; Nogales, Nogales Public Schools, Elm Street, Grand Avenue, High, Lincoln, Plum Street.
 CALIFORNIA—Los Angeles, Amestoy Avenue; San Jose, Grant, Hawthorne, Longfellow, South Pasadena, Lincoln Park.
 COLORADO—Brush, Brush Public Schools, Central, Hagan, Knearl, Liberty, Union High; Colorado Springs, Midland, Roswell, Steele; Denver, Bromwell, Fairmont, Gilpin, Globeville, Logan, Montclair, Stevens, Thatcher, Twenty-fourth Street, Webster, Whittier, Wyman; Englewood, North Englewood; Erie, Erie Consolidated; Louisville, Louisville Public Schools; Pueblo District Number 1, Bradford, Hinsdale, Irving, Park View, Riverside, Somerlid, Thatcher; Pueblo District Number 20, Pueblo Public Schools, District Number 20, Bessemer, Carlile, Central Grade, Central High, Central Junior High, Columbian, Corona, Danforth, Edison, Lake View, Lincoln, Minnequa, Wildeboor.
 CONNECTICUT—Darien, Fifth Street.
 DELAWARE—Wilmington, Number 5, Number 9.
 FLORIDA—Dade County, Hialeah Junior High, Hialeah, Highland, Southside; Pinellas County, Elementary, Junior-Senior High; St. Petersburg, *Forest Hills.

IDAHO—Idaho Falls, Eagle Rock, Eastside, *Riverside; Pocatello, Lincoln.
 ILLINOIS—Blue Island, Blue Island Public Schools, Greenwood, High, Lincoln, Paul Revere, Sanders, Whittier; Champaign, Avenue, Dr. Howard, Gregory, South Side; Chicago, Parker Practice; Chicago Heights, Garfield, Grant, Jefferson, Lincoln, Roosevelt; Dundee, Carpentersville, Dundee Community High; Jacksonville, David Prince Junior High, Franklin, Jefferson, Josephine Milligan, Lafayette, Morton, Washington; Moline, Moline Public Schools, Central Grammar, Ericson, Garfield, Grant, Grennell, High, Irving, Lincoln, Logan, McKinley, Manual Arts, Roosevelt, Washington, Willard, William Carr; Monmouth, Central; Rock Island, Edison, Eugene Field, Grant, Hawthorne, Horace Mann, Irving, Lincoln, Longfellow.
 INDIANA—East Chicago, Garfield, Elwood, Osborn; Hammond, *High, Technical-Vocational; Michigan City, Canada, Jefferson; South Bend, Muessel; Terre Haute, Albert Lange.
 KANSAS—Hutchinson, Avenue A, *Grandview, North Side, Roosevelt.
 KENTUCKY—Louisville, Salisbury.
 MAINE—Portland, North, Presumpscot.
 MASSACHUSETTS—Beverly, Washington; Brookline, Lawrence.
 MICHIGAN—Detroit, Lynch, Western Senior High; Grand Rapids, Dickinson, Lexington; Ironwood, Newport; Onaway, Onaway Public Schools.
 MINNESOTA—Minneapolis, Longfellow.
 NEBRASKA—Lincoln, Lincoln Public Schools, Bancroft, Belmont, Bethany Junior and Senior High, Capitol, Clinton, College View Elementary, College View Junior and Senior High, Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Huntington, Irving Junior High, Jackson Junior-Senior High, Lake View, Lincoln High, Longfellow, Normal, Park, Prescott, Randolph, Riley, Saratoga, Sheridan, Supervisors Department, Twenty-sixth and O Street Junior High, Van Fleet, Whittier Junior High, Willard.
 NEVADA—District Number 1, Educational District Number 1 Schools, Bunkerville, Mesquite, Moapa, Overton, St. Thomas.
 NEW HAMPSHIRE—East Rochester, Grammar.
 NEW JERSEY—Hackensack, Hackensack Public Schools, Broadway, Fairmount, First and High Street, High, Jackson Avenue, Longview Avenue, *State Street, Union Street; Neptune, Ridge Avenue, Whitesville; New Brunswick, Livingston; Ocean Grove, Grade; Plainfield, Irving.
 NEW YORK—Binghamton, Abraham Lincoln, Christopher Columbus, George Washington, Robinson Street, Rossville.
 OHIO—Cuyahoga County, Cuyahoga County Public Schools, Beechwood, Berea Central Elementary, Berea High, Bratenahl, Brecksville, Broadview, Brooklyn Village, Brook Park, Butternut Ridge, Chagrin Falls Elementary, Chagrin Falls High, Coe, Dover Elementary, Dover High, Fair Street, Fairview High, Forest View, Garfield Elementary, Garfield High, Garnett, Gates Mill, Gilles-Sweet, Henry J. Schaaf Junior High, Independence, Maple

Leaf, Mayfield Center, Mayfield High, Mayfield Road, Miles Heights, North Royalton, Oakville, Olmsted Falls, Orange, Park Knoll, Parkview High, Parma Senior High, Pearl Road, Richmond Heights, Roosevelt, Solon, State Road, Strongsville, Thoreau Park, Valley View, Warrensville; Logan County, Logan County Public Schools, Belle Center Village, Bokes Creek Rural, DeGraff Village, Harrison Rural, Huntsville Village, Iron City Rural, Jefferson Rural, Lake Rural, Monroe Rural, Perry Rural, Quincy Village, Rush Creek Village, Stokes Rural, Washington Rural, West Liberty Village, Zane Rural; London, London Public Schools, Grade, High; Lorain, Lorain Public Schools, Fairhome, Garden Avenue, Garfield, Oakwood; Norwood, Norwood Public Schools, Allison Street, High, Norwood View, North, Sharpsburg, Williams Avenue.

PENNSYLVANIA—Altoona, Baker, East End, Eldorado, Endress, Lowell, Pleasant Valley, Wehwood, Whittier, Woodrow Wilson; Chester, Morton, Starr; Erie, Glenwood, *Marshall; Mauch Chunk, Asa Packer; Pittsburgh, James E. Rogers.
 TEXAS—Houston, Alamo.

UTAH—Jordan District, Jordan District Public Schools, Bingham Central, Bingham High, Bluffdale, Butler, Copperton, Crescent, Draper, Granite, Herriman, Highland Boy, Jordan High, Lark, Midvale, River-ton, Sandy, South Jordan, Union, Upper Bingham, West Jordan; Salt Lake City, Washington; South Sanpete District, South Sanpete District Public Schools, Axtell Elementary, Centerfield Grade, Clarion Grade, Ephraim Junior High, Ephraim Primary, Ephraim Senior High, Fayette Grade, Gunnison Grade, Gunnison High, Manti Junior High and Elementary, Manti Senior High, Mayfield Junior High and Elementary, Sterling Grade.
 VERMONT—Brattleboro, Canal Street.

WEST VIRGINIA—Charleston, Kanawha, Union; Morgantown, Central, Chestnut Ridge, Dellslow, Dorsey, Evansdale, Flatts, Seneca, Star City, Woodburn, Woodland; Sistersville, High, Main Street.
 WISCONSIN—Madison, *Randall; Wausau, Wausau Public Schools, Central, Franklin, Grant, Irving, John Marshall, Junior High, Lincoln, Longfellow, Marathon County Normal, Senior High, Vocational, Washington; Wauwatosa, Aetna Park.

Five Years

ALABAMA—Birmingham, *Avondale, Stonewall Jackson.
 ALASKA—Juneau, Juneau Public Schools.
 ARIZONA—Florence, Florence Union High.
 CALIFORNIA—Anderson, Union High; Davis, Davis Joint Grammar, Davis Joint Union High; Glendale, Benjamin Franklin, Cerritos, *Horace Mann, John C. Fremont, John Marshall, John Muir, Thomas A. Edison, Verdugo Woodlands; Hayward, Muir; Long Beach, *Lincoln; Los Angeles, Amelia Street, Eighty-seventh Street, Garvanza, Hyde Park, James A. Garfield High, Rosemont Avenue, Thirty-sixth Street; Monrovia, Mayflower; Pasadena, *John Muir Technical High;

Department of Superintendence Yearbook Commission



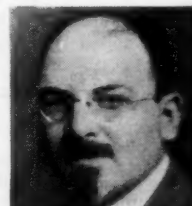
Albert S. Cook
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Charles L. Spain
Detroit, Michigan



George D. Strayer
New York City



Frank W. Ballou
Washington, D. C.



I. Jewell Simpson
Baltimore, Maryland



Zenos E. Scott
Springfield, Mass.



Leo J. Brueckner
Minneapolis, Minnesota



Fred C. Ayer
Austin, Texas



William H. Burton
Chicago, Illinois



Arvil S. Barr
Madison, Wisconsin

San Francisco, Franklin, Patrick Henry; San Jose, Woodrow Wilson Junior High.

COLORADO—Colorado Springs, Garfield, Helen Hunt, Ivywild, West Junior High; Denver, Alameda; Fort Lupton, Fort Lupton Public Schools; Pueblo, District Number 1, Pueblo District Number 1 Public Schools, *Bradford, *Fountain, High, *Hinsdale, *Irving, *Park Hill Junior High, *Park View, *Riverside, *Somerlid, *Thatcher.

CONNECTICUT—Bridgeport, McKinley.
DISTRICT OF COLUMBIA—Washington, Blow, Langdon.
FLORIDA—Fort Lauderdale, South Side.

GEORGIA—Atlanta, Grant Park.

IDAHO—Idaho Falls, *Idaho Falls Public Schools, Central and Junior High, Emerson, Senior High; Kellogg, Kellogg Public Schools, High, Lincoln, Sunnyside, Wardner, Washington; Rexburg, Rexburg Public Schools.

ILLINOIS—Brookfield, Brookfield Public Schools; Champaign, Lawhead, Willard; Chicago Heights, Chicago Heights Public Schools, Franklin, Garfield, Grant, Jefferson, Lincoln, McKinley, Roosevelt, Washington, Washington Annex; Cicero, John J. Sherlock, Woodbine; Daytona Beach, Seabreeze High; East St. Louis, Charles Cannady, Longfellow; Evanston, Dewey, Lincolnwood, Orrington; Rock Island, Franklin Junior High; Watseka, Watseka Public Schools, North Side Grade, South Side Grade, Watseka Community High.

INDIANA—Butler, High; Fort Wayne, Washington; Martinsville, High.

KANSAS—Lawrence, Woodlawn.

KENTUCKY—Louisville, I. N. Bloom, John Marshall.

MAINE—Presque Isle, Aroostook State Normal.

MASSACHUSETTS—Beverly, *McKay, Everett, Devens; Malden, Judson; West Springfield, Park Avenue.

MICHIGAN—Detroit, Columbian, *Monteith, Scripps; Traverse City, Traverse City Public Schools, Boardman Avenue, Central, Elmwood Avenue, Junior High, Oak Park, Senior High, Union Street.

MINNESOTA—Cloquet, Central, Garfield; Minneapolis, Webster.

MISSOURI—Kansas City, Greenwood, Sanford B. Ladd, Nevada—East Ely, Public; Reno, Junior High.

NEW JERSEY—Atlantic City, Household Arts Department, Junior High; Bridgeton, Pearl Street, South Avenue; Camden, C. K. Evered, Northeast, Sewell; Monroe Township, Maple Grove; New Brunswick, Roosevelt Junior High; Plainfield, Bryant, Jefferson, Whittier; Sea Isle City, Sea Isle City Public Schools.

NEW YORK—Ardley, Ardley High; Binghamton, Binghamton Public Schools, Abraham Lincoln, Alexander Hamilton, Benjamin Franklin, Central High, Central Junior High, Christopher Columbus, Continuation, Crippled Childrens, Daniel S. Dickinson, *East Junior High, Fairview, George Washington, *Jarvis Street, Laurel Avenue, Opportunity, Pine Street, Robinson Street, Rossville, Theodore Roosevelt, Thomas Jefferson, Woodrow Wilson; Lockport, Emmet Belknap; Mount Vernon, Longfellow, Nichols Junior High; Schenectady, S. B. Howe.

OHIO—Akron, Glover, Mason; Ashtabula, *Harbor Special Public Schools, High, Jackson, Washing-

ton; Bellevue, Ellis, Junior High, McKim, Pike; Cleveland, Waverly; Columbus, Main Street, Stewart Avenue; East Cleveland, Shaw High; Mansfield, Senior High; Middletown, Middletown Public Schools, Booker T. Washington, Central, Garfield, Jefferson, Lincoln, North, Roosevelt, *Sherman, *South, Young; Oakwood, Shafar Boulevard; St. Paris, Johnson-St. Paris Public Schools; Springfield, Springfield Public Schools, Automotive, Blair, Broadway Primary, Bushnell, Central Junior High, Continuation, Elmwood, Emerson, Frey Grade, Frey Junior High, Fulton, Garfield, Gray, Highlands, Jefferson, Kenwood Heights, Lagonda, Lincoln, McKinley, Northern Heights, Northern, Roosevelt Junior High, Schaefer Junior High, Senior High, Snyder Park Junior High, Southern, Warder Park, Washington, Western; Warren, Market Street; Youngstown, Elm Street.

OREGON—Boring, Boring Public Schools; La Grande, La Grande Public Schools, Central, Greenwood, High, Riveria, Willow; Newberg, Harding.

PENNSYLVANIA—Abington, Abington Public Schools, Abington Township High, Elementary, Glenside, Weldon, Highland, McKinley, North Glenside, Overlook, Park, Roslyn; Chester, Graham, *Howell; Indiana, Faculty of the State Teachers College; Packerton, Packerton Independent; Radnor Township, Wayne Primary; Reading, Tenth and Green Street; Warren, Jefferson.

SOUTH DAKOTA—Sioux Falls, General Beadle, Longfellow.

TENNESSEE—Springfield, High.

TEXAS—Dallas, North Dallas High; Houston, Eastwood, Hawthorne.

WEST VIRGINIA—Charleston, Thomas Jefferson Senior High, Woodrow Wilson Junior High; Clarksburg, West End; Fairmont, William R. White; McDowell County, Browns Creek District, Browns Creek District Public Schools, Asco, Big Four, Big Sandy, Browns Creek, Burke Hollow, Carswell, Davy, Eckman, Erin, Hemphill-Capels, Keystone, Kimball, King, Landgraaf, Maitland, Marytown, Mohegan, Premier, Roderfield, Twin Branch, Vivian, Welch Grade, Welch High, Welch Junior High.

WISCONSIN—Kenosha, Frank; Wauwatosa, Junior High, *Wilson.

Four Years

ARIZONA—Clarkdale, Clarkdale Public Schools; Safford, *Safford Public Schools, High, North Ward, South Ward.

ARKANSAS—Little Rock, Rightsell.

CALIFORNIA—Galt, Galt Joint Union High and Junior College; La Crescenta, La Crescenta Public Schools, La Crescenta, Lincoln, Montrose; Los Angeles, John Burroughs Junior High, Riggan Avenue; San Francisco, Francisco Junior High; Santa Barbara, Montecita Union.

COLORADO—Colorado Springs, Pike View; Denver, Asbury, Columbine, Edison, University Park; Eckley, Eckley Public Schools, Grade, High; Frederick, Frederick Public Schools; Meeker, Meeker Public Schools.

CONNECTICUT—Torrington, Southeast.

FLORIDA—Dade County, Dade County Public Schools, Ada Merritt Junior High, Allapattah, Andrew Jackson Junior High, Buena Vista, Central, Citrus Grove, Coconut Grove, Comstock, Coral Gables, Country Club Estates, Dade County Agricultural High, Earlington Heights, Florida City, Fullard, Hialeah Junior High, Hialeah, Highland, Homestead Junior and Senior High, Homestead Elementary, Ida M. Fisher High, Kendall, Kinlock Park, Lemon City, Little River, Miami Beach Elementary, Miami High, Miramar, Morningside, Ojus, Opa Locka, Orange Glade, Orchard Villa, Perrine, Ponce De Leon High, Redland Elementary, Redland High, Riverside, Robert E. Lee Junior High, Santa Clara, Shadowlawn, Shenandoah Elementary, Shenandoah Junior High, Shore Crest, Silver Bluff, South Miami, Southside, West Little River, White Belt, William J. Bryan Elementary, William J. Bryan Junior High.

GEORGIA—Macon, Bellevue.

ILLINOIS—Burlington, Township High; Champaign, Central, Columbia, Marquette; Cicero, Wilson; DePue, *DePue Public Schools; Lockport, Taft; Monmouth, Garfield, Harding, Willits; Rockford, *Turner, P. R. Walker; Shabbona, Community High and Consolidated Grade.

INDIANA—Martinsville, Central; Michigan City, Michigan City Public Schools, Canada, Central, Eastport, Elston, Garfield, James Whitcomb Riley, Jefferson, Junior High, *Marsh, Park, Senior High; Rushville, Belle Gregg.

KANSAS—Lawrence, McAllister; Norton, Junior High.

KENTUCKY—Ashland, Bayless, Coles Junior High, John F. Hager, Means, Senior High; Louisville, Oakdale.

MAINE—Augusta, Webster.

MICHIGAN—Bay City, Whittier; Coldwater, Coldwater Public Schools, First Ward, Fourth Ward, Lincoln Junior High, Roosevelt Senior High, Second Ward, Third Ward; Dearborn, Garrison; Detroit, Clark, Coolidge, Cooper, Lyon, Marxhausen, Thomas; Muskegon, Angell, McLaughlin.

MINNESOTA—Clouquet, High, Leach; Minneapolis, Edith Cavell, Fuller, Loring, Minnehaha.

MISSOURI—St. Louis, Roe, Wyman.

NEW JERSEY—Bridgeton, *High, Monroe Street; Camden, Mulford; Carney's Point, Lafayette; Dunellen, Roosevelt Junior High; Port Norris, High; Trenton, Cadwalader; West Deptford Township, West Deptford Township Public Schools, Colonial Manor, Mantua Grove, Mantua Terrace, Red Bank, Thorofare, Thorofare (Colored), Verga.

NEW MEXICO—Roswell, East Side, Missouri Avenue.

NEW YORK—Mount Vernon, Washington Junior High; Rochester, Lincoln Park.

OHIO—Akron, East High, H. V. Hotchkiss, Howe, Lincoln; Bowling Green, Church Street, Ridge Street, South; Cambridge, Park Street; Cincinnati, Douglass Junior High, Twenty-seventh District; Hamilton, Jefferson, Tyler; Youngstown, Joseph G. Buller Junior High.

OREGON—Salem, Highland.

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E. H. Whitney
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Spokane, Wash.



W. F. Bond
Jackson, Miss.



Eugenia W. Jones
Los Angeles, Cal.



S. L. Ragsdale
Memphis, Tenn.

PENNSYLVANIA—*Bellevue*, *Bellevue Public Schools, Grant, High, Jackson; *Chester*, Gartside, Sun Village; *Pittsburgh*, Stephen C. Foster; *Redstone Township*, Braynell, Herbert, Orient, Republic, Royal.

RHODE ISLAND—*Westerly*, Bradford.

TEXAS—*Houston*, *David Crockett; *Port Arthur*, *Tyrrell.

UTAH—*Provo*, Provo Public Schools, Franklin, Junior High, Maeser, Parker, Senior High, Timpanogos; *Salt Lake City*, Lafayette.

VERMONT—*Johnson*, *Johnson Junior-Senior High.

VIRGINIA—*Lynchburg*, West End; *Portsmouth*, Truxton.

WASHINGTON—*Bellingham*, Schome; *Spokane*, Lewis and Clark High.

WEST VIRGINIA—*Charleston*, Bigley, *Elk, Fernbank, Glenwood, Mercer, Tiskelwah, *Watts; *Elkins*, Elkins High.

WISCONSIN—*Kenosha*, Jefferson; *La Crosse*, *Hamilton; *Madison*, Longfellow, Washington; *Manitowoc*, Cleveland, County Rural Normal, Garfield, *Jefferson, *McKinley, *Roosevelt, Washington Junior High; *Wauwatosa*, Senior High.

WYOMING—*Sheridan*, High.

Three Years

ALABAMA—*Birmingham*, Barker.

ARIZONA—*Florence*, Elementary; *Litchfield Park*, Litchfield Park Public Schools; *Willcox*, Grade.

CALIFORNIA—*Alameda*, Everett, Franklin, Haight, Lincoln, Longfellow, Mastick, Porter, Washington; *Anaheim*, Citron, Fremont, La Palma; *Bakersfield*, Beardsley; *Glendale*, Doran Street, Eugene Field, Thomas Jefferson; *Los Angeles*, Moneta, Ninety-second Street; *Palmdale*, State Demonstration; *Pomona*, Washington; *Santa Barbara*, *Harding; *Turlock*, Hawthorne, Lowell.

COLORADO—*Castle Rock*, Castle Rock Consolidated; *Canon City*, Wilson Junior High; *Colorado Springs*, Bristol, Columbia, Liller, Lowell, South Junior High; *Denver*, Adams, Bryant, Evans, Grant Junior High; *Gypsum*, Eagle County High; *Montrose*, Johnson; *North Side*, Yuma, Yuma Public Schools.

CONNECTICUT—*South Norwalk*, Washington; *Stratford*, Lordship.

FLORIDA—*Daytona Beach*, Lenox Avenue; *Palmetto*, Palmetto Public Schools; *Tampa*, *Thomas Jackson.

GEORGIA—*Atlanta*, Formwalt, George Avenue, C. J. McIlendon, Lee Street.

HAWAII—*Kalaheo*, Kawai, *Kalaheo; *Maunaloa*, Molokai, Maunaloa.

IDAHO—*Boise*, Washington, Whitney; *Pocatello*, Whittier.

ILLINOIS—*Bowen*, Bowen Community High; *Champaign*, Champaign High, Lottie Switzer, Opportunity, Special Teachers Department; *East St. Louis*, Woodrow Wilson; *Monmouth*, Junior High; *Oak Park*, *Oak Park Public Schools, Abraham Lincoln, Henry W. Longfellow, Horace Mann, James Russell Lowell, John Greenleaf Whittier, Nathaniel Hawthorne, Oliver Wendell Holmes, Ralph Waldo Emerson, Washington Irving, William Beye, William H. Hatch; *Ramsey*, Ramsey Public Schools; *River Forest*, River Forest Public Schools, Lincoln, Roosevelt, Washington; *Rockford*, Blake, *Church, Franklin, Jackson.

INDIANA—*Hammond*, Harding, West Park; *Martinsville*, South.

IOWA—*Council Bluffs*, Gunn.

KANSAS—*Lawrence*, *Cordley, Lincoln, Quincy; *Pittsburgh*, Central, Lakeside Junior High; *Topeka*, Highland Park Public Schools.

KENTUCKY—*Ashland*, John Grant Crabbe, Oakview, Wylie; *Louisville*, Monsarrat.

MAINE—*Portland*, Long Island, Special Teachers Department.

MARYLAND—*Boonsboro*, Boonsboro High.

MASSACHUSETTS—*Andover*, Bradlee; *Athol*, Lake Park; *Everett*, Hancock, *Horace Mann, Parlin, Winthrop; *Melrose*, Lincoln, Mary A. Livermore, Ripley; *Pittsfield*, Briggs; *Swampscott*, Machon.

MICHIGAN—*Detroit*, Goodale, Grant, Marion Law; *Muskegon*, Pillsbury.

MISSISSIPPI—*Jackson*, Davis.

NEBRASKA—*Grand Island*, Dodge.

NEVADA—*Lyon County*, Smith Valley Union Public Schools; *Mineral County*, Hawthorne Grade; *Reno*, McKinley Park; *Union County*, County High.

NEW JERSEY—*Alloway*, Alloway Consolidated; *Hopewell*, Public; *Madison*, Central Avenue; *Monroe Township*, Cecil; *Montclair*, *Watchung; *Plainfield*, Evergreen; *Summit*, Franklin.

NEW MEXICO—*Albuquerque*, University Heights; *Roswell*, Senior High.

NEW YORK—*Kenmore*, Harding; *Lockport*, High Street; *Mount Vernon*, DeWitt Junior High, Wilson Junior High.

OHIO—*Allensville*, Richland Township High; *Alliance*, Alliance Public Schools, Franklin, High, Mahoning Avenue, North Lincoln, North Park, Park and Broadway, Riverside, Seneca, South

Freedom, South Liberty, South Lincoln, State Street; *Ashtabula*, State Road; *Bellevue*, Bellevue Public Schools, Ellis, High, Junior High, McKim, Pike; *Bluffton*, Bluffton-Richland Village Schools; *Cincinnati*, *Kennedy, Mary Dill; *Cleveland*, *Chesterfield, Collinwood, Mt. Pleasant; *Columbus*, Champion Avenue Junior High; *Euclid*, Roosevelt; *Fremont*, Atkinson, Croghan, Hayes, Otis, Stamm; *Goshen*, *Public; *Lockland*, Springdale; *Oakwood*, Oakwood High, Harmon Avenue; *Piqua*, Bennett Junior High, Spring Street, Staunton Street, Wilder Junior High; *Preble County*, Dixon Township Centralized; *Wyoming*, Wyoming Public Schools; *Youngstown*, Parmelee, Wood Street.

OKLAHOMA—*Oklahoma City*, Shields Heights.

PENNSYLVANIA—*Dormont*, Hillisdale Avenue, Kelton Avenue; *Erie*, Lincoln, Wilson Junior High; *Pittsburgh*, Bellefield Girls Trade; *Redstone Township*, Colonial Number 3, Filbert, Grindstone, Redstone Township High, Rowes Run, Thompson, Tower Hill; *Rochester*, Rochester Public Schools, Adams Street, Jefferson Street, Junior High, Senior High.

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

UTAH—*Davis District*, Davis District Public Schools, Centerville, Clearfield, Clinton, Davis High, Farmington, Kaysville, Layton, South Bountiful, South Junior High, Stoker, Syracuse, West Bountiful, West Point; *Juab District*, Juab District Public Schools, Central, Levan Grade, Levan Junior High, Mills, Mona, Nephi High, Nephi Junior High; *Logan*, Logan Public Schools, Benson, Ellis, Junior High, Senior High, Wilson, Webster, Woodruff.

VERMONT—*Rutland*, Park Street.

VIRGINIA—*Petersburg*, Stonewall Jackson.

WEST VIRGINIA—*Charleston*, Magazine; *Clarksburg*, *Washington Irving High; *Morgantown*, Cool Springs, Dug Hill, Junior High, Marilla, Plainview, Sarver, Summers, Sturgiss, Sturgisson, Rock Forge, Suncrust, Vandervort.

WISCONSIN—*Manitowoc*, *Lincoln High; *Shorewood*, Shorewood Public Schools, High; *Wauwatosa*, Wauwatosa Public Schools, Aetna Park, Junior High, Senior High, Wilson.

Two Years

ALABAMA—*Bessemer*, Rutledge; *Birmingham*, Acipco, *Martin, Paul Hayne High, Woodrow Wilson.

ARIZONA—*Casa Grande*, Union High; *Kingman*, Grammar; *Miami*, Oak Street; *Phoenix*, Wilson.

CALIFORNIA—*Alhambra*, Ramona; *Guadalupe*, Guadalupe Joint Union; *Irvine*, San Joaquin; *Los Angeles*, Farmlade, Hoover Street, *Nevin Avenue; *Monrovia*, Huntington; *Pomona*, Theodore Roosevelt; *San Francisco*, Redding; *San Jose*, Hester, Lowell, M. R. Trace; *San Pedro*, Barton Hill; *Santa Ana*, Thomas A. Edison; *Santa Barbara*, La Cumbre Junior High, Peabody; *Van Nuys*, Encino Elementary; *Walnut Creek*, Elementary; *Whittier*, West Whittier.

COLORADO—*Denver*, Boulevard, Elyria, Franklin, Sherman.

DELAWARE—*Wilmington*, Number 11.

FLORIDA—*Jacksonville*, Murray Hill; *Pierce*, *Pierce Junior High.

GEORGIA—*Albany*, Broad Street; *Atlanta*, Peoples Street.

HAWAII—*Hana*, Maui, Haou.

IDAHO—*Hailey*, High.

ILLINOIS—*Chicago*, Irving Park; *Chrisman*, *Chrisman Township High; *Gurnee*, Warren Township High; *Hillsdale*, Hillsdale Community; *La Grange*, Cossitt; *Rock Island*, Frances Willard; *Springfield*, Harvard Park; *Villa Park*, Villa Park Public Schools, Ardmore, Franklin, Lincoln, Washington, Westmore.

INDIANA—*Alexandria*, Junior High; *Fort Wayne*, Bloomingdale; *Indianapolis*, Abraham Lincoln, Number 25, Number 45, Number 51, Number 61, Number 67; *Martinsville*, Martinsville Public Schools, Central, High, South; *Terre Haute*, Sandison.

IOWA—*Council Bluffs*, Bloomer, Walnut Grove.

KANSAS—*Garnett*, High, Irving, Longfellow; *Kansas City*, *Roesland; *Lawrence*, Pinckney; *Wichita*, Carleton.

KENTUCKY—*Louisville*, Margaret Merker, Theodore Roosevelt.

MAINE—*Portland*, Cliff Island.

MARYLAND—*Baltimore*, Howard Park.

MASSACHUSETTS—*Ashburnham*, Dolly Whitney Adams; *Braintree*, Jonas Perkins; *Everett*, Glendale; *Harwich*, High; *Revere*, Governor Bradstreet; *West Springfield*, Bridge Street.

MICHIGAN—*Detroit*, Field, Marr Training; *Flint*, Zimmerman; *Grand Rapids*, Burton; *Ironwood*, Central.

MINNESOTA—*Duluth*, Lincoln; *St. Louis Park*, Eliot.

MISSOURI—*Kansas City*, Central Junior High; *Maplewood*, Valley, West Richmond.

NEVADA—*Lincoln County*, Pioche Public; *Mineral County*, Mineral County Public Schools, County

High, Hawthorne Grade, Mina Grammar; *Tonopah*, *Grade.

NEW JERSEY—*Camden*, Central, Yorkship; *Cumberland County*, Delmont; *Delanco*, Delanco Public Schools; *Hawthorne*, Washington; *Heislerville*, Public; *Livingston*, Livingston Central; *Long Valley*, Washington Township Public Schools; *Monroe Township*, Monroe Township Public Schools, Cecil, Hall Street, Maple Grove, Oak Knoll; *Montclair*, George Inness Junior High; *Morris Plains*, *Public; *Newark*, Cleveland Junior High; *Patterson*, *Number 13; *Plainfield*, Maxson; *Port Norris*, Elementary; *Ridgewood*, Union Street; *Rutherford*, Washington; *Ventnor City*, Oxford Avenue.

NEW YORK—*Glens Falls*, *South Street; *Harstadale*, Number 7; *Mount Vernon*, Washington Elementary; *Rochester*, Lewis H. Morgan; *Yonkers*, Number 6.

OHIO—*Akron*, Goodyear Hall, Teachers College of the University of Akron; *Ashtabula*, Ashtabula Public Schools, State Road; *Cincinnati*, Cummins; *Cleveland*, Garfield, Giddings, Lawn, Louisa M. Alcott, Mayflower, Patrick Henry Junior High, Sackett; *Hiram*, Hiram Village; *Mt. Cory*, Union Township Centralized; *Old Fort*, Old Fort Public Schools; *Piqua*, Piqua Public Schools, Bennett Junior High, Central High, Favorite Hill, North Street, South Street, Special Teachers Department, Spring Street, Staunton Street, Wilcox Junior High; *Preble County*, Jackson Township Centralized Schools; *Shaker Heights*, Malvern; *Toronto*, Toronto Public Schools, Central, Franklin, Foster, *High, Roosevelt; *Willoughby*, Willoughby Public Schools, Browning, Lincoln, Memorial Junior High, Union High; *Youngstown*, Haselton.

OREGON—*Coos County*, Alder Crest, Bandon High, Base Hill, Beach View, Bunker Hill, Catching Creek, Catching Inlet, Central, Charleston, Coaledo, Coon, Eastside, Empire, Etalaka, Fairview, Flagstaff, Floras Creek, Four Mile, Gelford, Hauser, Haynes Inlet, Kentuck Inlet, Lakeview, Lee, Lincoln, McKinley, Merchant, New Lake, Norway, Powers, Prosper, Riverport Union High, Roy, Seaside, Sitkum, Sumner.

PENNSYLVANIA—*Altoona*, Lincoln; *Erie*, Central High; *Middletown*, Grammar, Wood Street; *Pittsburgh*, Fort Pitt, Ralston; *Radnor Township*, Rosemont, Wayne Grammar, Wayne Primary; *Redstone Township*, Redstone Township Public Schools, Allison, Braznell, Brier Hill, Colonial Number 3, Filbert, Grindstone, Herbert, Orient, Redstone Township High, Republic, Rowes Run, Royal, Thompson, Tower Hill; *Royalton*, Royalton Public School District.

SOUTH DAKOTA—*Pine Ridge*, Oglala Boarding.

TENNESSEE—*Cleveland*, *Bradley High; *Knoxville*, Perkins; *Springfield*, Springfield Public Schools, *Main Street, *Woodland Street.

TEXAS—*Dallas*, Eagle Ford; *Texarkana*, Texarkana Junior College, Whitaker.

UTAH—*Oasis*, A. C. Nelson.

VIRGINIA—*Newport News*, George Washington, Woodrow Wilson; *Norfolk*, J. B. Hope, John Marshall.

WEST VIRGINIA—*Charleston*, Charleston Public Schools, Bigley, Chamberlain, Elk, Fernbank, Glenwood, Kanawha, Lincoln Junior High, *Lincoln, Magazine, Mercer, Roosevelt Junior High, South Ruffner, Senior High, Thomas Jefferson Junior High, Tiskelwah, Union, Watts, Woodrow Wilson Junior High.

WISCONSIN—*Haugen*, Haugen State Graded; *Wausau*, Marathon County Normal.

WYOMING—*Oakley*, Oakley School District Number Two.

Current Year

ALABAMA—*Bessemer*, Senior High; *Birmingham*, Graymont, Inglenook, Seventeenth Avenue, South Highland.

ARIZONA—*Humboldt*, Public; *Somerton*, Grammar; *Tolleson*, Pendergast; *Willcox*, Willcox Public Schools, Grade, High; *Yavapai County*, Camp Verde Public School District Number 28, Congress Junction Public School District Number 12, Walker Public School District Number 12.

ARKANSAS—*Hot Springs*, Garland Ward.

CALIFORNIA—*Alameda*, Versailles; *Chula Vista*, Otay; *Costa Mesa*, Grammar; *Glendale*, Glendale Public Schools, Benjamin Franklin, Cerritos, Colorado Street, Columbus, Doran Street, Eleanor J. Toll, Eugene Field, Horace Mann, John C. Fremont, John Marshall, John Muir, Magnolia, Special Teachers Department, Supervisors and Assistants Department, Theodore Roosevelt, Thomas A. Edison, Thomas Jefferson, Verdugo Woodland, Woodrow Wilson; *Inglewood*, Kelo; *Los Angeles*, Dahlia Heights, Fries Avenue, Gardner Street, Girard, One Hundred and Ninth Street, Sixty-first Street, Valley View; *Modesto*, Lincoln; *Nestor*, Southwest Junior High; *Nevada City*, High; *Pismo Beach*, Grammar; *Pomona*, Alcott; *San Fernando*, El Retiro; *San Francisco*, Commodore Stockton, Kindergarten Primary Department-Board of Education, McKintley, Sunnyside, Sutor; *San Jose*, Horace Mann; *Santa Ana*, John Muir; *Santa*

(Continued on page A-268)

Sixty Years of Distinguished Service 1870-1930

A Tribute to the Department of Superintendence

THE INSPIRATION to devote my life to education came when I attended my first meeting of the Department of Superintendence in 1887," recently remarked a noted educator. "I had been working as superintendent in a small town without any real appreciation of the importance of the school. At that meeting I met men bigger than any I had known before. Their fineness of spirit and the nobility of their minds were a challenge to my young life and from that day to this the meetings of the Department have been my college of education." He then went on to speak of lives that had meant much to him—of the great lover of young men, William T. Harris; of the artist schoolmaster, Randall J. Condon; of the eloquent humanist, William M. Davidson; of the educational engineer administrator, George D. Strayer; and of a host of others. And so it has been with literally tens of thousands of men and women. The speaker went on to remark that he had just paid the first instalment of \$50 toward his contribution of \$250 for the research fund which the Department has created. "I want to do my bit," said he, "for the other boys who are coming on." Here is the living gospel of inspiration. To its cumulative force American schools owe the idealism and the devotion which has lifted them to a high place in American life and achievement.

The Department began its existence during those significant years following the Civil War when the nation was binding up its wounds and laying the foundations for rapid expansion and rise to national greatness. From that day to this the Department has met year after year, now in this city, now in that, under the guidance of able presidents, with programs that have drawn upon the finest talent in the nation, with opportunity for fellowship, and the cultivation of that harmony and singleness of outlook which are helping to make American schools the finest and best schools on earth.

Visitors from other lands are often surprised at the notable unity of educational ideals and practise in a vast nation where the control of education is vested in state and local authorities. The reason lies in our allinclusive national associations and in the free movement of educational workers from one state to an-

The Superintendent

THE SUPERINTENDENT holds a mighty responsibility. American life needs unity. The school system supplies that unity. The school system itself needs unity. The superintendent takes the lead in seeing that unity is achieved. Someone must be responsible for all children—the rich and the poor, the weak and the strong, the crippled and the gifted. The superintendent holds that responsibility. Someone must inspire teachers with a keen appreciation of the social significance of their work. The superintendent sees the school in relation to the whole life of the community. Someone must know the public with its ambitions, enthusiasms, prejudices, and whims. Here the superintendent is a specialist. Someone must be an apostle of fineness and intelligence in daily life. The superintendent must meet this challenge. Someone must be a philosopher with insight and faith and the courage to try new things. The superintendent cannot escape this responsibility. Someone must be a doer, a general, an organizer, with the energy to carry through. The superintendent stands at the head of the phalanx.

other. The best practise is magnified.

Last night I picked up the Proceedings for 1871 and read a speech by the governor of Missouri welcoming the Association at its meeting in St. Louis. The governor protested against the growing movement toward compulsory education which was then a topic of discussion. But the problem would not down, because America had a ghastly army of children

out of school which numbered millions. Today no one doubts the wisdom of requiring every child to attend school and the age limit has been lifted higher and higher to meet the needs of a rising standard of living. Thus through discussion and the exchange of experience, one basic educational problem after another has been solved.

The Department of Superintendence has helped educational administrators to find themselves and to think through their problems. A Federal system of statistics, the United States Office of Education, compulsory education, the introduction of new studies, the revision of the curriculum, the recognition of scientific research in education, the importance of better articulation between the various units of the school system—these are only a few of the advances to which this great department has contributed through the years. The possibilities of the future are almost unlimited.

This year the Department meets again in Atlantic City. Here in 1921 the foundation was laid for a new period in the Department's growth, leading to the appointment of its own permanent secretary and the development of better relationships with the parent association. It is to the eternal glory of the American superintendent that he works hand in hand with the American teacher and that both superintendents and teachers join in making their contribution to American life and the American child through the allinclusive National Education Association. Nowhere else in the world is there a finer understanding between those who teach and those who administer. Misunderstandings may arise here and there, but in the country as a whole there is harmony, singleness of purpose, devotion to the same ideals, determination to give every boy and girl a fair start.

At sixty years of age the Department stands as a lusty youth ready for the great tasks that lie ahead. School administration now ranks with engineering and the other major professions. It has a remarkable record of efficiency, integrity, and public devotion. It has set standards which business, industry, and other phases of public life will come more and more to adopt. Where could one find a more glorious example of the power of professional loyalty and cooperation?—J.E.M.

Vitalized Group Study and Faculty Meetings

ASCHEDULE of their faculty meetings sent in by Principal Donald E. Tower of East Junior High School, Binghamton, New York shows these good points:

1. Meetings are planned well in advance from September 18, 1929 to April 30, 1930.
2. A committee of from 3 to 5 teachers is responsible for each meeting, except the first, assigned to a single speaker.
3. The time given to each person is limited—20 or 30 minutes.
4. The number of meetings is evidently suited to holiday and mid-year registration needs—usually once a month but sometimes every 2 or 3 weeks. The day of the week is always the same—Wednesday.
5. The topics are truly of the vitalized type, such as are discussed in current educational literature and are keyed to local conditions:

The seven objectives of education—what we should and are doing to attain them; a comparison of East Junior with "The School of Tomorrow" as described in the NEA JOURNAL of January 1929; waste in East Junior; understanding the child's personality; character education; how to make clubs in East Junior function; the home room as a working unit; the mental health of the child; school and home cooperation; how East Junior is keeping up with educational progress as shown in recent publications.

It is a safe guess that the teachers of Binghamton East Junior High enjoy their meetings and consider them an important means of professional growth.

Martha B. Lummis, principal of Casady School, Camden, New Jersey has followed a procedure similar to the suggestions on page 280 of the November 1929 JOURNAL:

I asked the teachers to submit to me suggestions for our weekly teachers' meetings. Their suggestions had a range of 14 topics. These topics were listed and each teacher given a copy of the list. Each teacher showed her choice by numbering the topics. As a result we secured the following information, the subjects given in order of preference:

How to conduct group activity; ways and means of dealing with our own teaching problems; review of articles from educational journals; discussion of the newest methods in education; music appreciation

for its cultural value and for relaxation; how to secure courtesy without using discipline; teaching spelling; reading aloud some worthwhile book along pedagogical lines; correction of speech defects; devices for arithmetic drill; New Jersey educational news; discussions of methods in subjects in which individual teachers excel—the discussion conducted by the teacher; interesting and profitable seat work; demonstration lessons.

From the above topics the program for our teachers' meetings was made. As you will see it has included the use of articles in both the national and the state journals.

A publication of the Goshen, Ohio schools contains this statement:

The words, teachers' meetings, may suggest to many teachers something dull and uninteresting, something to sit through while the superintendent preaches to his teachers and commands them to do thus and so.

Not so at Goshen School. Every Monday evening you will find all the teachers assembled in the office eager for the meeting to begin. Our meetings are not just a place to air our troubles of the classroom.

Read over the following assignments Sup't Hoggatt made of our meetings and form your own conclusions:

Teaching and character in school learning; plays and games for grades 1, 2, 3; democracy in American higher education; the value of the poet; the civic value of Spanish in high school; good citizenship. (Each topic is presented by a different faculty member.)

Our discussions at these meetings are based upon articles in the following school magazines: *Education*, *THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION*, *Ohio Schools*, *Ohio Teacher*, *School Executives Magazine*, *American School Board Journal*.

Our school has had 100 percent membership in the county, state, and sectional associations for eight years and this is the third year for 100 percent membership in the National Education Association.

The stirring events and gigantic influences at work in industry, business, national and international affairs, make an awakened teaching profession a necessity. "Every teacher at work on the problems of the profession" is being realized more every day. The movement for

vitalized group study and faculty meetings is an important part of the professional awakening. It is a good place to begin and will point the way to larger growth. What some JOURNAL readers think of the idea is shown by these excerpts:

In the past year our teachers have been attending faculty meetings on the average of two per month; therefore we are glad to say that one of these meetings will be devoted to the study of material in *THE JOURNAL*. The suggestions found in *THE JOURNAL* will prove very helpful to our teachers at these meetings.—J. W. Balmer, Pipestone, Minn.

I am very much interested in your plan for vitalized group study and faculty meetings. For years all of the teachers of St. Joseph have belonged to NEA.—J. E. Jones, St. Joseph, Mo.

We have made frequent use of this plan in the past.—W. E. Wenner, Ashtabula, O.

The JOURNAL checkup—The votes of many readers on the 5 articles they like best in the November JOURNAL:

First, *The Mental Health of the Teacher* by J. Mace Andress; second, *The Educator as Statesman* by Ross L. Finney; third, *Mental Hygiene and the Home* by Douglas A. Thom.

Suggestive questions for discussion of articles in this issue:

The Leisure of Tomorrow. How is your school encouraging the wiser use of leisure among your pupils and in the community?

The Bayonne Junior High School. The purposeful planning for this high school suggests the *tele* responsibility of education discussed by Finney in the November 1929 JOURNAL.

On the Threshold of the School. What cooperation between home and school is of most help to both?

Teaching the Social Studies. What 6 points are set forth as essential?

A Year with the Knighthood of Youth. Why does this organization appeal to young children?

Individual Needs in Reading. What classroom equipment is suggested as helpful in teaching reading?

A False Analogy. What are the 2 parts of a school administrator's job? What is essential in the major specialty of education?

The JOURNAL's Annual Roll Call. What trends in educational advance are indicated here?

The Journal of the National Education Association

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

President, E. RUTH PYRTLE

Secretary, J. W. CRABTREE

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

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

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

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

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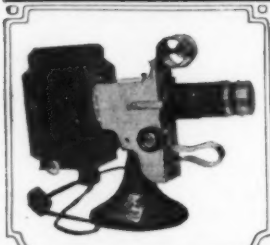
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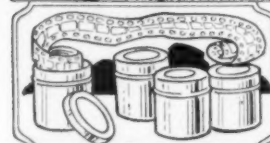
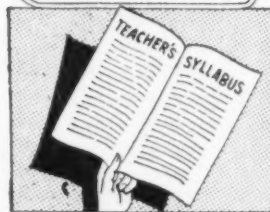
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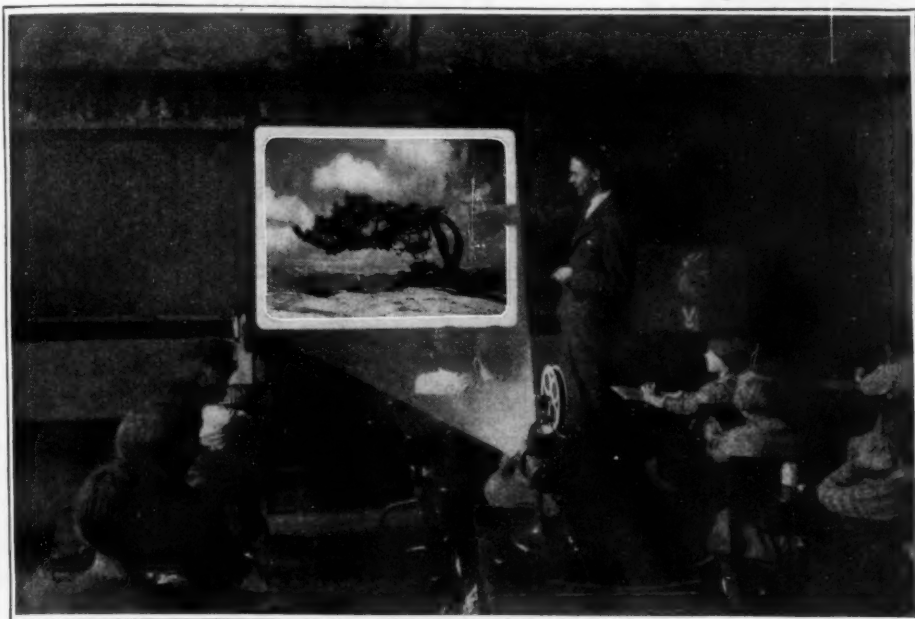
Barbara, Kindergarten Department; Sierra Madre, Public; Soledad, Union Grammar; Stanislaus County, Emory School District, Fairacres School District, Fairview School District, Hart School District, Jackson School District, Jones School District, Keyes, Mountain View School District, Rising Sun Junction School District, Rowe School District, Shiloh School District, Turlock School District, Washington School District; Toledo, Westwood Gardens; Venice, Broadway.
COLORADO—Canon City, Garfield, Jefferson, Lincoln, McKinley, Madison, Washington; Denver, Berkeley, Beach Court, Central, Columbian, Dora M. Moore, McKinley, Mitchell, Park Hill, Swansea, Villa Park; Greeley, Cameron, *Gipson, South Ward, West Ward; Gunnison, *Gunnison Public Schools, Elementary, High, Junior High; Las Animas, Frey; Montrose, Montrose County High.
CONNECTICUT—East Hartford, Center; Stamford, Julia A. Stark.
DISTRICT OF COLUMBIA—Washington, Brent, Dent, Kingsman.
FLORIDA—Daytona Beach, South Ridgewood; Pensacola, A. V. Clubs; Sarasota, High; Tampa, Bal-last Point.
GEORGIA—Atlanta, I. N. Ragsdale.
HAWAII—Hooehua, Molokai, Molokai Junior High; Keanae, Maui, Keanae; Kaupo, Maui, Kaupo.
ILLINOIS—Chicago, Yale; Claytonville, Public; Crete, Public; Des Plaines, Central Grade; East St. Louis, Franklin; Geneva, Sixth Street, Litch-field, Madison Park; Rockford, O. F. Barbour; Timewell, Public.
INDIANA—Alexandria, Senior High; Elwood, Central, Junior High; Terre Haute, Fairview.
KANSAS—Kansas City, Junction District Number 16; Lawrence, Junior High; Lovewell, Lovewell Rural High; Manhattan, Eugene Field; Norton, Norton Public Schools, Grade, Junior High.
KENTUCKY—Ashland, Ashland Public Schools, Bay-less, Charles Russell, Coles Junior High, R. E. Hatcher, John F. Hager, John Grant Crabbe, Means, Oakview, Senior High, Supervisors De-partment, William C. Condit, Wylie; Corydon, Pub-lic; Louisville, Emma Dolfinger.
MAINE—Portland, Open Window, Walker Manual Training.

MASSACHUSETTS—Everett, E. E. Hale, Franklin, Hamilton, Lincoln, Webster; Gloucester, Brad-street; Springfield, Robert D. Morris.
MICHIGAN—Alma, Hillcrest, Lincoln, Republic, Wash-ington, Wright Avenue; Berkley, Berkley Public Schools, Berkley Junior-Senior High, Burton, Pattengill; Detroit, Alger, Atkinson, Berry, Bird-hurst, Capron, Christopher Columbus, Coram-Monarch, Courville, Detroit Teachers College, Estabrook, Finney, Gabriel Richard, Girls Voca-tional, Goldberg, Hally, Isaac Newton, Lingemann, Munger Intermediate, Marshall, Nichols, T. Dale Cooke, Van Dyke, von Steuben; Flint, Stevenson; Holland, Public; Ironwood, A. L. Norrie, Oliver; Kalamazoo, Vine Street; Muskegon, Froebel, Vanderlaan.
MINNESOTA—Duluth, Jefferson; Minneapolis, Hamil-ton; St. Louis Park, *St. Louis Park Public Schools, Brookside, Eliot, Fern Hill, Junior High, Lenox, Lincoln, Oak Hill, Senior High.
MISSOURI—Kirkwood, Henry Hough; Maplewood, Maplewood Public Schools, High, Richmond Heights, Sutton, Valley, West Richmond; West-phalia, High; Springfield, Waddill.
NEBRASKA—Omaha, Jackson, Train.
NEVADA—Gardnerville, Consolidated School District "A"; Lincoln County, Alamo District Public, Panaca District Public; Lyon County, Dayton, Fernley Union Public Schools, Mason District Pub-lic Schools; Round Mountain, Public.
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(Continued on page A-270)

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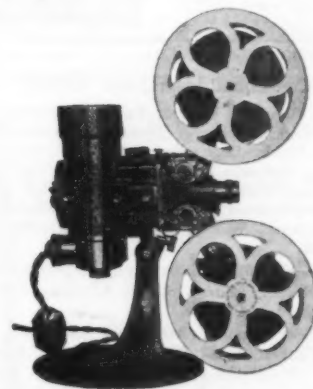
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(Continued from page A-268)

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Notes and Announcements

Readings in the philosophy of leisure—The philosophy of leisure is yet to be written in terms so simple and compelling as to catch the imagination of the masses. The beginnings of such a philosophy are in the following writings which may well be read in the order listed:

The Threat of Leisure. A stimulating discussion of current trends by President George B. Cutten of Colgate University. Published by Macmillan.

The Challenge of Life. An inspiring book of 102 pages by L. P. Jacks, published by Doran.

What Makes a Life Significant. A charming essay by William James which is included in his *Talks to Teachers on Psychology and to Students on Some of Life's Ideals*, published by Henry Holt.

Labor and Leisure. Chapter 19 in John Dewey's *Democracy in Education*, published by Macmillan.

Play in Education. A substantial book of 500 pages by Joseph Lee, who knows how to play and to write about play. Published by Macmillan.

Be Interested in the Community. Chapter 10 in Arnold Bennett's *How to Make the Best of Life*, published by Doran.

Living versus Existence. Chapter 8 in Benton MacKaye's *The New Exploration*, published by Harcourt, Brace.

A History of the Freedom of Thought. A book for the ages by J. B. Bury, published by Henry Holt.

The Professional Education of Educators. Chapter 27 in Ross L. Finney's *A Sociological Philosophy of Education*, published by Macmillan.

The Teacher's Philosophy Out of School. Part 2 of William DeWitt Hyde's *The Teacher's Philosophy in and Out of School*, published by Houghton Mifflin.

State Superintendents meet at Washington—The second annual conference of the National Council of State Superintendents and Commissioners of Education met upon the call of United States Commissioner of Education William John Cooper in the Department of the Interior Building, December 9-10. Among the topics discussed by the superintendents were the school building service of state departments of education; experimental work of state departments; teacher preparation; transportation of school children by school buses; equalization plans; and new sources of revenue for schools.

The following committees made reports: Secretary Wilbur's National Advisory Committee on Education; the committee on Radio

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Education and Illiteracy; and the National Education Association's Committee on the Enrichment of Adult Life by Secretary J. W. Crabtree. Commissioner Cooper explained the plans for the secondary education survey recently inaugurated by the United States Office of Education with Dr. Leonard V. Koos as director.

Speakers at the Monday evening dinner meeting included: Superintendent John A. H. Keith of Pennsylvania; Superintendent N. D. Showalter of Washington; Dr. Alonzo F. Meyers, director of teacher preparation, Connecticut; Commissioner A. B. Meredith, Connecticut; and Superintendent Agnes E. Samuelson, Iowa. The following states were represented at the meeting: Alabama, Arkansas, California, Connecticut, Delaware, Georgia, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Vermont, Virginia, Washington, Wisconsin.

State superintendents commend radio—At their meeting in Washington, December 10, 1929, the National Council of State Superintendents and Commissioners of Education adopted the following statement:

(1) The National Council of State Superintendents and Commissioners of Education wishes to commend the radio broadcasters for their efforts to keep the air clean and free of objectionable material.

(2) The Council also wishes to express its gratitude for the courtesies extended by the radio broadcasters to the various educational agencies.

(3) Insofar as the cooperation of commercial organizations is utilized, it is the position of the Council that there should be no advertising admitted to school broadcasting.

(4) The Council recommends that each state set up a committee for the study and evaluation of radio education procedure.

(5) The Council recommends that the Federal Government reserve channels for the use of the Government and the individual states for governmental and educational purposes.

New specialist appointed for U. S. Office of Education—On December 6, 1929, Secretary Wilbur announced the appointment of James A. Bond, of Kentucky, dean of the Kentucky Normal and Industrial Institute, as a "specialist in negro education." He will be temporarily stationed in Cincinnati but later will serve in Washington. His work will be a part of the Survey of Secondary Education that is being made by the Federal Office of Education under an authorization by Congress and will have to do particularly with those phases of it relating to the negro race.

(Continued on page A-272)

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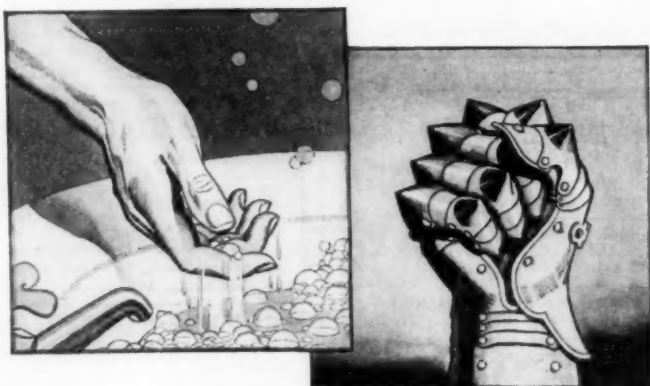
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(Continued from page A-271)

Two large improvements made in the U. S. Office of Education—Following the recommendation of Commissioner Cooper, which was supported by the American Library Association and the National Education Association, the personnel classification board which determines the rank of government employees has advanced the classification of two positions in the Office of Education—the librarian and the editor.

Shall it be California, Ohio, or Pennsylvania?—A vigorous and friendly rivalry is going on between these three states for the honor of having the highest total number of active members in the National Education Association. Each of the states is proud of its educational progress and it will be interesting to see how the membership totals come out this year.

Wisconsin life members organized—At a luncheon held in Milwaukee, twenty-seven of Wisconsin's fifty life members met and voted to perfect a permanent state organization. Mrs. Mary E. Bradford of Kenosha presided and was chosen chairman for the next year. Miss Elizabeth McCormick of Superior was made secretary and treasurer. Members decided to hold their meeting next year at the time of the state association meeting.

Teachers paid in twelve instalments—At the request of the teachers of Salt Lake City, Utah, the Board of Education has adopted a plan whereby the teachers will be paid their salaries in twelve monthly instalments. Last year approximately 90 percent of the principals and teachers voted in favor of the twelve month plan. The Board, by resolution, agreed to the new plan provided the teachers became unanimous in the request. Teachers and principals have all signed the amendment. The new plan will therefore go into effect at once.

NEA membership a vital factor—The following excerpt is from a letter sent by T. Wingate Andrews, NEA director for North Carolina, to all city and county superintendents in the state:

American Education Week, sponsored by the National Education Association, has just been observed throughout the nation. In the wake of this concerted movement in behalf of public education in America, I wish to call to your attention the importance of our enrolling a larger membership from North Carolina in the National Education Association.

Provincialism is one of the deadliest foes to progress in education in North Carolina today. The whole social organism is so shut

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through with forces world-wide in their sweep and validity that such phrases as "the best in the state" or "the best in the South" are no longer adequate and ought to be eliminated from our vocabulary. We are weighed in the relentless balances of the world. What have we to throw into these ponderous scales?

The National Education Association is one of the greatest forces available in America today for breaking down provincial barriers. For this reason and for other important reasons, I feel that every teacher in the United States should support it with his active membership.

It is particularly important, it seems to me, that every person in the position of educational leadership in his community belong to this organization. The membership fee is \$2 for 12 months. The NEA JOURNAL alone is worth more than this amount.

Did you tune in?—A group of educators took part in broadcasts over the NBC network on November 13 and the CBS chain on November 12 and 15, in observance of American Education Week. Among the speakers listed were Dr. John Dewey, Columbia University; Dr. John W. Withers, dean of the college of education, New York University; Mabel Carney, professor of rural education, Teachers College, Columbia University; Professor Howard R. Driggs, New York University; Dr. E. L. Thorndike, Teachers College; Senator Simeon D. Fess, of Ohio; Bess Goodykoontz, asst. U. S. commissioner of education; Dr. Angelo Patri, New York City school principal and consultant in education; and Colonel Douglas I. McKay, past commander of the American Legion in New York.

American Education Week, 1930
—According to an announcement just released the tenth annual American Education Week, under the sponsorship of the American Legion, the U. S. Office of Education, and the National Education Association, will be observed November 10-16, 1930. American Education Week each year includes Armistice Day. It is the purpose of this annual event to acquaint the public with the aims, achievements, and needs of the schools.

Another Atlantic City meeting—The third National Conference of Supervisors and Teachers of Home Economics will be held Monday and Tuesday, February 24 and 25, at Atlantic City. The Chelsea Hotel is the headquarters for this conference: the meetings will be held in the Lake Como room.

Children first—When disaster strikes a ship children and women are first rescued. Thus, the race seeks to

(Continued on page A-276)



Who Will Pay the Doctor, the Nurse, and the Board Bill, When You are Sick or Injured?

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(Continued from page A-275)

safeguard its future. The care and development of its children is the first and last duty of society. There is no darker blot on American life than its child wage slaves. Congress has submitted a Constitutional amendment to the states asking for power to remove that blot. Civic-minded people are urging ratification of the amendment by the states. Selfish interests oppose it, hoping to squeeze more gold from the young life they exploit. Will the people be misled by their thinly veneered arguments? Much depends on what each teacher does to acquaint the people in his community with the facts.

Governors of 26 states have joined in a plea for the conservation of the children of America in a statement issued by the National Child Labor Committee in connection with its silver anniversary, which was observed in December. Declaring for constructive protection and for equal opportunities in health, growth, and education of all children, the governors in their individual letters faced the problems of child labor as it affects the attainment of this objective for American childhood. Progress in many states was detailed, but most of the governors agreed that many aspects of the child labor problem are yet unsolved, and that the anniversary conference of the committee again focuses attention on the challenge of the situation. The keynote of the state executives was the declaration that the childhood of America must be conserved.

Child Labor Day, 1930, will be observed January 25 for synagogues, January 26 for Sunday schools and churches, and January 27 for clubs and other organizations. Programs and information may be secured from the National Child Labor Committee, 215 Fourth Avenue, New York City.

President Hutchins inaugurated
—Robert Maynard Hutchins, recently installed as president of the University of Chicago, said in his inaugural address:

That spirit (of the University of Chicago) has been characterized by emphasis on productive scholarship, by emphasis on men before everything else, on work with and for Chicago, and on an experimental attitude.

Peace through education—In the present state of the world, with evident proof that war is the greatest of all tragedies from which humanity suffers, the necessity for employing all educational forces to create mutual understanding and sympathy is obvious.—John Dewey.

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(Continued from page A-276)

Reproduction of Kellogg Treaty

The World Peace Foundation at Boston has made up a handsome four-color facsimile of the Kellogg Treaty designed especially for permanent display in schools and libraries. This is an authorized reproduction of the original document deposited in the archives of the U. S. Department of State at Washington. It shows not only the text of the treaty in French and English, but includes the signatures, the seals, and the colors of the binding. In the interest of legibility, the two principal articles are also reproduced in larger type. This reproduction is provided with metal hangers at the top and bottom for users who do not wish to frame it. It will be sent postpaid from the Foundation offices at 40 Mount Vernon Street, Boston, for \$1 per copy.

Peace programs available for special days—Programs suggested for use in celebrating Armistice Day, Goodwill Day, and Memorial Day, which have the focus of attention placed on heroes of peace and avenues for world cooperation, rather than military achievements, have been compiled by the education committee of the Women's International League for Peace and Freedom, and are available upon application to the Pennsylvania Branch, 1924 Chestnut Street, Philadelphia, Pa. Songs, poems, plays, pageants, folk dances, selections from the writings of famous men, and topics for short talks and essays, are included, classified according to the age of the pupil.

League of Nations issues new pamphlet—"Essential Facts in regard to The League of Nations, the World Court, and the International Labor Organizations," is the title of a pamphlet just issued by the League of Nations, designed to supplement high-school history textbooks. It is generally useful as a concise, factual account of these bodies. It is priced at five cents a copy and may be secured from the Educational Department, League of Nations Association, 6 East 39th Street, New York City.

New education system is enforced in Italy—Many thousands of Italian children attending school this year for the first time are confronted with a new set of the ever-changing conditions under the Fascist regime.

Most of the changes center around the increased importance given to schools for industrial, agricultural, or commercial

(Continued on page A-278)

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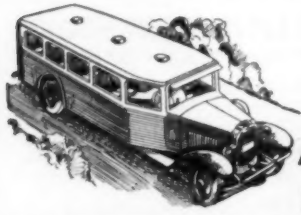
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The Fascist regime by concentrating jurisdiction over every educational activity throughout Italy in the hands of the ministry of education at Rome has enabled the minister to shift school teachers from districts where they have been too numerous to other areas. Other changes regulating appointment of teachers and their pay have been made by the government in its effort to lessen illiteracy in Italy.—From the Associated Press, Rome, September 16.

Investigation of social studies underway—The American Historical Association is sponsoring an investigation of history and other social studies made possible by a grant from the Carnegie Foundation in March 1929. The investigation is being conducted under the leadership of a committee of direction of which A. C. Krey, president, NEA de-

partment of social studies, is chairman. Any communications should be addressed to 610 Fayerweather Hall, Columbia University or Room 316, Library, University of Minnesota.

Education fellowship for women—Pi Lambda Theta, honorary educational fraternity for women, offers the Ella Victoria Dobbs fellowship for research in education for the year 1930-31. It carries a stipend of \$1000. Further information may be had from Delia E. Kibbe, State Department of Public Instruction, Madison, Wis.

Appointment service given by American Association of University Professors—All active and associate members of the American Association of University Professors interested for any reason in possible transfers are invited to register with the Appointment Service of the Association at 26 Jackson Place Northwest, Washington, D. C.

A class of junior members including graduate students and teachers of less than three years service has been established and such members are also expected to register for possible appointment. The service has free access to the registration files of the American Council on Education. Further information

may be secured by writing to the above address.

University seeks to prevent colds—An ultra-violet ray solarium has been installed at Cornell University; irradiations are available to all men students for the prevention of colds.

How shall today be spelled?—A study of current usage in relation to the lingering hyphen in *today* and *tomorrow* made by the JOURNAL staff shows that this practise cannot be justified on the basis of usage, most dictionaries and spelling books notwithstanding. All of the journals of the state education associations use the nonhyphenated form; of the daily newspapers in various state capitals, only 3 use the hyphenated form. Magazines of large popular concern, such as *Good Housekeeping* and the *Saturday Evening Post*, overwhelmingly prefer the nonhyphenated form. This tendency of the hyphen to linger illustrates one of the difficulties of the English language—a gap between the spoken forms and the written forms. The ideal is to allow writing and printing to follow the spoken meaning so that when words formerly separated become unified

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in meaning, they are unified in spelling as: *preschool, extracurriculum, byways, bylaws, subjectmatter, goodwill*, and the like.

Player freedom with responsibility in interschool sports—Two years ago last June, a group of superintendents of schools in New York state met to discuss ways and means of improving interscholastic athletics in their respective cities and villages. One outcome of the meeting was an agreement to limit the high-school coaching activities of physical directors and other adults to *pre-game* time. During games and all intermissions, playing captains, with the aid of other players, were to guide the destinies of their teams, selecting substitutes, planning strategic moves, solving problems between halves.

This "new departure" was put into effect in the fall of 1927, in Albany and many other of the larger cities of the state. It has spread to other states, notably Michigan and California. The principle of "captain-control" or *pupil freedom with responsibility* has been formulated as "General Regulation Number One" by the New York State Public High-School Athletic Association. John Dewey describes the new departure as "the greatest advance step yet taken in school athletics," for as Dr. Dewey says:

Many of the claims that have been made for mental or moral training by means of sports have been nullified by the fact that judgment and decisions were not left with the players. Moreover, control of the game by those who are not playing inevitably makes *winning* the main object.

A prophecy—The wise policy for the country at large is clear; it is to build up the smaller communities—the towns, villages, and rural sections—and to spread, as far as possible, the business and industry among them. As a people we have reason to be thankful at the signs that future national development will take this very course.—From *Saturday Evening Post*, editorial, September 21, 1929.

An author pays tribute to his teacher—"There is, deep down in the heart of almost every American, the sacred memory of some dear teacher who has been to him *another mother*, to whom he owes a keenly felt but often unexpressed debt of gratitude. She is securely enshrined in his affections. The first to have faith in him, she would be last to lose it.

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book is a grateful tribute, presented in the hope that it may interpret something of the life and the spirit of both.

"For many of her former pupils one of their dearest hopes of heaven will be that they may find her there, ready and waiting to enrol them in a higher class."—Foreword of *Templed Hills* by George William Gerwig.

School libraries hope for increased aid—As a librarian, I am, of course, much interested in the reorganization of the Bureau of Education with the hint of promise that the library division is to be enlarged and developed. It can do so much for the school library, particularly in the rural problem which is our big problem in the southeast.—Helen Harris, asst. prof. library science, University of Tennessee, Knoxville.

JOURNAL content broad in appeal—The content of the JOURNAL is sufficiently varied to invite the teacher to a complete reading—varied in subject, approach, and development. I appreciate the frankness of the JOURNAL in its recognition of the extent and character of the problems of our profession.—R. B. Marston, supt. Sistersville, W. Va.

Iowa inaugurates rural leisure program—The Iowa state fair next summer will have a feature never before attempted—a statewide rural school choir composed of from 3000 to 5000 school children from all over the state. The program will be supervised by Jessie M. Parker of the rural school division of the department of public instruction; the choir will be directed by C. A. Fullerton, head of the music department of Iowa State Teachers' College, who has spent a lifetime in the development of rural music. The county superintendents of the state have indicated their wholehearted support of the movement and will have charge of the development of the undertaking in the various counties.

The purpose of this movement is to help the country schools to achieve one of the cardinal objectives of education—that of the wise use and wholesome enjoyment of leisure time. Every rural school child in grades 4 to 8, inclusive, is eligible to try out for the choir. He must pass some simple tests in music and rhythm based upon the outline especially prepared by Professor Fullerton. It is recommended that pupils participating in this work be excused from the eighth grade examination in music this year.—*Midland Schools*.

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