

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

The Challenge of Childhood— <i>Mary McSkimmon</i>	201
The Challenge Eternal— <i>William Mather Lewis</i>	206
Introducing President Francis G. Blair— <i>A Scene at Philadelphia</i>	209
The Profession at Work— <i>J. W. Crabtree</i>	210
Repression Versus Expression— <i>Margaret M. Alltucker</i>	211
Character and Science— <i>Edwin D. Starbuck</i>	213
A Prayer for Teachers— <i>Glenn Frank</i>	215
Editorials— <i>Looking Ahead, Things Done and The School of Tomorrow</i>	216
American Education Week— <i>Program for November 7-13</i>	218
How Utah Builds Locals— <i>The Profession at Work on its Problems</i>	219
Art is Important— <i>Ruth Harwood</i>	221
The Aim of Art Teaching— <i>Antoinette E. Arnold</i>	222
Dedicating the School— <i>J. G. Collicott</i>	223
National Education Association Officers— <i>Our leaders for 1926-27</i>	224
✓ Resolutions Adopted at Philadelphia— <i>A Working Program</i>	225
✓ Education Bill at Philadelphia— <i>An Advancing Movement</i>	227
Growth in Association Membership— <i>Enlistment from 1857 to 1926</i>	228
From Philadelphia Addresses— <i>Choice Selections</i>	229
Builders of Our Profession— <i>Life Memberships</i>	232
Enrolment and Affiliation	A-210
Notes and Announcements	A-212

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egg (эг), n. [*<A.S. eg <O.Teut. source*], 1. Biol. the female reproductive cell; a cell which may develop into a new individual, but usually only after it has united with a male, or sperm, cell: containing more or less stored food material, chiefly in the yolk substance, and in some animals covered with a shell, as the eggs of birds and reptiles; 2. familiarly, the egg of any of certain animals, as birds, fishes, and reptiles, especially of the domestic hen; 3. an egg-shaped body or one used as an egg:—*v.t.* to mix with eggs; *Collog.*, to hurl eggs at, in disapproval:—*v.i.* to collect egg specimens.

egg (эг), *v.t.* [*<O.N. eggja, to urge*], to urge or incite: usually with *on*.

egg-nog (эг'ног), n. [*egg + nog*], a drink made of eggs, milk, and sugar, beaten and flavored.

egg-plant (эг'плнт), n. [*egg + plant*], a cultivated herb (*Solanum melongena*), with

sciousness, self-praise. *Egoism* thinks of self; *egotism* talks of self. *Egoism* may be systematically selfish without being offensive; *egotism* is always offensive. The *egotist* is bent on his own ends and purposes; the *egotist* is merely in love with himself. *Self-esteem* has a very good opinion of self—often well-founded, but usually exaggerated. *Vanity* and *conceit* are cardinal weaknesses. *Vanity* is empty pride, especially in one's appearance or accomplishments, and demands admiration; *conceit* is overweening self-esteem, always offensive.

e-go-tist (эг'го-тст; эг'б-), n. one who is full of self-importance and talks much of self.

e-go-tis-tic (эг'го-тст'тк; эг'-), *adj.* habitually thinking and talking too much about oneself. Also, **e'go-tis'ti-cal**.—*adv.* **e'go-tis'ti-cal-ly**. *Syn.* conceited, self-centered. (See opinionated.)

e-gre-gious (эг-грэ'гс; э-г-тс), *adj.* [*<Lat. ex-gregis*, flock], outstanding among others of the same kind; extraordinary; remarkable: usually derogatory.—*adv.* **e-gre'giously-ly**.—*n.* **e-gre'gious-ness**.

e-gress (эг'грэс; эг'-), n. [*<Lat. e, out + gradi (gressus)*, to go], 1. an issuing forth; departure, as from a building; 2. a means of exit; way out.—*n.* **e-gres'sion**.

e-gret (эг'грэт; эг'рэт), n. [*<Fr. aigrette, dim. of aigrette, heron*], 1. any of several large herons bearing, when in the breeding season, long plumes which droop over the tail; especially, the snowy

Diagram of a hen's egg showing envelopes and general relation of parts: A, shell; B, membrane lining shell; C, C, albumen; D, chalazae; E, yellow yolk; F, G, white yolk; H, vitelline membrane; J, latebra; K, air chamber; L, neck of latebra; M, nucleus of Pander; N, blastoderm.

EGRET



EGYPTIAN ARCHITECTURE.—A, tomb of Khnumhotep, at Beni-Hassan, cut from solid rock; B, C, section and facade of temple of Ammon Ra, at Ipsambul; D, papyrus-bud type of column; E, sun disk, frequently used in decoration; F, G, H, Hathor, bull (or naim), and bud types of capital; I, typical sphinxes; J, pyramid at Gizeh; K, hypostyle temple of Horus.



EGRET also, *Obs.*, *aigret aigrette*; 2, a showy plume, or tuft for the head; and 3, a plume: usually, *aigrette*.

E-gyp-tian (эг'ип-тшн), *adj.* [*<Gk. Aiguptios*], pertaining to Egypt, or to its people, language, history, architecture, etc.—*n.* 1, a native of Egypt; 2, the language of the Egyptians; 3, a gypsy.

E-gyp-tol-o-gy (эг'ип-тол'о-гс), n. [*<Gk. Aiguptos, the Nile, Egypt + logia, study*], the science or study of ancient Egyptian relics and writings.—*n.* **E'gyp-tol'o-gist** (-lст).—*n.* **E'gyp-tol'o-ger** (-гс; э-г-тс), [*<M.E. ey, interj. of surprise*], what: word expressive of doubt, inquiry, or surprise.

E. I. *abbr.* 1, East India; 2, East Indies:—*E. I. C.*, East India Company.

ei-der (ей-дэр), n. [*<O.N. ædhr, elder*], 1, any of several large marine ducks found in northern regions and valued for the light, warm, and downy feathers with which the female lines its nest: also called *elder duck*.

ei-der down the small, soft, breast feathers of the elder duck, used in pillows, coverlets, etc.

ei-do-lon (ей-дó-лón), n. [*pl. eidolon, phantom <eidós, form*], 1, a form or representation; 2, a specter; phantom. (*Æt.* *adj.* [*<A.S. æhta, eight <Aryan source*], consisting of one more than seven.—*n.* 1, the

gold; jewel; yellow; sing. child; thin; then; hw, when; zh, azure; ü, Ger. für or Fr. lüne; ö, Ger. schön or Fr. feu; ñ, Fr. enfant or nom; kh, Ger. ach or mich, or Sc. loch. See pages xviii-xix.

EIDER DUCK (ей-дэр)



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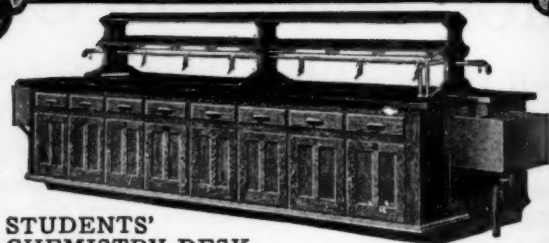
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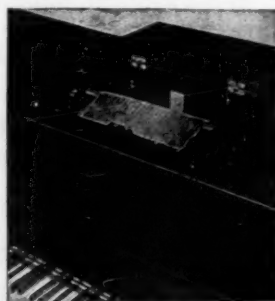
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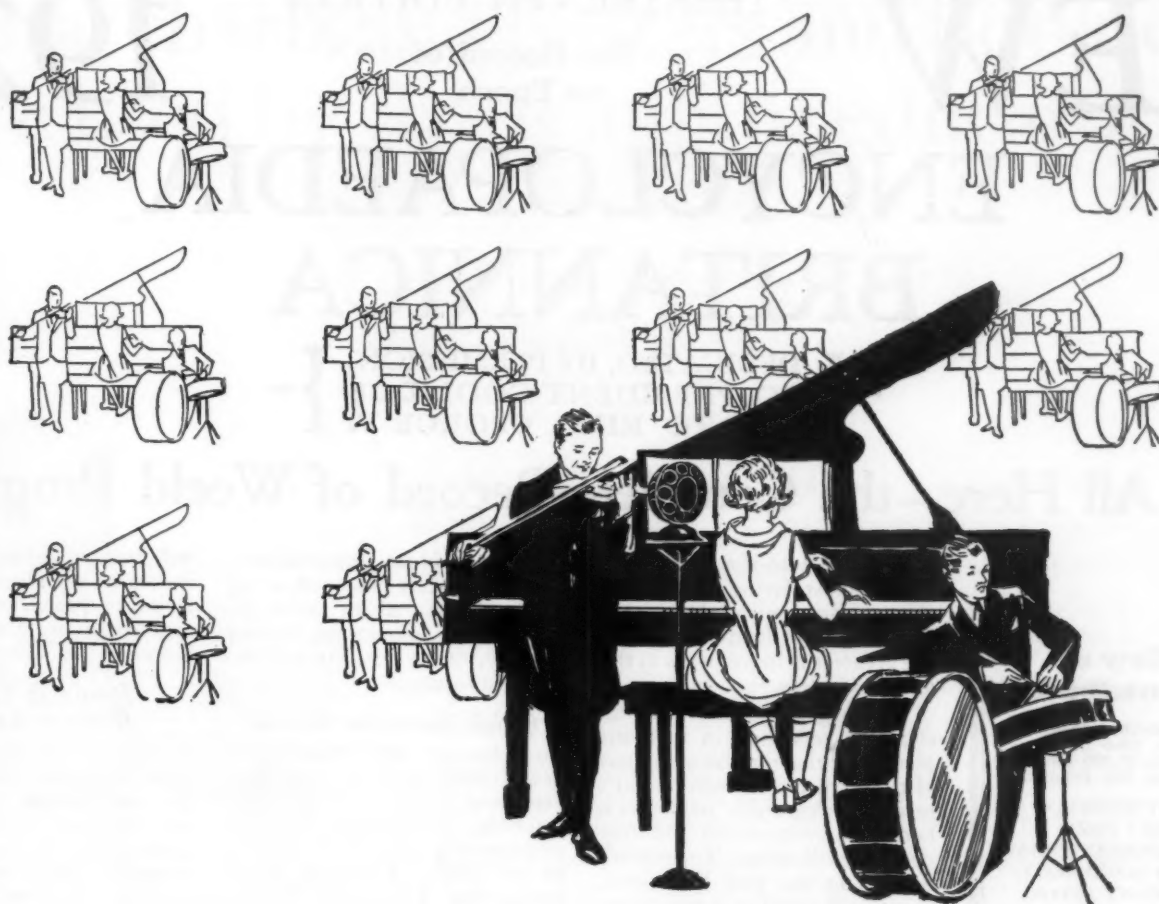
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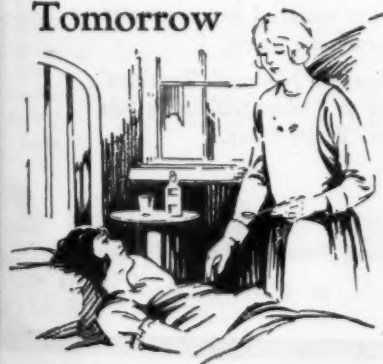
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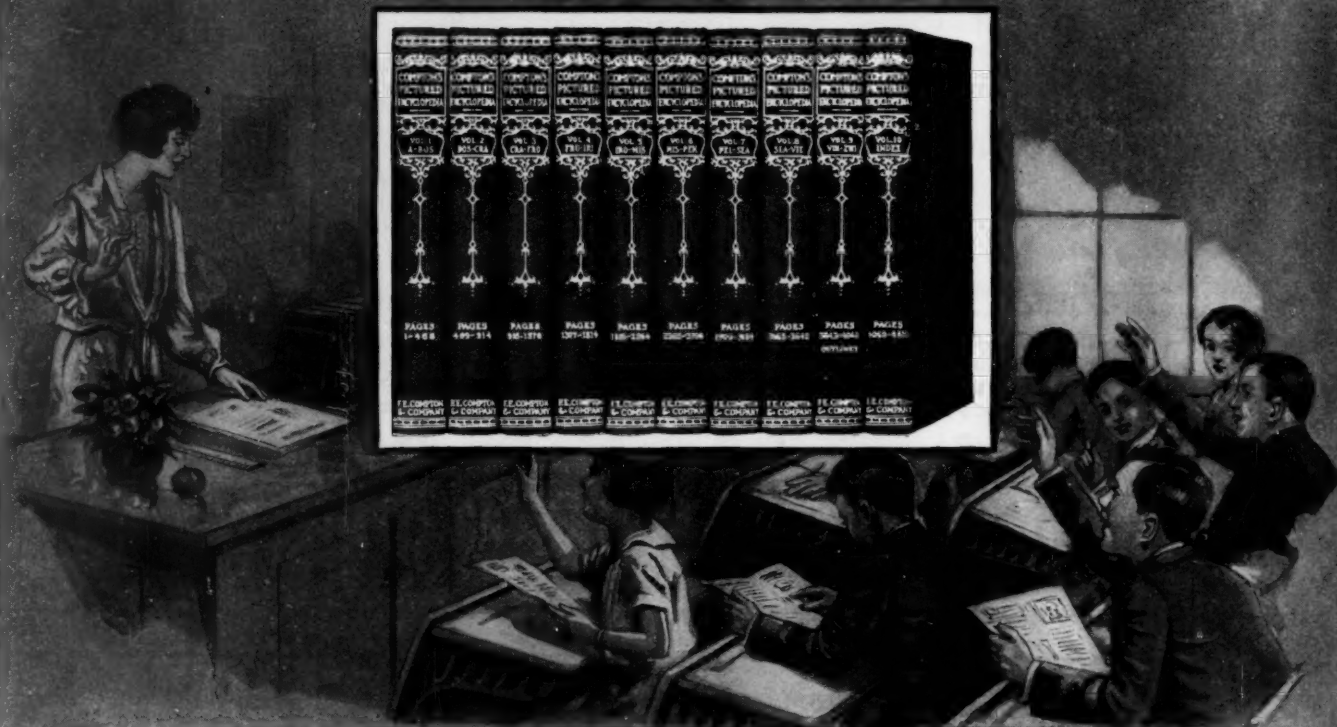
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The Challenge of Childhood¹

MARY MCSKIMMON

ONE HUNDRED and fifty years ago the founders of our government, in words that shall not perish while the English language is spoken, laid with an exalted courage seldom equaled in human adventure that foundation stone of our liberty upon which the lofty turrets of a great and free people have been reared. Our beloved and beautiful word, education, does not appear therein, but the soul of the American people has found it implied in every one of those noble sentences, for no people crippled by the bonds of ignorance could either attain or preserve the independence this great Declaration was pledged to accomplish.

Twenty-six of the signers were college graduates; others had been educated at home. Every word that has come down to us from the stately language in which the document was couched to the fragments of their discussions, which by devious paths are yet our inheritance, bespeaks the masterly power of thought and expression in noble speech that is the possession of the trained mind alone. The three of the signers from Massachusetts, besides Benjamin Franklin, of Pennsylvania, who had received all his schooling there, had been members of the first public school in the Colonies, the Boston Latin School started in 1635, made a public school by public taxation for its support in 1647. I have heard Edward Everett Hale say that their signatures on the Declaration were faithful specimens of the penmanship taught by the schoolmaster, Nathaniel Williams. Public schools had already begun to make a mark that was to last.

Sixty-nine years ago the National Education Association was born in this same great city. What was its object? Here is what they said in the Proceed-

ings for Organization: "We call to all practical teachers who are willing to promote the educational welfare of our



MARY MCSKIMMON at her summer camp in Maine, where she rested after her year's work as President of the National Education Association. Newly-elected President Blair had a hearty response from the Assembly when he suggested that had he chosen the time of his coming into office he would have removed it several degrees from the administration of Miss McSkimmon. He had given gracious tribute where everyone thought it richly deserved.

country, by concentrating the wisdom and power of numerous minds, and by distributing among all, the accumulated experiences of all who are ready to devote their energies and contribute of their means to advance the dignity, respectability, and usefulness of their calling; and who, in fine believe that the teachers of the nation should be gathered into one great Educational Brotherhood."

There is not the slightest reference to the child that gave these dignified work-

ers their excuse for working. The dignity, respectability, and usefulness of their calling seems to be wholly apart from any solving of problems arising in the teaching of children. Do you suppose they dreamed that they had any responsibility for the misbehavior of the children of the next generation, pilloried by that keen satirist, William James, in "Daisy Miller," whose naughty little brother stands out for all time as a specimen of the age? Do you not believe that if in that far beginning they had undertaken to study the material with which they worked, the children in their schools, that the emolument and dignity they craved might have come a little sooner? That is the thesis upon which the program of this, the third meeting of the Association in Philadelphia, is based.

The challenge of childhood is the sevenfold one so often held to our united attention by the gifted editor of our JOURNAL and now woven into the consciousness of this great army of the National Education Association. It is because we have already accepted this challenge that we are no longer alien sections or states or counties or cities but a united educational system holding common viewpoints. Any one of us may cross the continent, visiting a school every one hundred miles, and in every school find himself among friendly children with a feeling of perfect ease and contentment. The year has given me this opportunity, one of the most delightful that can ever come to any teacher.

Everywhere that this golden trail has led me, I have found this remarkable truth—the children are unfailingly like those I left behind in all the realities of life. Once in a while the accent or vowel values of the words of the teacher made me conscious of how different my Yankee speech must sound to her, but the children seemed unaware of any dif-

¹ Presidential address before the National Education Association, Philadelphia, Pennsylvania, June 28, 1926.



ference. They listened with the same kindly indifference to certain professionally important platitudes, as untouched as my own, but kindled with eager joy when life—earnest, vibrant life—arrested their attention. I have no doubt that the service rendered by William Dawes at the time of the daring drive to Lexington and Concord was as important as that of Paul Revere, but I can testify that the poet has made Paul Revere the beloved heritage of every American child with whom I have talked. This thing is sure: the deeds that led to the signing of the Declaration of Independence are the common bond between the children of the American nation.

How the study of the problems of childhood have united us! Is anything in this Association more worthy of our earnest wonder than this spirit of being one in heart and mind throughout the land? We have no national system of education and yet with these common ideals and common aspirations born of thoughtful counsel for the solving of our mutual problems, we are coming into a new unity. One of us may go from Eastport to San Diego to teach and find the waiting task essentially what was left behind. Through this mingling of teachers in our Association of all rankings, in working together on committees, in departments, in the groupings about common interests, we are developing a system of education that is beginning to take on a national color and is hastening the day when as a nation we may lose our provincialisms and learn to take a more inclusive point of view.

The first note of the challenge is health. Has the school answered this challenge? What more gigantic task has it ever faced so unflinchingly? Through requiring vaccination for admission to school, smallpox is no longer a horror to be reckoned with. The Schick immunization has already protected children from diphtheria wherever it has been applied. All schools are teaching cleanliness and the great help that milk, as diet, renders the growing child. There is ready response in this country to demands for clean teeth ever since our boys paraded Piccadilly and Trafalgar Square and heard the delighted populace cry, "Smile, Sammy, Smile!" Even the primary child knows

what his weight ought to be, and the value of fresh air day and night, and sunshine, and play.

When the National Congress of Parents and Teachers started the campaign for the round-up of the five and six-year olds in thirty states last summer, that every little beginner might be ready for school in the fall, a mighty public American object lesson was given to all communities. There is hardly a state in the Union that is not lined up through its boards of health to carry forward the means of making one hundred percent of our little beginners fit to go to school this fall. But you will have to take your year's pilgrimage up and down this land to see the glory of the new school buildings of today set in their ten, sixteen, and twenty-acre playgrounds and realize the sensible uses these great breathing places are being put to. No wonder we are told that the child born today has a safe hope of adding twelve years to the span of his grandfather's years. In the progressive school systems, the old textbook study of anatomy, physiology, and hygiene has already given place to health education. Health habits are taught and tested. Health examinations are being slowly but permanently established. Following the examination comes a suggested follow-up program for correction of remediable health defects, such as malnutrition and functional disorders caused by bad posture, all of which may be tested and corrected in the school, while the more serious health conditions that require medical or surgical care are brought to the attention of the home.

The second challenge of childhood is for skill in using the tools of learning. The schools have always known their value. No one today can observe education long without knowing how much better the children gain possession of these tools than those of a previous generation. The Springfield tests of 1846, given recently to the Massachusetts children, have shown vast improvement in both accuracy and knowledge in arithmetic, spelling, and geography by the children of today. Our boys and girls probably read one hundred pages today for one read by their grandfathers. We have learned that the eye can be trained to increase its natural rate of motion, and we are helping children to

increase their speed for informational reading. But when it comes to real literature, the great and beautiful words of poetry, the treasure that is our inheritance and our birthright, let us take time for that seed time of the soul, of which Wordsworth sang.

The teachers of America are meeting with increasing purposefulness the challenge of the children for tools. They remember what A. C. Benson says of Bishop Westcott. The old idea of education was to induce our pupils to accept the gold coins of our own wisdom by trying to transfer them from our pockets to theirs. We know now that the only way to educate is to show the child where the ore is and to place in his hands the tools that will get the ore from the mine. We expect our pupils to free the gold from its dross and coin it for themselves.

Our next challenge is home membership. Our classes in domestic science, woodworking, repairing, interior decoration, cooking, serving, home furnishing, study of harmony of color, textiles, and laundry work show the widespread interest in making opportunities for children for having a share in helping to make homes beautiful, and to take that interest in their improvement that indicates a remarkable economic betterment. One of the finest fruits of the nature study in our schools is the increasing delight in the care and protection of bird life. And when our boys and girls have toiled over their own little gardens, their neighbors have a protection from the old lawless depredations that no iron wall could have given their treasured roses and lilies of the old day. Do you think people realize what it means today that priceless treasures of shrub and blossom grow absolutely unprotected by the old fence or wall of the past generation? This is a real test of right-minded home membership.

And the very courts themselves pay tribute to the decrease of juvenile delinquency. Our scientific measurement has helped us understand underlying causes of delinquency in children that could not be arrived at without this great service. As the variant is now being understood as never before, what wonder that the records of fourteen cities taken from the report of the Children's Bureau of the United States Department of



Labor shows a decrease in juvenile delinquency in every one, and is especially marked since 1920. Rightminded boards of education are providing opportunities for developing such abilities as the least-favored child possesses, and the gifted one, as important a problem as the other, is being studied and understood and given the chance to learn those experiences in knowledge and the society of his contemporaries that shall give the power of leadership for which he was endowed. Children are better school members with their willingness and efficiency in taking on responsibility for the bettering of conditions therein. They are better members of the neighborhood and the playground. Surely they must be increasingly more helpful, more thoughtful, more efficient members of the home.

What of the challenge of citizenship? The school is more interested in this subject than ever before in the history of American education. How much more intelligent it is to emphasize those principles of government by putting them into daily school life than to depend upon the learning of bare facts from a textbook! How our Good Citizen clubs help in serving the school by caring for playgrounds, lawns, and shrubbery, our Patrol clubs, helping younger children to cross the streets safely, taking charge of classes entering and leaving the building, serving at fire drills, having responsibility for the care of lunchrooms and corridors, doing the faithful service of a devoted citizen for the safety and beauty and well-being of public property; all for service and nothing for reward! Isn't this a splendid foundation for the discussion of civic problems in the classroom? It is hard to believe that our pupils thus trained will not show by means of the ballot the appreciation of the great principle of self-government for which our fathers died. If the same indifference to the duty of each citizen's responsibility to the faithful exercise of suffrage should go unchecked by every means possible in the schools, then shall we indeed be failures and unworthy of our great inheritance. May a great light be kindled within us and passed on to the generation now in school, whereby we may both see our responsibility to meet the challenge of a loyal citizenship that will preserve and develop the inestimable blessings of life under the Constitution of a land

where opportunity to achieve and to be gleams like Sirius in the crystal air of a January night.

And what about the challenge of leisure? If we have not in the past been so keen about this, it is because we hardly know it as a reality in our own profes-



UEL W. LAMKIN, who was elected to membership on the Executive Committee of the Association at Philadelphia, has been president of the Northwest Missouri State Teachers College at Maryville since 1921. He was born in Missouri and has served as high school teacher, principal, state inspector of high schools, county superintendent, and state superintendent of public schools.

sion. To most of us, the summer vacation means attendance at professional classes either as teacher or student, or returning to the old home to care for invalid parents or assist in lightening labor for others. It means preparation and study during the spare moments of term time, or it means giving special help to some backward pupil. The more the school fills its supreme place in the community, the less chance there is for a leisure hour. If all our pupils were to become members of our profession, the use of leisure would not be a problem to consider; it would take care of itself.

It was a wise old priest who said, "I give my forenoons to God; I give my afternoons to my fellowmen, and I give my evenings to myself." We know that work, service, play—all are needed for any adequately rewarding life.

Each has borne a part
And that a needful one
In making up the calm existence that is mine,
When I am worthy of myself.

There are those of us to whom books, through the noisy turmoil of our busy days, make the same appeal that the bubbling spring of cold water does to the parched traveler. No worthier effort can engage the teacher than awakening this love. Given eyes that see correctly, with training to read rapidly enough to satisfy the hungry mind, I believe all children may become possessors of this unmatched blessing. We must give them wide experiences in order to help them find their own stride. Did you ever know a boy who would not kindle to that alien world—poetry—through the magic of Alfred Noyes' "Highwayman," of Kipling's "The Bell Buoy"? They get away from the limitations of the noisy tenement district as they haul up the big cod into the Gloucester schooner in "Captains Courageous," and it is hard to keep from envying Stevenson, whose power to appeal to the imagination enlists every child to embark with old John Silver and the rest and sail joyously forth to Treasure Island. If you have never tried them on biography, you will get a real surprise. "Up from Slavery" is an unflinching lodestone; so is "The Iron Puddler," and the "Americanization of Edward Bok."

No teacher who can walk with children into the field and woods, showing them the amazing plan by which the wild Iris or the fascinating Lady's Slipper solves its problem of fertilization; no one who has ever taught the children to listen to the song sparrow or the bobolink has failed to give seeing eyes and hearing ears for the later hours of leisure. And to show them noble Orion marching up the winter sky, following the Pleiades and Hyades into the zenith, will give the thrill that lasts while life lasts to those whose eyes have been opened to a matchless world of beauty and delight. The day is not far distant when whole communities will unite in beautifying desolate and ugly school grounds, laying out fields for outdoor sports, where every resident in the community may feel ownership because he has had a hand in providing an opportunity for community play.

What answer shall the American



school make to the challenge of developing noble character? Through the better adaptation of the school curriculum and its recognition that children have bodies as well as minds, the old importance of the discussion of discipline and punishment has passed. Initiative, leadership, responsibility have taken the places of coercion and autocracy. Nature study has abolished thoughtless cruelty, and school gardens have established respect for the property of others. Scientific mental testing has discovered the moral imbecile and has delivered the school from his baleful influence. The aid of the invaluable psychiatrist is helping boys and girls to solve their problems of maladjustment to the school, arising after bad conditions and experiences of broken home life or wrong treatment in preschool age. What untold blessings to the school have thus been wrought. The school children of a good school are better behaved today probably than children have ever been, in their attitudes toward dumb animals, toward each other, their teachers, and the world at large.

But enduring character is deeper than a casual live-and-let-live indifference. The kindly gesture toward his fellow beings must be wrought into habit that shall last and dominate his life; that shall be the conscious expression of right decisions made habitual, a source of power when his temper, or prejudice, or fear, would paralyze his will and chain power of right action. This growth in judgment and self-control in respect for law and the rights of others is not an achievement of days or months. It is a slow growth at best, for humanity is only in its cradle stage of self-government, and the constitutional democracy of our own land has not yet learned how to implant respect for the laws even in the hearts of the very men who have made them.

This slow growth in the elements of character needed to insure the safety of our kind of government is the unanswerable argument for the school age to be prolonged until that character which shall make right-minded citizenship has been developed. It is sometimes a slow growth. We have placed a standard of attainment in subject-matter achievement that must be reached before boys and girls can leave school. We must see to it that years enough under the competent guidance of skilful and devoted teachers are allowed to give all children experience in putting into action again and again those great principles of conduct that are the guaranty of good character. It is the boy leaving school with

unformed character who becomes the tool of unscrupulous men, and too often a criminal before the law.

Our Association mourns today the recent death of Dr. John F. Sims, the chairman of the Committee on Child Labor. We recall his real grief at last summer's meeting when his noble words rang out: "Opponents of child labor sacrifice childhood to money, education to cheap production and the amassing of wealth. They foster greed in the strong, hatred and discouragement in the weak."

I AM NOT GOING TO TRY to express to you the sense of wealth unbounded, wonderful, that I take away with me from my year's chance of service for you and with you in this great organization of which we are all so proud. I thank you everyone. I call many people, whose names alone were known to me a year ago, my friends, and I thank you all over this land for all that you have done in trying to make me more worthy of the opportunity that I have to go back to my own children and meet their challenge.—Statement by Miss McSkimmon to the Representative Assembly as the hour of her retirement from the presidency drew near.

The recognition by Congress in conserving the childhood of America marks an epoch in our constitutional history fraught with wholesome, far-reaching results. Who can estimate the value of the child, the potential ruler and worker of the future? Let us be loyal to him.

"It is the function of the present generation to conserve the interests of the children so that in the springtime of life they may have abundant opportunity for the training that will so develop them that they may later discharge in full measure the duties and responsibilities of American citizenship."

The gracious soul of the man whose words remain to us has gone on its everlasting reward. We pay tribute to his noble service for the childhood of this land.

If we cared for the children as he cared for them, we should have come nearer accomplishing each in his own State what he so grandly won for Wisconsin. He lays upon us the challenge, the pitiful appeal of every child in the dreary drudgery of the mine, the exhaustion of the beet field, the deafening weariness of the factory, and the benumbing, stupifying toil of the mill. Rich and prosperous America will not long consent to receive dividends paid by the sacrifice of ambi-

tion, by the cost of health, by the price ignorance exacts. All right-minded citizens of this land will respond to our interest in the citizenship of tomorrow when we have that desire so alive in our own hearts that it springs forth like sacred fire, for the warming of the failing courage of young lives, bearing burdens too heavy for such tender years, and cut off from the one shining light that alone can illumine darkened minds, the beacon light of education. To whom shall the neglected child look if not to this Association of our country's teachers? We shall not fail you, neglected, forgotten, unschooled children of a favored land. I bring violets of loving reverence to the memory of the devoted love of John F. Sims.

Therefore bring violets. Yet if we, self-baulked,

Stand still, a-strewing violets all the while,
These moved in vain, of whom we have vainly talked.

So rise up henceforth with a cheerful smile,

And having strewn the violets, reap the corn,
And having reaped and garnered, bring the plough

And draw new furrows 'neath the healthy morn,

And plant the great Hereafter in this Now.

On that very first day of the first meeting in August, 1857, when the forerunner of our great Association came into existence in Philadelphia, in the opening address of Mr. T. W. Valentine, of New York, who had issued the call for the meeting, we find these significant words: "I trust the time will come when our Government will have its Educational Department just as it now has one for Agriculture, for the Interior, and for the Navy." Surely these interests cannot be more important than those which pertain to the intellectual and moral welfare of our people.

The forty-one brave men and the two braver women of the founders of this Association have given the finest evidence of their clear insight as to means to the great ends they sought to "promote the educational welfare of our country by concentrating wisdom and power of numerous minds, by distributing among all the accumulated experience of all." I ask you if that does not sound as if it were taken from the *Congressional Record* at the time of our February meeting. Shall we deny the faith of the founders? Shall we leave to those coming after us the work that ought to be done by us, today, in order to give the "dignity, respectability, and usefulness" that they pleaded for, to this great absorbing thing

we call public education, the fourth leading industry in America? We know our needs are stupendous in importance today, the needs of research and the dissemination of its findings; we know the prestige that will be attached to the utterance of the Secretary of Education, for there is no one today in the whole field of education who has the authority to speak for all, whose utterances automatically demand attention, as coming from the Cabinet of a President. If we can only hold to the faith of that far beginning and the truth we know of education's great need of having the authority to appeal to men who are doing the great work of our land but who do not yet take the problems of education seriously, we shall arrive, the goal shall be won, not by the work of gifted leadership alone, illustrious and inspiring as ours is, but by the common service of every single member of the great organization.

When Commander Byrd and Pilot Bennett were nearing the pole, where no human being had ever traveled through the air, in that ghostly land of ice and snow, silent save for the whirring of the Fokker, they discovered a leak in the oil tank. Bennett remarked that it looked bad. "But," narrated Commander Byrd, "we decided to continue on to the pole and to decide what to do to the leak afterwards." We seem to

have been sixty-nine years worrying about the leaks people point out in our plans. Let us forget them all, and get on to the pole!

We have built splendid schools for carrying on the education of our children. We have equipped great normal schools and teachers colleges to train teachers for them. We have awakened to the importance of the preschool child, and with the parents we are studying the laws of physical and mental hygiene to prevent the waste of unnecessary disease. Our great playgrounds resound with the shouts of happy children. We are holding our youth to high school and college that it is the despair of boards of education to try to keep up with the great young army seeking more, and ever more, schooling.

A few days ago in a school belonging to the county in Massachusetts in which Horace Mann was born, an eighth grade class in current events contributed their discoveries. One lad arose with his offering. "The National Education Association will hold its annual meeting in Philadelphia June 27 to July 2. The program is based upon this subject, 'The Challenge of Childhood to the Teachers of America.'" A silence filled the classroom for a moment. The teacher spoke, "Why do you suppose that subject was chosen?" "Probably they are going to count up the achieve-

ments of the American people because of the lessons all those teachers have taught," said George. "I think they will want to talk about what they can do to educate the children to become better citizens of America," said another. Then spoke still another, "I think they will talk about what kind of men and women we ought to be because of what our teachers have helped us to become."

Yes, dear children of our America, what you shall win of greatness and wealth, what wisdom and insight you shall bring to the Government of your great heritage, what character you shall grave on the world, all these developments of your life shall have the first place in the service that crowns our days. Our hearts, our hopes are to be forever realized in this great adventure of yours that lies just beyond tomorrow's gates.

Girt with the fragile armor of Youth,
Child, you must ride into endless wars,
With the sword of protest, the buckler of truth,
And a banner of love to sweep the stars.

About you the world's despair will surge;
Into defeat you must plunge and grope—
Be to the faltering an urge;
Be to the hopeless years a hope!

Be to the darkened world a flame;
Be to its unconcern a blow—
For out of its pain and tumult you came,
And into its tumult and pain you go.



THE MEETING of the Department of Superintendence at Dallas, February 27 to March 3, 1927, promises to attract unusual attendance. School executives in the southwest will wish to attend because the meeting is near. Executives in other parts of the country who are not familiar with the great southwest will wish to take advantage of this opportunity to see an important section of the country and one of the finest cities in the new world. This photograph shows the Fair Park Auditorium which will house the larger sessions. President Randall J. Condon has the program for the meeting well under way.

The Challenge Eternal¹

WILLIAM MATHER LEWIS

President of George Washington University, Washington, D. C.

THE CHALLENGE of childhood to the teachers of America; that is the keynote of the Sixty-fourth Annual Meeting of the National Education Association of the United States. How fitting it is that that keynote should be struck for the first time in the quiet of this Sunday afternoon, and in the shadow of the nation's most historic structure through whose ancient halls there pass in solemn majesty the great ghosts of those who fashioned a government unique in history; a government founded on the ideal of equality of opportunity for all. For the challenge of childhood to the teachers of America is a spiritual challenge and a patriotic challenge.

It is not a challenge peculiar to any time or to any land. It is the challenge of all the childhood of all the world, demanding its inalienable right to live the life more abundant; appealing to us that the heaven which lies about them in their infancy shall not be taken from them and for it substituted the materialism and narrowness and hatred which through no fault of theirs may blight the promise of unfolding life. It is the challenge flung out twenty centuries ago by the little Son of the Carpenter, stealing away from his parents to confound with his philosophy the leaders in the temple: "Wist ye not that I must be about my father's business?" Soon indeed, must each child in the world be about his father's business; taking up the tasks which tired hands lay down, stepping into the ranks of industry and of the social and political life of his community, carrying on for good or for ill, crystallizing tradition, writing new pages in the story of a nation's life.

¹ Address before the vesper service of the National Education Association, Independence Square, Philadelphia, Sunday afternoon, June 27, 1926.

To us is given the opportunity and the responsibility of interpreting in ennobling terms the meaning and the true business of life. Well may we recall the words of the ghost of the miser in Dickens' "Christmas Carol" who, when reminded by a friend that he had been a



WILLIAM MATHER LEWIS, *vesper service speaker in Independence Square, Philadelphia, at the opening of the Association's great convention. Would that every teacher in America could have heard his ringing words in that historic setting! As president of George Washington University, Dr. Lewis is helping to carry out the interest of the First Great American in education.*

good business man, cried out in anguish, "Business! Mankind was my business! The common welfare was my business! The dealings of my trade were but a drop of water in the comprehensive ocean of my business!"

What a noble and practical definition that is. How it answers the challenge of unspoiled childhood; how thoroughly it depicts the lofty idealism of those who once stood where we meet today. William Penn; Benjamin Franklin; David Rittenhouse; John Hancock; Thomas Jefferson; George Washington—each as his name is called responds with courage and with humility, "Mankind is my business." And we of a later day, if we are true to the ideals of our profession, call back to them across the years, "Mankind is our business."

And such a little time has passed since they wrought that it should not be difficult for us to be kindled by the spirit which fired them. The foundations of Independence Hall were laid in 1731, just a year before George Washington was born. Here he was chosen Commander in Chief of the Army in 1775. Here on a summer day in 1776 the Declaration of Independence was adopted. From this tower the Liberty Bell proclaimed the glad tidings. And on that bell today we read those words: "Proclaim liberty throughout all the land unto all the inhabitants thereof."

And how may liberty be proclaimed? The Greatest Teacher of all time said, "Ye shall know the truth and the truth shall make you free." Knowledge is the basis of liberty; knowledge and the abiding determination to find the truth, wherever the search may lead.

William Penn in his plan for government specified that there should be a Committee of Manners, Education, and Art. And in 1683 the assembly adopted an act directing that all children should be taught to read and to write by the time they were twelve years old and that they should then be taught some useful trade. The desire for intellectual free-



Island Harbor, Lake George, N. Y.

dom in America antedated the desire for political independence.

If the influence of environment means anything, it should mean that today, standing upon holy ground, we dedicate ourselves to the task of promoting intellectual freedom, and love of country, and reverence for spiritual verities among those whose future depends so largely upon our unselfish devotion to the task of teaching.

We cannot escape our responsibility by a cynical attitude toward our charges. The normal child is teachable. It is a wise educational maxim which states that where nothing is learned, nothing is taught. It is the glory of George Washington that he took raw, ignorant, and undisciplined soldiers and developed them into a victorious army. We cannot groan beneath the constantly greater burden which is being thrust upon the school by the home and those other agencies which at one time played so great a part in the broader education of the child and which now are more and more unmindful of their responsibilities and their opportunities. The so-called "youth problem" is no more serious than it ever was; it is the whole social problem which is more serious; the drifting away of the adults from those standards of conduct, from loyalty to those virtues which gave our ancestors that moral fibre and spiritual buoyancy which enabled them to fashion a republic out of a wilderness. And this shifting of standards is only an added challenge to the teacher; only an added opportunity for serving childhood to the end that manhood may be strong, and true, and fine.

In "As You Like It" Shakespeare pictures life as divided into seven periods, depicting in our progress from the cradle to the grave seven epochs. In the realm of education there are also seven ages: the preschool age; the kindergarten age; the elementary school age; the junior high school age; the senior high school age; the college age; and the professional or graduate school age.

We have been more concerned with giving the child some knowledge in each of these ages than in directing and aiding his transition from one to another. We have neglected the periods of adjustment; and the periods of adjustment are the most important and fateful in life. We have devoted our attention to preparing our students to enter a more ad-

the necessary readjustment." Every one in some degree experiences similar difficulty. The successful in life are those who have the power and the vision to make adjustments. The failures are those who have not that power.

And adjustments are not made intuitively. The child passing from the preschool age to the kindergarten age, thrown with other children outside the family for the first time, has no experience which will guide him in setting up the proper relations. Nor does the youth passing from the regulated program of the high school to the free-life of the college have knowledge of his new experience which will carry him to success. The organization of the confederation of the colonies after the Declaration of Independence was faulty because of a lack of precedents, and the finally successful form of government was accomplished only after repeated mistakes and disappointments.

We are not without precedents in educational development. We know the difficulties, the obstacles, and the problems which our children face in passing from one epoch to another, but yet we have not made this knowledge available to them and as a result the student mortality is vastly greater than it should be. The challenge of childhood to teachers is a challenge for guidance in transition periods even more than in the routine work of the school year. The vacation problem, the problem of orientation in the first weeks of the school term—these are points which if neglected will lessen our effectiveness as creators of an intelligent citizenry. No matter how finely constructed are the railroad coaches, they will not travel out of the station unless they are properly coupled to the engine and to each other.

A further challenge of childhood to the teachers of America is one which involves the question of mutual confidence and understanding without which the work of the classroom loses its vitality

PATRIOTISM

HERMAN H. HORNE

Put your life as well as your vote
at the call of your country.

"America First,"—in service, not in
mastery.

Take all the "riot" out of the
pat-riot-ism.

Respect other nations as you would
have them respect your own.

Intelligently determine your coun-
try's wisest policies.

Obey, while seeking to improve,
the laws of the land.

Take your own part in increasing
the common good.

Introduce more morality into di-
plomacy.

Share in the common purposes of
American citizenship.

Make the welfare of humanity your
country's first principle.

vanced grade or a higher school rather than directing them how to meet life. We have been remiss in every one of the seven ages of education in explaining to the youth who enters each what is before him, what is the purpose of the particular educational epoch and how he can best suit himself to its exigencies.

Booth Tarkington relates that "an old convict 'lifer' who had never been outside the penitentiary since he was twenty-two came out at sixty-three a free man. He was out three days and three nights but was back on the fourth morning asking the warden to lock him up again. He could not adapt himself to the new world but fled from it in terror, shirking the too great pain of



Lake George, N. Y.

and education becomes a mere form. The real teacher never uses the power of official position to take advantage of those over whom he has brief authority. The real teacher eliminates those artificial barriers which separate the adult from the child mind. Judge Lindsay went to the root of the question in saying, "When you seek a boy go after his heart. But you can't get his heart by sending him to jail and you can't win him by an act that is puerile and weak. Learn to sympathize with him. Sympathy is the divinest quality of the human heart." Confidence and affection conquer where authority and regulations fail.

Pestalozzi founded his philosophy upon this thought and the note which he sounded in education is the one we like to think distinguishes the modern school-room spirit at its best. Many a successful man looks back with affection to some teacher who quickened into life his best qualities and who led him away from absorption in the petty and the commonplace to the hills of vision.

The challenge of youth to the teachers of America is again the challenge of those hungry for a constructive program by which the spiritual elements in life may best be developed. "Ye shall know the truth and the truth shall make you free." He who enunciated those words struck straight to the heart of the great social and spiritual problems. He tore away the husks. He did not concern himself with the nonessentials of faith. Today, however, certain zealots are raising an issue which does not exist in fact. There is no conflict between science and religion; only between certain men in the field of science and certain in the field of theology. Whether or not the earth was created in six literal days or six ages is an interesting subject of contemplation but it is of little spiritual significance to him whose religion is a personal and living thing. The question of whether man developed from a rib or from an ameba is one for which a definite answer can be found, but in the meantime it should not engage much of the time that the truly devout devotes to religious thought. He is wise if he accepts the handwriting of the Almighty on the stratified rock of the eternal hills; if he deciphers alike the papyrus record and that first autograph written when

O'er the wet sands an insect crept
Ages ere man on earth was known
And patient time, while nature slept,
The slender tracing turned to stone.

He will seek to learn the law of nature rather than attempt to repress such learning by man-made law, knowing full well that one might as well attempt to sweep back the Atlantic with a broom as to stop the consideration of evolution by legislation.

The challenge of childhood to the teacher is to lead them to the realization of the essentials of religion and the contemplation of the undeniable fact that the philosophy of the Galilean is, as it has been for two thousand years, and ever will be, the greatest motivating force in the progress of civilization.

Finally, the challenge which comes to us is that we mold effective citizens for our community and our nation. H. G. Wells has defined education as the preparation of the individual for willing and intelligent participation in the affairs of the world. A state or city which provides opportunities for the higher education of its youth has a right to expect returns on this investment in the form of intelligent and devoted citizenship. It is the shame of a nation dedicated to the principle of universal suffrage that we lead the world in stay-at-home voters. President Coolidge has recently pointed out that in the last two elections only fifty percent of the American voters expressed at the polls their choice for president. This does not compare favorably with Great Britain where recently seventy-six percent of the electorate voted, and with France where seventy percent voted. Eastern Canada has a million less population than New England. It casts from a quarter of a million to a half a million more votes. In the United States the proportion of the highly educated who neglect their voting privilege is disproportionately high. If the republican form of government is still an experiment it is because of a lack of interest in the application of its principles, not in those principles themselves. It is because we refuse to think in political terms. We are given to stressing the thought of what education offers the individual but not enough what the educated individual offers the community which made his opportunities possible. Those whose bleeding feet reddened the snows at Valley Forge were inspired by the thought, "What can I do for my country?" Today too much we are reversing this inquiry and constantly asking, "What can my country and what can my government do for me?" No nation where such an attitude is prevalent can live up to the ideals and the

visions and the hopes of its founders.

It was my privilege two years ago to speak on Washington's birthday to the Boy Scouts of Washington at Mount Vernon where each year they go to lay a wreath upon the tomb of the First Great American. And as we stood there awaiting the procession there came a little group from an Americanization school, representing perhaps a dozen nationalities. From this group there stepped a young man bearing a small wreath. Laying it against the grated door, and with tears running down his cheeks, he said, speaking in broken English, "George Washington, you are dead. You cannot speak to us but you can speak to God. Speak to God, George Washington, and ask him to make us good citizens of the country which has done so much for us."

The challenge of childhood to the teachers of America? That is the challenge—that we should so train our youth that from their hearts as well as from their lips there shall go up a prayer of loyalty. This great army of teachers gathered at the cradle of independence on the occasion of the Sesquicentennial of the adoption of the Declaration of Independence will have gone far to meet the challenge of childhood if in the sessions of these coming days there shall arise a spirit shot through with the ideals of the founders of America; if earnestly and devotedly we turn our attention to blazing paths along which the children may go into the sacred places where they may meet their God, into the forum where they may strengthen the hands of good government, into the abundant life where liberty and happiness shall be theirs.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."

ATHEISM, agnosticism, and materialism, are the evidences of a puny and benighted intellect, circumscribed in its activities, paralyzed in its functions, and blind to the multitudinous manifestations of God, as seen in the fields, the flowers, the forests, the skies, the tinted clouds at sunset, "Aurora standing tip-toe on the misty mountain top," the birds, the beasts, the cascading mountain streams, and most incontrovertible proof of all, Man, himself, patterned after the image and likeness of his Maker.—Nicholas T. McNeil.

Introducing the New President

IT is the morning of July 2, 1926. The first floor of the beautiful Academy of Music at Philadelphia is filled with delegates seated by states. In the gallery and boxes are members and friends of the Association. The Representative Assembly is coming to the close of the last of a most successful series of sessions. The time is at hand for the presentation of the newly elected president. The election has been fairly close—523 votes against 457. The total vote is large. The friends of the candidates have been active. The keynote of a new year is about to be struck. The spirit of a new leader is soon to reveal itself. Mr. Lamkin of Missouri approaches the platform.

Mr. Lamkin: Madam President: When I came to Philadelphia on Monday I found a group of Missouri teachers, aided by friends from other parts of this country, engaged in a movement to make me the President of this Association. I think it is to their credit that they got nearly forty-six percent of the vote of this Association for a man who lives in a town of less than 5000 people and whose institution serves a community larger than your state of Massachusetts, in which there is but one town of more than 6000 inhabitants, and where seventy-eight percent of the people live in districts classified by the census as "rural."

I think it is to their credit also that, as Dr. Condon said yesterday in regard to an old miner, if you will follow their trail during the past few days you will find nothing to be ashamed of.

Speaking for myself and for them, I wish to say there are no sore spots to be healed, and that Missouri and Missouri's candidate will give the most loyal support possible to that distinguished educator who is to be the President of the National Education Association for the coming year. This is no time—when we are answering the challenge of childhood—this is no time to consider personal desires or ambitions, and I want the opportunity of congratulating this Association upon its choice, and I crave the privilege, Madam Chairman, of moving that the election of Mr. Blair, of these candidates for vice president whom you have heard named, and of Dr. Smith, be made unanimous. (The motion was carried and the officers unanimously elected.)

Miss McSkimmon: It will now be in order for my successor, Dr. Blair, to come to the platform. (Dr. Blair came to the platform.) Ladies and gentlemen, your President for the coming year.



FRANCIS G. BLAIR, President of the National Education Association, 1926-27, has been state superintendent of public instruction in Illinois since 1906.

Dr. Blair: Madam President, members of the delegate body, I think that a newly elected candidate in one respect resembles a patient coming out from under the influence of ether or chloroform. The tendency is to talk at random and say injudicious things, and the best thing would be to confine him for a certain limited time within a room, on the door of which would be written those lines of Kipling from the *Jungle Book*:

There is none like to me,
Said the cub in the joy of his new found skill;
But the jungle is large and the cub he is small,
Let him think and be still. (Laughter.)

But, Madam President, if I had had the choosing in this matter myself, which I did not, although I appreciate the honor to its very core, this gift of one's fellows to the highest position in education within the United States, if I could have selected for myself the time and circumstance of this election, I would have chosen to have come to this office

some three or four times removed from your administration—an administration which has set new standards of brilliance and solid worth in the annals of this Association. (Applause.) And I congratulate you not only upon the great brilliancy and success of this administration of yours, but I congratulate you, Madam President, upon the fact that during your administration the badge of this Association has been the Liberty Bell. As a lad I read about that Liberty Bell and I thought of those cocksure royal governors who sought to perpetuate themselves and their policies irrespective of the desire of the people and what the ringing of that bell meant to them. With that historic background it occurs to me that it would be a fine thing if the Liberty Bell were made the permanent symbol and badge of this Association, to the end that the delegate body and the members of this Association shall always be absolutely free to change their policies and their organization without the let or hindrance of any of the members of the reigning educational dynasty. (Applause.)

To Mr. Lamkin and to the fine people who supported him, Illinois and all those who have been with Illinois extend the most hearty congratulations and the heartiest respect. I wish to assure you, Mr. Lamkin, and the fine people who stood with you from their own election and their own desire, that the door will always be open to you and them in the administration to come, and I can say that I am dead sure that the Illinois bear and the Missouri Lamkin will lie down in perfect peace and unanimity. (Laughter and applause.)

Now, what shall I say to those fine people from dear Alabama down to the Virgin Islands, that helped to take an ordinary paving brick and by their energies lift it up to this great height? I can say to them that it is one of the grandest and most glorious feelings that ever came to me, and that I hope the brick which you have lifted up to these great heights will not arrogate to itself that this exaltation has turned it to silver or to gold, but that it will always recognize the great democratic policy of this organization, that he who is lifted up is lifted up for service, and that his service will be the larger when he consults and moves with the voice and the will of this great Association. I thank you. (Applause.)

The Profession at Work

SECRETARY CRABTREE'S NINTH ANNUAL REPORT, prepared for the Philadelphia convention, emphasizes with new vigor the importance of having the entire profession at work on its problems. It calls attention to the consistent growth in membership as shown by the chart in the center of this page. It notes that, "More than three times as many elementary and high school groups of teachers met regularly last year to study vital problems than during the preceding year."

This notable report strikes the keynote for a new year of work in the following words:

Remember that the greatest battles on behalf of education for democracy are yet to be fought. We have only scratched the surface. The teaching profession must labor constantly to render greater service and to raise the level of teaching throughout the United States to a higher plane. Continuous professional and scientific study is necessary in order that education may meet the needs of our complex and changing civilization. Curriculum construction, more scientific methods of teaching, a better understanding of child life, and equalization of educational opportunity are problems demanding immediate attention. Hundreds of thousands of children are not now getting anything like a square deal. Teachers' salaries, tenure, provisions for retirement, and working conditions are far from what they should be. The professional army leading in the fight for better conditions needs not only the help which comes from the annual enlistment of members but also that which comes from the completed enrolment of schools and the life enlistment of leaders.

High tribute is paid to the professional spirit reflected in the growth of hundred percent schools:

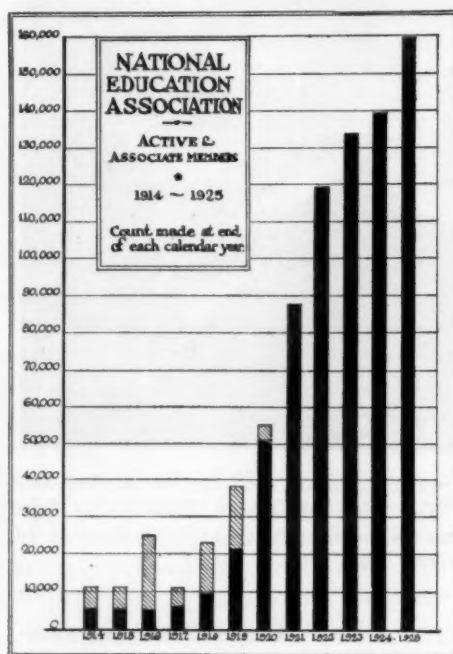
These teachers and principals who give the continuous support of complete enlistments for schools, like life members, are the builders of the profession. Their names will go down to the next generation much oftener than they would think possible as the master masons of a professional structure such as the world has never before known. They are blazing the way. The Association is under deep obligation to them.

The section of the report which deals with life membership is especially interesting in view of the growing desire of teachers to affiliate themselves with the profession for life:

We have been enlisting and reenlisting annually. The movement now is to enlist for life. Life membership dues go into the permanent fund. If members enlist by the hundreds, it will soon mean an adequate

reserve fund for emergencies. It will soon mean that the present headquarters can be enlarged into a fine six-story office building comparable with the headquarters of the National Research Council or of the American Federation of Labor.

Life membership means active membership with dues paid for life. Any active member may become a life member. The democracy of our Association requires that all are entitled to the same privileges and opportunities. Yet the present high character of the list can always be maintained. The



fee of \$100 is in part a contribution, which the selfish teacher will seldom make. The teacher lacking in vision could not make this type of investment. Even the one devoted to his work and to the interests of the profession waits to be invited. He must be impressed with the fact that his contribution will continue for generations to render valuable service to the Association.

Life memberships show permanency of interest and effort. They give assurance to new recruits. They impress the public. They win the confidence of law-making bodies.

The Secretary's summary of the financial condition of the Association shows a remarkable gain during the past two years. The Association is proud of the wide range of activities it has been able to carry on with a small membership fee. Due to depression in agricultural sections the financial statement in June, 1924, showed a deficit of more than \$30,000. It was expected that three years would be required to wipe out that deficit but the report for June 1, 1926, shows the deficit wiped out and

in its place a balance of more than forty-four thousand. This balance is not enough to carry the Association through the early months of the new fiscal year up to the opening of school when the new receipts begin coming in, but it is sufficiently large to reduce substantially the amount that must be borrowed and by careful management during the next few years it should be possible to build up a reserve to cover the Association expenses during the summer months.

The importance of building strong departments at this stage in the Association's growth is emphasized:

The Departments of Superintendence, of Teachers Colleges, of Elementary School Principals, and a few others, have proved the wisdom of having departmental fees and arranging for research in their own special fields. The Classroom Teachers are considering the advisability of adopting the same plan. This enables the department to render a service to members who cannot attend the conferences or meetings through committee reports and yearbooks. To render this service attaches importance to the organization in the eyes of its members and means immediate growth and prosperity. The bylaws in fixing the active membership fee at \$2, presuppose departmental fees to care for special department needs.

In accordance with the Association's historic policy the Report advocates the simpler spellings of the following twelve words adopted by the Association in 1898:

Tho, altho, thru, thruout, thoro, thorofare, thoroly, program, catalog, decalog, pedagog, and prolog.

Other sections of the report deal with the policies of the Association and its stand on the great questions that have been before the nation during the last fifty years as shown by resolutions adopted. Secretary Crabtree's comment on resolutions relating to prohibition is especially significant:

Prohibition—The teachers of the nation of a few decades ago are entitled to a large share of the credit for the passage of the Eighteenth Amendment. They taught the injurious effects of narcotics and stimulants and prepared a generation to stand against the existence of the saloon. This teaching must be continued. If the evil effects of the saloon are not taught, and the other side continues to be held up in the press, we may easily develop in a few years a generation which will undo in a day that which required fifty years and more to achieve.

Repression Versus Expression

JUST WHAT SHOULD A SCHOOL DO? WHAT IS A SCHOOL FOR? To answer these questions requires the statement of one's philosophy of education—that which enables the teacher to see the details of the day's routine in relation to the whole of life. There are widely differing points of view as to what a school should do and how it should do it. From the welter of conflicting viewpoints one discovers that there are two philosophies more or less at opposite poles from one another, and that between these two there are many intermediate points of view. This article attempts to clarify these viewpoints and to present illustrations of how they shape curriculum practice. These two opposed philosophies of education may be sharply defined by stating them in the exaggerated form in which they appear in the box on this page.

Educational philosophies are molds for courses of study. The theory of repression and the theory of expression are encountered again and again in the literature of curriculum construction

CURRICULUM revision as now being carried on by the Department of Superintendence of the National Education Association is the largest co-operative effort in the history of American education. This article by Margaret M. Alltucker, assistant director of the Research Division of the Association, is the first of a notable series on the curriculum. Miss Alltucker has edited the three significant yearbooks which have been issued by the Commission on the Curriculum under the chairmanship of Superintendent Edwin C. Broome of Philadelphia. Out of her rich experience in this field and with a first-hand knowledge of what is going on throughout the country, Miss Alltucker will bring to JOURNAL readers material which may well be made the basis of faculty meetings and group study. The article for November will be *Improving Reading Through Research*.

and methods of teaching. They are the molds which shape the content of our courses of study and their interpretation.

Illustrations of course of study units based on theory of repression and theory of expression. The theory of repression undoubtedly dominated the person who wrote this section of an old course of study:

A DEVOTIONAL REFLECTION

The follies of an early life I see,
Nor aught so shocking now appears to me;—
Those actions never could from thought arise,
Whose only fruits are penitence and sighs!
O! may th' omniscient then the whole impute,
Not to the man, but to th' incautious brute:
Sunk by corruption, and restored by grace.

Excerpt from the 1809 *Reader's Cabinet*—designed for use in schools and "calculated to instruct the mind—reform the morals—and amend the heart."

The theory of expression doubtless directed the person who prepared this excerpt, taken from the foreword of a recently published collection of verses, stories, and essays written by the pupils of Lincoln School, Teachers College, Columbia University.

OPPOSITE POLES IN EDUCATIONAL THEORY

THEORY OF REPRESSION

1. Education is preparation for adult life. It ends when maturity is reached. It is primarily a reshaping, reformatory process for the child, who is looked upon as a bundle of original sin.
2. The aim of the curriculum is to prepare for future opportunities and responsibilities. The curriculum necessarily involves much that is distasteful and foreign to the child's immediate interests.
3. The method of teaching is formal drill on set assignments logically arranged. Rigid discipline molds the child into adult conformity.
4. Training results from acquiring, through memorization, the facts that make up the social heritage of the race.
5. Learning is a cold-storage process by which the child stores up facts and skills for future use.
6. Through education the child is inculcated with accepted doctrines and imbued with the sanctity of established institutions and vested rights.
7. School equipment is simple—a room, a teacher of the drill-master type, a rod, and a book.
8. Child activity in itself has no justification. Childhood is merely a period of intensive preparation for successful participation in adult life.
9. Too much education is feared. Education beyond one's station is to be deplored. Early entrance into industry and the early assumption of adult responsibilities should be encouraged.

THEORY OF EXPRESSION

1. Education is life. It continues throughout life. It is an unfolding process. Spontaneous self-expression is the means employed; and unrepressed child nature is its own best guide.
2. The aim of the curriculum is to stimulate and encourage children to grow by providing for them, through a rich and suggestive environment, activities in which they joyously engage.
3. The method of teaching is following the inner urge of the child which results in spontaneous activity. Freedom and self-expression best develop latent talent.
4. Training results from meaningful activity growing out of the child's needs and interests.
5. Learning is the acquisition of facts and skills essential to the fulfilment of the child's immediate interests.
6. Through education the child is imbued with a spirit of irreverence for blind tradition and a critical attitude toward things as they are.
7. School equipment is varied and attempts to duplicate life situations. The teacher is a sympathetic observer of childhood.
8. Childhood is its own justification. It should be a period of carefree self-expression untrammelled by the demands of adulthood with its unfulfilled anticipations.
9. The more education the better. Through education every child can be brought to a higher level or station in life. The period of youth and school attendance should be extended.

The method we have used to encourage and stimulate the natural powers of young people in this field (poetry, stories, and essays) is quite simple. First is the sure knowledge that rhyme, verse, or poetry, as a means of revealing thought and feeling, is a common mode of expression, that it appears with almost the first articulate language; that, like all early instincts, it thrives under encouragement and success and dies easily under neglect or prohibition; that it grows with practice and improves under guidance, criticism, and sympathetic but well balanced appreciation.

This illustration is typical of a school which sets out deliberately to train children to think and to develop creatively.

Logical arrangement of subjectmatter versus social and psychological. The extreme "repressionist" arbitrarily collects the learning and culture of the past, breaks it up into watertight compartments, called "subjects," and arranges them in sequential divisions running from simple to complex, each logically related to the one preceding. The fact that some of them are possibly not vital issues of the present day does not worry him. Too often the "repressionist" makes the mistake of worshipping the past and the future rather than considering the child's present good.

The "repressionist" selects subject-matter in the hope that some time, somewhere, the pupil will have use for it; and when this occasion arises, somehow, the pupil will immediately take it from his mental cold storage chamber and apply it surely and effectively.

The "expressionist," on the other hand, does not believe in "dealing with futures," or using anticipation as the pupil's chief motive. He selects the content of his course of study directly from the out-of-school interests and activities of children. He considers the subject-matter of the past only when it functions in the life of the pupils. The logical arrangement is of less worry to him than the social and the psychological. According to the "expressionist," the sense of need is the best occasion for study. The child learns best by doing what he wants to do most. "The child is best prepared for life as an adult by experiencing in childhood what has meaning to him as a child; and further the child has a right to enjoy his childhood."

According to the "expressionist" the repression of the traditional school is the depression of the real boy. Or, stated another way, the active boy is in striking contrast to the inactive traditional school.

One's educational philosophy also de-

termines the type of school discipline.

The educational policies of the extreme "repressionist" are colored by the theory of infant damnation. He feels that children must be cured of their original sin, have the nonsense knocked out of them, be molded into shape, and made fit for society. In a school dominated by this theory, children will be so busy keeping quiet that they have little time for anything else. As one small boy observed, in his school, they did nothing but *sit still and behave*.

The "expressionist," on the other hand, feels that the natural impulses of the child are creative, that he should be freed from dictation, given proper materials and an opportunity to use them. The "expressionist" pleads for creative youth, creative effort, and creative adventure. He would not have children turned into automatons by the artificial discipline of drill as an end in itself. Neither would he have them robbed of their childhood by having to conform to adult standards of thought and behavior.

The "expressionist" contends that the most effective learning takes place when interest and pleasure in the results accomplished, rather than the rod, are the driving forces in school work.

Has the thing which is most difficult to learn the greatest educational value? The old doctrine of formal mental discipline justified the inclusion in the curriculum of almost anything so long as it was difficult and abstruse. It was believed that the solution of such problems as the following developed one's understanding so that one could reason correctly on all subjects:

In the midst of a meadow,
Well stored with grass,
I've taken just two acres,
To tether my ass;
Then how long must the cord be,
That feeding all around;
He mayn't graze less or more, than
Two acres of ground.

The "repressionist's" criterion for curriculum material is this: Does it result in proper mental gymnastics? If it does this, it matters not how uninteresting or foreign to a child's experience it may be.

In attacking the problem of curriculum revision is it necessary to be either a "repressionist" or an "expressionist"? Fortunately—No! It is desirable to understand that two opposite poles of educational theory do exist; and that frequently they constitute the real basis of disagreement as to proper procedure in

determining curricula. Both the theory of expression and the theory of repression have much to commend them when stated in their most intelligent form.

Few would deny that most children, at some time in their lives, have to be told to do something and made to do it whether they like it or not. Traffic regulations have to be made and enforced or society ceases to be civilized. On the other hand, there is an important place for the freest possible self-expression in every child's education.

Intermediate points of view. Between these two extremes in educational theory are various degrees of liberalism and conservatism. According to one intermediate viewpoint, the teacher is a trained observer who guides the interests of her pupils into activities that are purposeful and that have social value. In other words, it is possible for a child to engage in activities which elicit his wholehearted enthusiasm, which develop his latent powers, and which help in training him to greater social usefulness. According to one writer, children's spontaneous interests and activities may be led to a recognition of real need for reading, writing, number, language, for historical and geographical material, and for other types of classified knowledge, which too often are presented formally, and as though they were ends in themselves. A curriculum in terms of concrete, purposeful material does not mean a rejection of the subjectmatter of the Three R's. Real life experience can be made the occasion for studies in formal subjects. This requires guidance. The conservative intermediary holds that "Unguided action rarely means progress." Guidance directs self-expression, it does not suppress it.

A reconciliation can be made between formal subjectmatter and natural activities of children; but the latter must dominate the former. "The case is of child." Furthermore, freedom from constraint does not mean that children "run wild," providing the teacher knows children as well as textbooks. If she does, she will provide activities so that children will learn by doing; she will not attempt a pouring in of facts; or an inscribing on a blank mental tablet. She will know that real teaching is not merely assigning tasks, hearing recitations, giving examinations, and averaging the pupil's grades.

How do the tenets of your educational philosophy harmonize with what actually takes place in your schoolroom?—Margaret M. Alltucker.

Character and Science

EDWIN D. STARBUCK

Professor of Philosophy at the State University of Iowa

CAN THE STUDY of character and of character education become a science? The most convincing answer to this question is that scores of the best trained minds in education, in school systems, and in personnel work are turning their attention in this direction. Many are devoting their lives to it. These men and women are well schooled in the ways of science. Their conduct means a conviction that this field of research will open up and the conviction denotes that they are already on track of a technic for the mastery of this most important fact of nature—personality, its nature and development—at the same time the most intricate, subtle, and inaccessible of all phenomena.

It takes courage to use the word science in any field. The application of the term to the study of character should be done with nine parts of caution to one part of confidence. There is not yet much science in the world. Even the proudest of the sciences, mathematics, consists mostly of skilful leaps across abysses that separate peaks of clear ideation. This new type of research is however able to compete with most of the other so-called sciences in importance of problem and in refinement of technic.

All the well established methods of sciences are illustrated in this latest field of research. Worthy of mention in the first place is the direct observation of the facts of behavior and a thoughtful reflection about them. A goodly number of the sciences like history and sociology have little to their credit in the way of technic. Their methods consist largely in interested attention by sober minds to seemingly significant phenomena that otherwise have escaped attention altogether or were considered

strange or curious or inexplicable. Interested attention, fortified by ingenuity, native wit, intuitive insight, and common sense, is destined to lead educators



EDWIN D. STARBUCK, professor of philosophy at the State University of Iowa and director of the Research Station in Character Education at that institution. This Station, established in 1922, is the first of its kind in connection with one of the leading universities.

far toward an inner view of the problems of character and of its tuition. As an illustration, one large school system makes claim to have rid itself of the problem of school discipline. Bad conduct in the lads and lasses was viewed, not under the dogma of original sin, but in terms of the facts of ordinary human nature interpreted by the aid of some insight and with a grain of refined common sense.

Like the sciences of biology and botany the study of character has been accumulating and classifying data and explaining them in accordance with laws or principles. By the skilful interplay of hypothesis and verification some progress has been made in this field. An insight has been gained, for example, into moral types so far as these are conditioned by suggestibility, introvertiveness, emotional steadiness, instinctive drive, and the like. A better understand-

ing has also been attained of periodicities of growth. For example, it is now known that among children on the average there is greater increment in ability to use abstract notions intelligently between the years eleven and fourteen than during twice that number of years preceding and following that period, demonstrating the falsity of our notion that early adolescence was the period par excellence of the birth of insight, showing that those who devised the 6-6 course of study were in intimate contact with real children, and emphasizing the provoking truth that one of the functions of science is farther to fortify and clarify the wisdom of experience.¹

The most signal victory of natural science during the last half century lies in its ability to handle, not simply the world of things and objects, but the intangible facts and energies indefinitely below and beyond the range of perception. Physics and chemistry can deal with electrons quite as successfully as with liquids and solids. So with the study of character and of its mechanisms. It is possible to open up deeper lying levels of personality hidden even to the person himself and to search the heart as the gods only were supposed formerly to do. Through word associations and other devices, impulses and desires lurking in the hidden recesses of one's nature are brought to light. Abnormalities and maladjustments are often readily traced to hidden sources of fear and sex and self. Through proper regimen, tensions and repressions are set free, cleavages in the selfhood are healed, and the devils of fear, anger, and lust are cast out.

One test of scientific procedure is the ability to predict events. The case of astronomy is the supreme type. As in genetics and biology, students of personality are already able to make some predictions. From observation of preschool children one can now anticipate with reasonable accuracy the mentality of these same children when they reach eight or ten years of age. It is possible to say with a fair measure of assurance, on the basis of past accomplishment and present tests, the scholastic standing students will achieve in school work and also the vocational success of employees

¹A classified bibliography on character education prepared under the chairmanship of Dr. Starbuck appears in the Report of the Character Education Committee of the National Education Association just published by the United States Bureau of Education.

This article, which is one of a series on character education which will run in THE JOURNAL during the year, suggests the new attitude which science is bringing into the study of many of our educational problems.

in many of the large business houses.

The real turning point in the birth of any science that gains power and attains dignity is the discovery and mastery of tools with which to secure its data and a technic of self-criticism and of verification and interpretation of its findings. The study of character has passed this turning point and is well on its way towards becoming a highly integrated and organized department of research. Among its fine cutting tools are observation under objectively controlled conditions and laboratory experimentation. Its technique is the statistical handling of quantitative data including the use of correlations. An illustration of two of the kind of problems now being attacked will suffice. Trow wishes to discover whether or not individuals have fixed and fairly constant "traits of character," such as kindliness or neatness or confidence. He chooses as a trait to be studied that of readiness of judgment. Each of several persons is required to arrive at decisions as quickly as possible on eight kinds of problems which are difficult to judge. The average speed of each person is obtained in making up his mind concerning each of the eight kinds of situations. Each and every person, it turns out, is relatively slow or quick depending upon the sort of decision he is required to make. This is, there seems to be no quality or endowment of readiness of decision but only a varying way of reacting to different problems. The outcome of studies of this nature would be the conclusion, probably on other grounds, that individuals do not possess an endowment called a moral trait or capacity and that moral training consists in inducing desirable attitudes and modes of response to specific life situations.

A single other instance of the present temper of the new time may be cited.

Let it be the study of Slaght on untruthfulness in children. He first discovered by objective and indubitable methods, unknown to the children themselves, a group of youngsters in all

THE TWO TEMPLES

A builder built a temple,
He wrought with care and skill,
Pillars and groins and arches
Were fashioned to meet his will.
And men said, when they saw its
beauty,
"It shall never know decay;
Great is thy skill, O builder,
Thy fame shall endure for aye."

A teacher built a temple,
She wrought with skill and care,
Forming each pillar with patience,
Laying each stone with care,
None saw the unceasing effort;
None knew of the marvelous plan;
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust,
Pillars and groins and arches
Food for consuming rust.
But the temple the teacher builded
Shall endure while the ages roll;
For that beautiful unseen temple
Was a child's immortal soul.

From The Akron School Herald.

grades from the fourth to the twelfth who consistently told falsehoods when faced with a trying situation. He found a corresponding comparable group who as consistently told the truth when confronted with the same temptation. Do the untruthful pupils lie because they cannot think clearly? Two kinds of mental rating show the two groups equal in intelligence. Two standardized moral judgment tests prove them about equal also in ability to appreciate a neat ethical problem. They are alike also in the power to think in abstract terms and in

several other respects. Are the untruthful more suggestible? Two kinds of controlled experiments on suggestibility clearly demonstrated such to be the case. The untruthful are more imaginative, less emotionally and kinesthetically steady and so on through a catalog of tests. By the use of statistics it is known at every step the probability that differences between the group are real and not accidental. A survey of home conditions was made. The untruthful children are punished more for misdemeanors. They are brought up in less favorable social surroundings. This is not the place to describe the results in detail but only to indicate that the game now is to analyze out by perfectly clear definite and self-critical methods the manifold factors, psychological, social, physical, and hereditary, that condition truthfulness and its opposite. The determination of the setting in human nature of untruthfulness is the first step in the direction of the discovery by equally refined methods of the ways in which such a non-moral attitude can be changed insofar as it can be altered.

We are at the advent of a new era. Problems of many kinds are inviting the willing student. The vistas are opening in many directions. The telescope gave us a larger and more interesting universe. The microscope has led us far into the intricate wonderland of plant and animal life. The studies now going on in character and its training and those which are sure to follow will doubtless carry us into a richer world than any we have yet enjoyed—and more meaningful because it has to do with the very stuff of which life is made.

PESSIMISM is mere ignorance. A future more splendid than any poet can imagine is as certain as tomorrow's sun.—Joseph McCabe in 1825-1925.



Teachers on Vacation

A Prayer for Teachers

By Glenn Frank



LORD of Learning and of Learners, we are at best but blunderers in this Godlike business of teaching.

Our shortcomings shame us, for we are not alone in paying the penalty for them; they have a sorry immortality in the maimed minds of those whom we, in our blundering, mislead.

✓ We have been content to be merchants of dead yesterdays, when we should have been guides into unborn tomorrows.

We have put conformity to old customs above curiosity about new ideas.

✓ We have thought more about our subject than about our object.

We have been peddlers of petty accuracies, when we should have been priests and prophets of abundant living.

We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative cooperators in the making of the world as it is to be.

We have regarded our schools as training camps for existing society to the exclusion of making them working models of an evolving society.

We have counted knowledge more precious than wisdom.

✓ We have tried to teach our students what to think instead of how to think.

We have thought it our business to furnish the minds of our students, when we should have been laboring to free their minds.

And we confess that we have fallen into these sins of the schoolroom because it has been the easiest way. It has been easier to tell our students about the motionless past that we can learn once for all than to join with them in trying to understand the moving present that must be studied afresh each morning.

From these sins of sloth may we be freed.

May we realize that it is important to know the past only that we may live wisely in the present.

Help us to be more interested in stimulating the builders of modern cathedrals than in retailing to students the glories of ancient temples.

Give us to see that a student's memory should be a tool as well as a treasure chest.

Help us to say "do" oftener than we say "don't."

May we so awaken interest that discipline will be less and less necessary.

Help us to realize that, in the deepest sense, we cannot teach anybody anything; that the best we can do is to help them to learn for themselves.

Save us from the blight of specialism; give us a reverence for our materials, that we may master the facts of our particular fields, but help us to see that all facts are dead until they are related to the rest of knowledge and to the rest of life.

May we know how to "relate the coal scuttle to the universe."

Help us to see that education is, after all, but the adventure of trying to make ourselves at home in the modern world.

✓ May we be shepherds of the spirit as well as masters of the mind.

Give us, O Lord of Learners, a sense of the divinity of our undertaking.

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Looking Ahead

TO EVERY MEMBER the officers of the Association would give a handclasp across the miles and a hearty wish for the new school year. Each new session is a vantage point from which to look out and upward and forward to better and greater achievements. Through organization teachers are doing much to widen the horizon of education. Each year our professional family grows larger. "Our devotion to professional organization measures our interest in our own future," writes an enthusiastic teacher who has caught a vision of the glory of working together. "THE JOURNAL is the most interesting, helpful, and inspiring of all the professional literature I read," writes an elementary school principal whose school is proud of its perfect enrolment in the Association. The officers of the Association appreciate this confidence and goodwill. Your co-operation renders it possible to make the work of the Association better each year.

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION belongs to you. Its only excuse for being lies in its power to help you solve your professional problems. Its columns reflect the ideals, the aspirations, the plans, the art, and the science of teaching as they all flow together in the mighty advance that now stirs our profession. To each

reader during 1926-27 THE JOURNAL will bring—

More than nine hundred columns of text—each column containing more than the page of an average book.

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Current accounts of the newer purposes and technics as they are being worked out in various states and localities.

THE JOURNAL is the most widely read associational periodical in the world. Not in any other group or in any other country is there a professional awakening on so vast a scale. To ally yourself with this awakening is to elevate the daily task to the noblest and happiest of callings. Everything men hold most worthwhile is the teacher's regular business—service, sympathy, help, generosity, affection. By joining professional organizations and reading their literature you share in the significant movement to make these treasured goals the heritage of children everywhere. Let us look ahead—even as the child looks ahead—to the great adventure of education.

Things Done

THE SUMMER ROUND-UP of the children conducted by the National Congress of Parents and Teachers has made it possible for many children who would have entered school with serious physical handicaps to begin that great adventure with no remediable physical defects. This is only one of the many useful activities of the Congress. Is the parent power of your community mobilized for education?

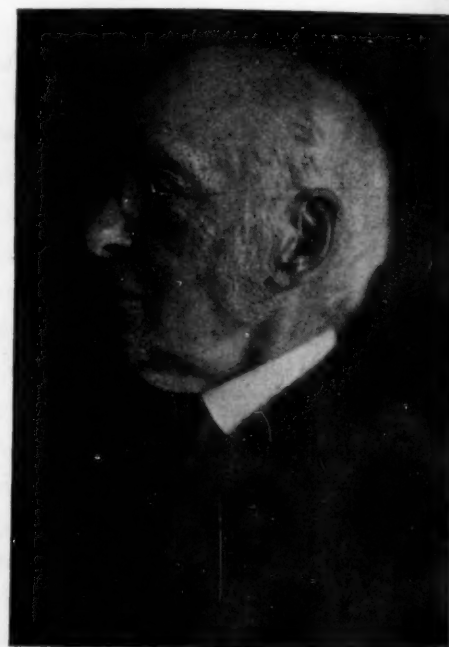
THREE OF OUR AFFILIATED STATE ASSOCIATIONS have added directors of research to their staffs recently following the trail blazed by the National Education Association. All hail to Illinois, California, and Pennsylvania! By turning the light of research on the problems of teachers they will add greatly to the strength of professional organization.

WASHINGTON IRVING HIGH SCHOOL, New York City, is this year to have a radio receiving set. If the experiment succeeds all schools in the city will be so equipped. No invention since the development of movable type has

done so much as radio to widen the outlook of the masses. Educational workers may well take stock of radio's possible uses in the school and of the school's relation to programs that are available outside of school hours. Perhaps here is a new opportunity to make the connection between the home and the school.

IN A BOOKLET—*Curriculum and building needs in the high school*—Superintendent M. C. Lefler of Lincoln, Nebr., begs more consideration for the needs of pupils who will not go to college and supports his argument with figures showing the percent of pupils who drop out during each of the high-school and college years. Such efforts to interpret the schools to the people bring large and permanent results.

COURSES IN HOME EDUCATION and Parenthood are offered regularly by Western Reserve University. To know that more than a hundred fathers have enrolled in such a course is encouraging. To connect all schools more closely with the life around them is the biggest problem facing this generation of educators. The world's knowledge must be brought to the rescue of the world's life.



CHARLES W. ELIOT, who died August 22 at the ripe age of ninety-two. Dr. Eliot was President of the National Education Association in 1902-03 and engineered the great Boston meeting of 1903. During a long, vigorous, and creative life Dr. Eliot made most significant contributions to the development of education and civic ideals. Dr. Eliot was chairman of the Committee of Ten appointed by the National Education Association in 1892.

The School of Tomorrow

THE school that looks backward turns to salt. Thinking people no longer expect tomorrow to be the same as today. China tried that and stood still for four thousand years. The school of tomorrow will have respect for the past combined with enthusiasm for the future. It will be more interested in progress than the status quo. This about face as between the ancient school and the modern implies a changed emphasis on ideals. These ideals run like a golden thread through ten thousand books and a million magazines that reflect the thought of teachers. They are not stated in dogmatic terms or with finality. The world is growing more content to be openminded. But the force of the new ideals and the new trends is unmistakable. Here are some of them.

First, the school of tomorrow will define education simply as guided growth. Teachers will understand that growth comes from within and that it concerns the whole of life. There will be less distortion in the school; less unnaturalness and unreasonableness. Well-rounded development for each child will be the goal.

Second, the school of tomorrow will start much earlier in the life of the child than the school of today. The scientific study of infancy is just getting underway. Preschool laboratories and children's hospitals are putting increasing numbers of children under scientific observation. The early findings of these studies suggest that the present preschool years may be more important for educational purposes than all the school years put together. The simple basic habits that underlie successful living may be formed then. The great attitudes toward life have their roots in infancy.

Third, the school of tomorrow will continue its guidance longer and release it more gradually than the school of today. No one will be dropped from school because he does not fit. Schools will face frankly their task of fitting themselves to children. There will be closer integration with adult work on the one hand and with adult leisure on the other.

Fourth, the school of tomorrow will demand teachers of greater skill and training than the school of today. Candidates for teaching will be selected

more carefully. Training will be longer and more thorough. Salaries will be higher and will be based on skill rather than the ages of children taught. Tenure will be securer. Community recognition will be more generous. Educa-

The Teacher

HERBERT HOOVER

THE PUBLIC SCHOOL TEACHER cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately eight hundred thousand—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record.

tional effectiveness could be doubled in two years if the nation would select and train its teachers with as much energy and vision as it gave to training officers for its army in the World War.

Fifth, the school of tomorrow will not worship fixed seats, textbooks, set routine, and mere grades. It will give children a chance to grow. Longer school days and years will go hand in hand with a more varied program of activities. The child will find joy in school because in it are rich opportunities for guided self realization.

Sixth, the school of tomorrow will lay in rich sensory experience the foundation for a vigorous and well-balanced mental life. Children will get actual experience, not mere descriptions of other people's experiences. They will not be content with reading that the magnet attracts iron. They will themselves feel it pull.

Seventh, the school of tomorrow will use objective measurements to guide and

stimulate the learning process. It will not depend on teachers' guesses. It will rely more on the natural desire to achieve and will waste less energy on artificial prodding.

Eighth, the school of tomorrow will distinguish between the noble art of teaching and the routine aspects of school management. It will provide clerks and machines to do the routine. Industry and business have learned to conserve talent for key activities. Schools still dissipate the precious energy of the best teachers on tasks that a well-trained clerk could do better.

Ninth, the school of tomorrow will use a wealth of mechanical equipment to aid learning. Scientifically developed films, radio telephone, and television will bring the world's best to the remotest child.

Tenth, the school of tomorrow will be associated with vastly enlarged provision for the lifelong education of adults. As high schools, junior colleges, colleges, and libraries with large technical staffs multiply in number, the elementary school, in spite of its vast army of children and its key position as the foundation school, will become the lesser phase of society's educational effort.

This tentative catalog of the characteristics of tomorrow's school does not exhaust the possibilities, but it does suggest that education is entering upon a new era. If society is to meet that era half way, it will insist on having its best minds and greatest hearts in the schools where life is in the making. If parents are to do their part they must give more time and more thought to the great adventure of parenthood. If teachers are to rise to the new opportunities they must elevate the basic aims of education above grades and degrees in their own minds and in the minds of children and the general public. The basic aims, the great objectives of education abide. Methods change and the setting varies, but health is fundamental, the tools and technics of learning are necessary, citizenship is inescapable, service is a radiant star, home is man's great joy, leisure is liberty, and character is humanity's highest good. To take the human plant in the garden of today's life and to fashion out of it the kind of individual and group life that the best men and women desire is the challenge of tomorrow's school.—J. E. M.

American Education Week

A Permanent National Institution for the Welfare of Public Education
and the Improvement of American Citizenship

AMERICAN EDUCATION WEEK has become a permanent institution. It deals with problems so fundamental that it appeals to all the people and becomes more successful each year as parents and teachers understand that education touches the whole of life.

The following program is projected by the National Education Association, the American Legion, and other organizations. It is merely suggestive. More and more various states and communities are taking the initiative and developing programs of their own. The purpose of American Education Week is to acquaint the public with the work and needs of the schools. Every program should be organized to accomplish that end.

During this week let every community study not only its educational plant, but also its educational ideals and the community atmosphere in which children are brought up. Let parents visit teachers and teachers visit parents in an effort to solve the common problems of children. Let the week be a time of deeper understanding on the part of the people of the rôle education has played, is playing, and must play in the life of our great democracy.

American Education Week is the only time in all the year when the entire nation is called upon to dedicate itself anew to the great task of universal education for citizenship and democratic living. The schools themselves have a remarkable opportunity to teach every boy and girl his responsibility as a citizen to help maintain an education system which will perpetuate the best in the life and ideals of the republic.

Sunday, November 7, 1926

For God and Country Day

Laws without the support of individual morality are powerless

1. Education in the home.
2. Education in the school.
3. Education in the church.

Monday, November 8, 1926

Constitutional Rights Day

Liberty is not the right of one, but of all.—
Herbert Spencer

1. Every personal right implies a recip-

Many readers of **THE JOURNAL** will wish to take this page to editors of local papers along with announcements of their own plans for observing the Week. It may be freely reprinted without credit.

rocal obligation to respect the same right for others.

2. Liberty which does not consider the public welfare is license.

3. A demand for personal liberty which is

SUGGESTIONS for Churches, Chambers of Commerce, Labor Organizations, Women's Organizations, Fraternal Bodies, Luncheon Clubs, and other cooperating agencies.

1. Urge the mayor to issue a proclamation setting aside this week as American Education Week and asking the people to cooperate.

2. Urge the newspapers to give all space possible to educational matters, articles, editorials, and news material, including the printing of this program in full.

3. Urge the merchants to use window displays appropriate for the occasion. Urge them to devote as much space as possible to matters of education in their newspaper advertisements.

4. Ask the moving picture theaters to flash slides on the screen urging the people to visit the schools and study educational questions.

5. Urge program managers of radio broadcasting stations to feature educational addresses and school programs.

6. Have speakers at all public meetings held that week talk a few minutes on the necessity of education.

7. Cooperate with the educational officials and other patriotic, civic, and fraternal organizations.

8. Advertise American Education Week on letterheads and envelopes.

9. Urge ministers of all denominations to preach upon the subject of education, Sunday, November 7, 1926.

not prefaced by a pledge of service to the cause of liberty is selfish and unreasonable.

Tuesday, November 9, 1926

Patriotism Day

Patriotism: a fulfilment of individual obligations to the community, state, and nation in peace or in war; a wholesome respect for the symbols of the commonwealth; and a will to defend the principles of liberty, equality, justice, and tolerance which actuated our forefathers to found it.

Wednesday, November 10, 1926

Equal Opportunity Day

Make democracy safe for the world through universal education

1. The adequate education of youth is one of the few paramount duties of an enlightened government.

2. An illiterate adult is not a disgrace to himself, but to his educated fellow-citizens.

3. There is no Americanization, in the true sense of the word, which does not educate the immigrant to meet the problems of everyday American life.

Thursday, November 11, 1926

Armistice Day

Peace with Honor and Security

Friday, November 12, 1926

Know Your School Day

Courses of study and methods of instruction are the business of teachers; but the ideals, aims, and particularly the needs of education are the business of every citizen.

1. The school must be kept abreast of science and invention.

2. A little invested in education saves much expended on poverty, disease, and crime.

Saturday, November 13, 1926

Community Day

Civic unity makes an efficient community

1. Adequate parks and playgrounds for every community.

2. Increased availability of good books through public libraries.

3. Cultivation of common interests in sports, music, art, and other wholesome fields for the improvement of civic unity.

4. Every schoolhouse a community center.

THE GOOD CITIZEN SAYS—I am a citizen of America and an heir to all her greatness and renown. The health and happiness of my own body depend upon each muscle and nerve and drop of blood doing its work in its place.

So the health and happiness of my country depend upon each citizen doing his work in his place.

I will not fill any post or pursue any business where I can live upon my fellow-citizens without doing them useful service in return; for I plainly see that this must bring suffering and want to some of them. I will do nothing to desecrate the soil of America, or pollute her air or degrade her children, my brothers and sisters.

I will try to make her cities beautiful, and her citizens healthy and happy, so that she may be a desired home for myself now, and for her children in days to come.—Poster from the Free Public Library of Newark, New Jersey.

How Utah Builds Locals

LOCAL teachers associations in Utah have survived the dangers of infancy but their leaders, realizing how many vital problems await and warrant attention, are proceeding in a most systematic way to stimulate the teachers of the state to a vigorous study of these problems.

Under the direction of a Committee on Locals of the Utah Education Association, five regional conferences were arranged at strategic centers throughout the state. At Richfield, representatives from seven district (county) associations were present; at Provo, twelve districts were represented; at Roosevelt, delegates from two sparsely settled and widely scattered districts were present, while at Ogden, fifteen associations sent delegates. The final conference held at Salt Lake City, January 30, was the climax. To it, twenty of the forty districts in the state sent delegates, and at this conference reports of the four preceding conferences were made.

At each of these conferences, the delegates were organized into six committees for consideration of the following major problems: Taxation, publicity, salaries, professional standards and conduct, teacher welfare, social activities. After separate meetings, these committees reported their findings to the general conference, which adopted their recommendations in the form of resolutions. The recommendations of the Richfield conference on November 21 are representative of the spirit that prevailed at all of them. We quote:

1. That all the local associations work for a 100 percent membership in the local, state, and national education associations.
2. That the U. E. A. Committee on Locals submit a form of constitution and bylaws with the purpose of standardizing the local organizations of the state.
3. That every local association appoint the six committees suggested by the state committee on locals and that these be appointed by the local executive committee.
4. That the president of each association be considered an ex officio delegate to the house of delegates.
5. That each local association handle the problem of securing the U. E. A. and N. E. A. memberships.
6. That each local appoint someone to be responsible for necrology reports being sent to the state secretary.
7. That the local association contribute five cents per teacher to pay the expenses of the regional conference until the U. E. A. can assume the responsibility.

8. That we heartily approve the regional conferences and do everything possible to stimulate the spirit of teachers associations.

At all five conferences, the Tax Committee agreed that "the most important educational problem before the state association at the present time is more ad-



SAN JUAN County, southeastern Utah, has several colossal natural bridges, some of which are given Hopi names. The Edwin Natural Bridge is here pictured.

equate financial support of the schools." They advised an investigation of the tax situation in each district, comparing each district with other districts and with the state as a whole. It was agreed that the Box Elder Survey, published in the May, 1925, issue of the *Box Elder Teachers Association Journal* should be used as a model. Each district, in collecting statistics, was advised to list separately corporation taxes and individual taxes and to take figures from the tax receipts rather than the notices.

At the Ogden conference, December 12, it was recommended:

1. That we conduct a detailed study of the sources, the distribution, the expenditures of public funds in Utah and similar states with special reference to the needs and activities of the educational systems.
2. That in the interests of uniformity and effectiveness of research we coordinate our work with that of other educational units and with the Utah Education Association.

The Publicity Committee at the Richfield conference listed for the use of the locals various agencies, among which were included: pupils' reports to parents, the school paper, the newspaper, local and state parent-teacher associations, exhibits, fairs, and the like. Under the heading, "Some Facts We Should Know of Schools in Each District," these pertinent queries were listed:

1. What percent of the school population attends school every day?
2. What is the average number of days that each child (of school age) attends school?
3. What is the average number of days that school is in actual session?
4. What percent of the total number of high school girls enroled is the total number of high school boys enroled?
5. What is the average cost per year per school child attending?
6. What is the average cost per child of school age?
7. What is the average annual cost per teacher employed?
8. What is the average cost per pupil for purposes other than teachers' salaries,—e. g., supervision, supplies, janitor service, etc.?
9. What is the expenditure per teacher for teachers' salaries?
10. Cost of tardiness; absence?

These ten questions will furnish an incentive for immediate research. When once ascertained, if the answers are memorized by every teacher in the district, what a workable knowledge of the schools each would have. Such figures coming from the teacher, carry a publicity value of moment. They not only give the status of the schools but they indicate that the interest of the teacher is in the entire district and its problems as a whole.

The Publicity Committee at Provo listed the following types of school news: athletics, plays, debates, classroom activity, and teacher advertising. It also advocated that every teachers association organize a publicity bureau and that publicity work be handled by one with special adaptability and, if possible, with newspaper training.

The Salary Committee at Richfield recommended:

1. That each district teacher association telegraph each of Utah's senators and representatives in Congress asking him to support the Bill which provides for a Secretary of Education in the President's Cabinet



THE PIER at Saltair Beach with its great pavilion is well-known to tourists. The walls and peaks of the Oquirrh Range make a beautiful background.

and further that each local teachers association take this up with its various parent-teacher associations.

2. We recommend from this department that each local teachers organization work toward the adoption of a salary schedule in the district that will tend to stabilize the teaching profession, to secure and retain competent and desirable people as teachers, and to promote constant growth of the teachers in service.

3. We recommend that the State Association start an investigation looking toward the adoption of a uniform teachers' salary schedule for the entire state.

The Provo and Ogden conferences approved a "year-round salary schedule," while the Salt Lake conference agreed that "where the school year is thirty-two or more weeks, the payment of salary is preferably made in ten equal parts." At the Salt Lake conference, the principle of the single salary schedule was also approved.

At Richfield the teachers pledged themselves to improve professional standards and conduct and approved the state program of increasing professional requirements. The Committee on Professional Standards and Conduct submitted these questions:

1. That the teacher's contract does not suggest or require that the teacher render community service.

2. That a true professional spirit requires that teachers speak well of their colleagues.

3. That cases of misconduct for which teachers are dismissed from service be reported to the Executive Secretary of the U. E. A. for investigation.

4. That if such investigations establish the fact of the teacher's unworthiness to hold a

teaching position, that his certificate be revoked.

5. That teachers ought to show their faith in their profession by becoming members of their local and state and national associations.

6. That recommendations of teachers by supervisors, principals, and superintendents be of the non-confidential type to the teacher concerned, in justice to the teacher.

7. That the state teachers' placement bureau be so encouraged and enlarged as to meet the needs of teachers seeking employment in the state.

Under welfare recommendations the following were suggested for coming campaigns: adequate housing, twelve-

month contracts, longer terms of service, and teachers' retirement laws, sick and hospital benefits, and a uniform system of teacher rating.

The Social Committee at Provo recommended that a closer relationship among teachers be promoted by parties, banquets, luncheons, seasonal sports, excursions, music, dramatics, and clubs, both educational and social.

In a letter to association officers throughout Utah, J. R. Mahoney, chairman of the State Committee on Locals, wrote:

"I am enclosing, herewith, a copy of the recommendations of the various committees from the regional conferences recently held. These recommendations are worthy of the careful study of any person interested in the advancement of the educational interests of the state of Utah. . . . When one contemplates that local associations of teachers in Utah are in their very beginning so far as experience in attacking real professional problems is concerned, it is apparent that a clear statement of the various problems confronting the profession is vital. . . . The very length of the list of problems suggested is convincing proof of the complexity of our situation and it is a real argument that we should be stimulated into activity in an attempt at their solution. Besides defining the problems, the conferences have provided all who participated with a vision of the possibilities of real improvement that will come with intelligent, vigorous activity through co-operation."



CASTLE PEAK from Lake Lillian is typical of the picturesque mountain views that abound in Utah. Few travelers know of these charming scenes.

Art is Important

RUTH HARWOOD

Art Supervisor, State Teacher's College, Silver City, New Mexico

SO MANY TIMES the general attitude of the high school to its art department is that it is the trimmings of education, to be used as a light subject to fill in if there is nothing important to take. The traditional stipulations for college entrance is the cause, no doubt, of this feeling and their requirements are still a hangover from the old regime of college training.

Colleges have said that mathematics is required, so high schools put it in their curricula for every one irrespective of taste or aim in life. Of course it is essential in many professional pursuits and should be then chosen but I believe that most girls would find more lasting good in putting more time into art and less into some of the courses of college stipulation.

Granted, they are all important but the problem is to find the things that are of the most value for the time and money spent. One year of mathematics comprising the general essentials of both algebra and geometry should be ample for the average high school student. The great majority of them do not intend to go on to college and it is a waste to force the subjects on them that are designed for the embryo college student.

This paper deals especially with the high school art courses for girls for it is in them that the art department of today finds its greatest fulfilment. With the lavish number of courses in color, drawing, design, costume history and design, stage design, home planning, figure drawing, batik, stencil, wood-block, and the many other applied arts now given, the art department is a vitally functioning acquisition to a school.

A small percent of the boys will use art in some manner and their training will begin in high school, but the main part must be found in specialized training centers after high school days. The printer, the professional artist of all kinds, the art teacher, the photographer, the textile manufacturer, the moving picture producer, the jeweler, the tailor, the window decorator, the engraver, the interior decorator, the weaver, the house painter, the architect, and many others must all have more or less artistic taste and training to rise to any degree of distinction in their fields.

With the girls it is different. Only a small percent will go beyond high school and the greater number will take

school subjects. Everything that helps her in her own little world is worthwhile. Home economics, domestic science and art, hygiene are all invaluable to her life position of homemaker and mother.

Yet not much less important is the spending of her leisure hours. It is often said that one judges a man by the way he spends his leisure and there is much truth in the statement. Then restraints and requirements are removed and he may yield to his own desires of pleasure. It is greatly the part of the high school to make these desires wholesome and constructive in both boys and girls. The literature, gymnasium, music, and art departments should shoulder almost entirely this obligation.

The art knowledge should function not so much in the leisure side of a woman's life as in the general planning and beautifying of the home and its surroundings. What a difference in one's whole feeling toward life between living in a dark, ugly colored, cluttered house and a sun-filled, light-toned, well-appointed home. The eye has a thrill of delight every time it looks upon this last named type of place.

A knowledge of the science of color is necessary for such a home and some knowledge of fine art should be had in choosing beautiful and appropriate color prints for the walls. The setting of the table and preparing of the food is helped also by an artistic taste, as is the choosing of the clothes one wears.

These are some of the most important phases that distinguish a cultured home or person from a commonplace one and the woman is to a great extent the creator of the atmosphere. Of course the man must appreciate and desire the fine things too or the home would not be a synthetic whole, so a general course in art and applied art in high school would be of much value to the boys as well as the girls, and in both cases—art is important.

ART is a mighty element for civic progress. It leads us to seek and to appreciate that which is high, worthy, and exalting, and to despise and to turn away from that which is vulgar, cheap, and degrading.—Otto H. Kahn.

THE PURSUIT of Beauty—A thing of beauty is a joy forever.—Keats in Endymion.

The Arts—Art is power.—Longfellow in Hyperion.

Painting and drawing—He can best paint them who can feel them most.—Pope in Eloise and Abelard.

Sculpture—The stone unhewn and cold, becomes a living mold, The more the marble wastes The more the statues grow.—Michael Angelo.

Architecture—And behold, there was a very stately palace before him, the name of which was Beautiful.—Bunyan in Pilgrims Progress.

Music—Such sweet compulsion doth in music lie.—Milton in Arcades.

The written word—The conscious utterance of thought, by speech or action, to any end is art.—Emerson in Society and Solitude.

The stage—The world's a theater, the earth a stage, Which God and nature do with actors fill.—Heywood in Apology for Actors.

The industries—The beautiful rests on the foundations of the necessary.—Emerson in On the Poet.

Nature—Go forth under the open sky and list to nature's teachings.—Bryant in Thanatopsis.

Growing things—I think that I shall never see A poem lovely as a tree.—Kilmer in Trees.

Gardens—A garden is a lovesome thing.—Brown in My Garden.

Scenery—Rocks, rivers and smooth lakes More clear than glass, Untouched, unbreathed upon.—Wordsworth in The Trosachs.

Birds, beasts, and insects—Now this is the law of the Jungle—As old and as true as the sky; And the Wolf that shall keep it may prosper, But the wolf that shall break it must die.—Kipling.

Home—A dearer, sweeter spot than all the rest.—Montgomery in West Indies.

Personal Beauty—Beauty is truth, truth beauty.—Keats in Ode on a Grecian Urn.

Makers of Beauty—The immortal names that were not born to die.—Marco Bozzaris.

Furnished by the Cleveland Public Library.

upon themselves all too soon the responsibility of homemaking. Then comes the test of the usefulness of the high

The Aim of Art Teaching

ANTOINETTE E. ARNOLD

FOR THE SAKE of clarity in the discussion, let us state the premise that is generally accepted, that beauty and art are synonymous. What is not, however, so generally understood, is the nature of beauty, and so of art. There have been many concepts as to what beauty is, each race and age differing, seemingly, from what other races and ages conceived. But where the concept has not been uniform, the acknowledgment of, and the search for beauty seems to have been universal and common to all peoples. It points to something fundamental in the nature of man. Modern critics of the theory of art have divided the span of the art-experience, representing the varying concepts of the different peoples, into five groups, namely—Symbolical, Classical (Greco-Roman), Byzantine, Romantic, and Modern. The character of the expression has swung, pendulum-wise, from formalism to naturalism, back and forth, with the modern formalists represented by such artists as Manet, Monet, Renoir.

The nature of beauty has likewise accommodated itself to the different expressions. A history of the definitions of beauty would throw much light upon the evolution of the concept. It would include such expressions as "Beauty is Truth" and Goethe's "Art (beauty) is an interpreter of the inexpressible," and the philosophical theory of Hegel, "Beauty is the expression in form of spiritual reality or truth," which marks the highest concept and one not generally accepted by the modernists. Crocé, a modern writer on the subject, holds that beauty is an expression in sensuous form of an emotion. Clive Bell calls beauty "significant harmony." Davis, writing in the *Studio Magazine*, tells that "art is anything the hands of love has touched," recognizing love as an intrinsic quality of the artist. Dow, like Bell, holds that beauty is the result of and depends upon a fine arrangement of the art elements. Gordon Craig, in "On the Art of Theatre" adds a new note: "But beauty is so vast a thing, and contains nearly all other things—contains even ugliness, which sometimes ceases to be what is held as ugliness, and contains harsh things, but never *incomplete* things." This idea of complete expression is given also by Benedetto Crocé, as follows: "Art is independent both of

science and of the useful and the moral. There should be no fear lest frivolous or cold art should thus be justified, since what is truly frivolous or cold is so be-

AIMS IN ART TEACHING

LEON L. WINSLOW

GENERAL AIMS—To arouse and preserve in all pupils an interest in art.

To enlarge and enrich the esthetic experience.

To furnish vocational and educational guidance in art.

To provide for talented pupils vocational training in art.

Special Aims—To enable one to employ the principles of art in all life situations where they should apply by making use of

Ability to recognize works of art.

Desire to possess only artistic things.

Ability to discuss intelligently the esthetic significance of all man-made things.

Working knowledge of the principles of art structure.

Ability to combine or arrange objects artistically.

Ability to *compose* or produce artistic arrangements in a design.

Ability to express ideas of form by means of modeling.

Ability to express ideas of form graphically.

Habit of visiting art museum and library.

Knowledge of the historic development of art.

Ability to use leisure with pleasure and to advantage.

Insight into vocational and industrial aspects of art.

Familiarity with the names and professional reputations of contemporary masters and with their works.

Ability to recognize one's own esthetic capacity.

of the artist so completely and dynamically that the art principles and elements and the artist's technique are alike subservient to his living idea, which the beholder instantly receives. This, then, is beauty. It is in this sense a sort of language of the soul, capable of being universally understood by all those who are true enough in themselves to recognize, appreciate, and express it.

The fact that man has through the ages been ever in search of beauty would indicate that the fulfilment of this urge were in man's power. Perhaps his sometimes blind groping may have been because of his *unawareness* of the nearness of beauty. Here is where the departments of art, as taught in the schools of today, must look for their inspiration and aim. This aim should be to so quicken the individual consciousness of beauty, that everyone may appreciate art wherever found, demand it wherever possible, and express, as far as lies in his power, those inherent art qualities which are the inborn possessions of every man.

If this art-aim were established and held to, art would no longer be confined to certain art galleries and palaces of the wealthy, where in consideration of the vast numbers of people who never come in contact with either, art, in this sense may be likened to a dead language, having meaning for only the few. On the contrary, art would be literally everywhere—wherever there was an appreciation of it, whether in a humble cottage or a public park, and in as many varying ways as there are forms of expression. It could then permeate the whole fabric and structure of society, and who can say what beneficial results would not accrue.

If the art schools then have a firmly established aim of art education, their next consideration concerns method of accomplishing this aim. The whole value of art education lies in training for appreciation, and to this end every department and branch of art should be bent. Let appreciation be the first consideration, and it will be found to be the only adequate basis for all subsequent so-called practical art-work. The art-teacher's first, and one could almost say, only requirement, is that he have a spontaneous and an infallible appreciation of beauty.

cause it has not been raised to expression."

The consensus of opinion seems to be that art or beauty is not determined by or confined to subject, but to the *presentation* or *expression* of a particular subject. There are certain fundamental laws or principles underlying art structure which must be observed, but since art is not a so-called exact science, the observance of these same laws does not always insure a resultant beauty. What more is needed? It is that perfect blending of mood, thought, feeling, and action

Dedicating the School

J. G. COLLICOTT

Superintendent of Schools, Columbus, Ohio

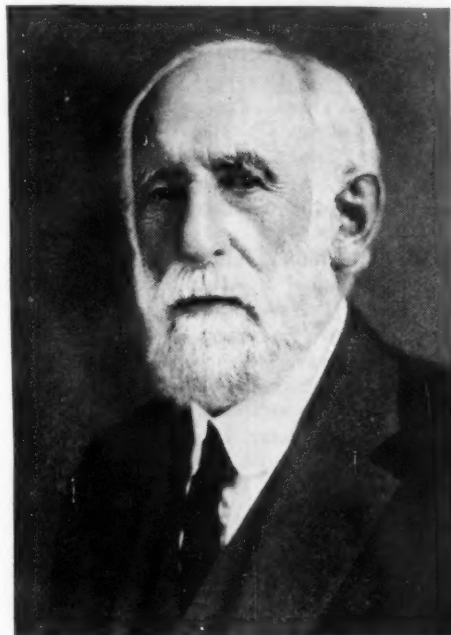
SINCE the origin in 1920 of American Education Week, the Columbus (Ohio) public schools have each year cooperated whole-heartedly in carrying out the idea. During the last five years Columbus has been going through a city-wide school building program. New laws which made special school levies imperative in order to continue the regular school program have been enacted by the legislature. To meet these demands, it was sometimes an educational necessity that the schools use American Education Week to present to the citizens of Columbus the financial needs of her public schools.

At the opening of the new school term in September, 1919, a brief survey had revealed that few of the buildings were adequately heated, that sanitary conditions in many schools were unsatisfactory, that serious fire hazards existed in many places, that educational equipment was meager in many buildings, and that more than six hundred pupils were housed in portables or were permitted to attend school only half time. The school enrolment was found to be increasing at the rate of about two thousand pupils annually.

By the fall of 1925, practically every building had been put in good condition and new ones had been built. The Board of Education had, moreover, provided for a three-year increase of nearly \$600,000 for teachers, principals, and supervisors, beginning September, 1925.

At a special meeting called by the superintendent, three major objectives were decided upon for American Education Week: (1) At least one parent

should visit the school for each pupil enrolled; (2) Pupils, teachers, and patrons should in their own spheres be called upon to participate in the efforts of the



WILLIAM HENRY SCOTT was president of Ohio State University from 1883 to 1895, and has since served as professor of philosophy in that university.

Week to promote a better school program; (3) Each school building in Columbus should be rededicated to the highest ideals of public education.

Following carefully outlined plans, the ideals of the Columbus public schools were presented to luncheon clubs, civic organizations, and other groups; and the message was further relayed to a much larger circle through the medium of the

pulpit, the press, and the local broadcasting station.

The most inspiring program of the week came on Friday afternoon, when, by common consent, the entire school population, consisting of forty thousand boys and girls with their parents and teachers, rededicated the various school buildings.

It has been the custom during recent years to plan special dedicatory exercises for each new school building. At one of these dedications, William H. Scott was called upon for a brief closing word. The audience was scarcely prepared for the words that fell from the venerable educator's lips. In the simplicity of statement, purity of diction, and fervency of spirit, those assembled recognized that they were listening to a benediction destined to become an educational classic.

The local press, which has given splendid cooperation in promoting the work of the schools, at once caught the spirit of these rededicatory programs and gave wide publicity to the plan. Following continuous requests, copies of the address were provided by the school print shop. From coast to coast communications were received stating that superintendents plan to use Dr. Scott's address in the dedication of new school buildings and suggest that in the future the schools of the United States might be rededicated to the cause of education as a part of the program for observing American Education Week so that the right kind of ideals and attitudes will be developed on the part of pupils, teachers, and parents.

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

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Washington, T. R. Cole, Superintendent of Schools, Seattle.
West Virginia, J. H. Hickman, Superintendent of Schools, Hinton.
Wisconsin, E. G. Doudna, Secretary, Wisconsin Teachers Association, Madison.
Wyoming, A. A. Slade, Superintendent of Schools, Casper.

Resolutions Adopted at Philadelphia

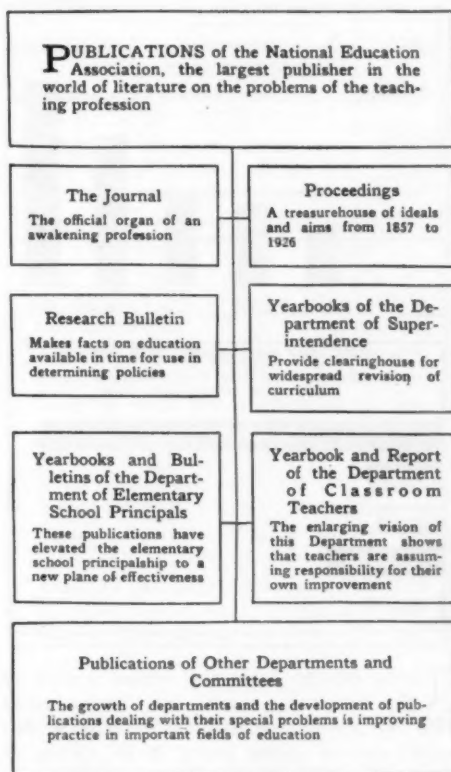
THE IDEALS of the teaching profession in the United States are expressed in the resolutions of the National Education Association—the largest and most representative professional body in the world. Year after year since its establishment in 1857 the Association has stood for principles and causes which would mean better opportunities for children—trained teachers with adequate salaries, secure tenure, and sound pension systems; the establishment and proper support of the Bureau of Education and later of a Department of Education with a Secretary in the President's Cabinet; woman suffrage; temperance education; the abolition of child labor; the metric system; better management of world affairs. Teachers may well be proud of the noble, straightforward stand the Association has taken on one great question after another.

More and more the resolutions are becoming a platform of action. They amount to a set of instructions to the officers of the Association to work for specified policies. Accordingly every proposal is most carefully considered. The resolutions committee is composed of persons from every state and territory elected by the various state delegations. Under the plan adopted at the Philadelphia meeting the committee is elected a year in advance, which gives a longer period for consideration of the proposals to be presented to the Representative Assembly for action. Each resolution is presented to the Assembly with opportunity for discussion and is voted on separately. Following the report of the committee, which this year was printed and placed in the hands of delegates in advance, opportunity is given for resolutions from the floor. It is always an inspiration to see the careful consideration given by the Assembly to important matters of Association policy.

As a result of the new arrangement the committee which served at Philadelphia will also serve for the next meeting. The committee selected for its chairman George D. Strayer, Professor of Education, Teachers College, Columbia University, who presented its report to the Assembly on Friday, July 2. The resolutions as adopted follow:

EDUCATION BILL—The welfare of the children now enroled in the

schools of the United States is dependent upon our ability to make available to boards of education, to superintendents of schools, and to teachers throughout the nation the results of current



practice, of experiments wherever they are conducted, and of the results of scientific investigation. The federal government has long recognized its obligation in the field of scientific inquiry and has promoted the welfare of all the people through the activities of the Departments of Agriculture, Commerce, and Labor. We hold that economy and efficiency demand that the activities of the federal government dealing with education be consolidated in a Department of Education under the leadership of a Secretary with a seat in the President's Cabinet. We urge that adequate support be provided for this Department in order that it may conduct such inquiries and disseminate such information as will make for the highest degree of efficiency in all of our schools. We know that this service can be rendered without in any way interfering with the constitutional right of the several states to control, administer, and supervise their own schools. We, therefore, urge the Congress to pass the Curtis-Reed Bill which embodies the

program which this Association has consistently advocated throughout its history.

Child labor—The National Education Association, in reaffirming its stand on child labor, urges the passage of such legislation as will make exploitation impossible and will assure protection to the children of America.

Teaching respect for law—We believe that the permanent prosperity and happiness of a democratic people are dependent in large degree upon development of a high type of character among all the youth of the land. We hold that one of the chief purposes of the schools is to develop such a standard of character. We deplore the prevalent tide of crime, lawlessness, disregard and disrespect of law, and failure to enforce law as debauching America's youth and undermining the foundation of the republic. We call upon teachers everywhere to teach and practice respect for all law, as a chief purpose of education. We call upon the citizenship of the nation to exercise at all times its full right of franchise. We call upon parents to assume their full measure of responsibility for rearing and training of children into the practices and duties of citizenship.

Illiteracy—We reaffirm our endorsement of the movement to wipe out illiteracy by 1930 and urge the allied educational forces of the National Education Association to join with this effort for the early liberation of millions of our countrymen from the bondage of ignorance.

Literacy tests—We believe that the reading and writing of English understandingly should be made a qualification for admission to citizenship of the foreign-born and also a qualification for voting.

Obscene literature, pictures, and tokens—The Congress of the United States has denied the privilege of the mails to obscene and indecent literature, pictures, and tokens, yet such articles reach the youth of our land through various other means of transportation. This Association again recommends that its legislative committee memorialize the Congress of the United States to enact legislation prohibiting the transportation in interstate commerce of all such literature, pictures, and tokens, as are now denied the privilege of the mails.

The status of the teacher—We note with pleasure the great improvement in facilities for teacher training, the increase in professional requirements demanded by standardizing and state agencies, the longer school tenure, and the many successful pension and retirement laws. These all help to raise teaching to the dignity of a real profession. They also tend to bring into the teaching group the most promising young men and women. We urge teachers everywhere to respond to these improved conditions in a wholehearted way. Good as the conditions are they may be still further improved. Our task is to continue to grow and to show intelligent enthusiasm for our work. The Association recommends that administrative authorities protect teachers in their work in the classroom from attempts by outside agencies to use the school organization for the furtherance of ends not directly connected with the aims of public education.

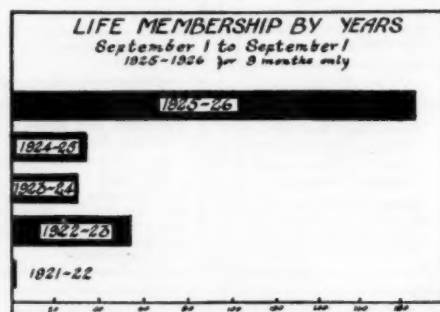
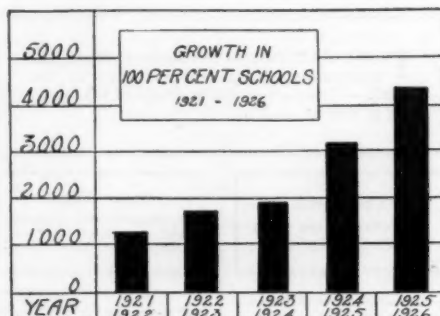
We believe that the policy of allowing sabbatical leave for study, recreation, and recuperation should be encouraged in the various states and localities. The efficiency of our schools depends upon the health and intellectual vigor of teachers, and the public can make no better investment than to adopt those measures which will insure the maximum fitness of all members of the profession.

Financial aid—The National Education Association reaffirms its approval of the plan which will give adequate financial support to all classes of public schools. If the children of the public are successfully to meet the ever-increasing demands of civilization, the nation, the state, or the community must supply the funds. It is the responsibility of each state to enact such legislation as will provide adequate public funds and insure an administration sufficiently effective to guarantee equality of educational opportunity to all its children.

Athletic sports—We affirm our faith in the value of competitive athletic sports. We believe that all students from the elementary grades through their last year in college should have the benefit of organized recreation. We believe that the school and college authorities should exercise full and entire control of all sports and that expenditures therefor should not be out of proportion to the costs of regular academic instruction. We urge that all high school and college athletic regulations be strictly adhered to. We believe that greater

public recognition should be given distinguished achievement in scholarship so as to avoid the appearance of giving athletics first place in school life.

International peace and goodwill—We believe that international peace rests upon international goodwill, which can only exist when there is international



THESE CHARTS from the annual report of the Secretary suggest the great gains that the National Education Association has made during recent years in its efforts to have the entire profession at work on its problems. Life membership is one of the strongest professional ties.

understanding. We recommend the World Federation of Education Associations as a potent means to help worldwide understanding. We also commend the international interchange of professors, teachers, and students. Growth of this custom will in time help to promote goodwill among all the countries making the exchanges. Each individual who has this experience in another country will return to his native land with friendships made and understandings secure. These will arm him effectively against idle and poisonous propaganda.

School lands—The settled policy of the federal government to foster education by granting to the several states large tracts of land to be used in support of their common and public schools is a wise and beneficent one. However, certain practices and rulings in recent years have so clouded and impaired the states' title to such land that it is impossible to realize the purposes intended. Therefore, we favor such legislation by the Congress of the United States as

will clear the title to the lands granted to the states for the benefit of their common and public schools and will make it possible for the states to enjoy the benefits and to realize the purposes intended for the promotion of education and for the safety of the republic.

Postage rates for books—We hold that books are one of the most important influences in maintaining the morale of the American home and their general circulation is greatly to be desired. We deplore the discrimination against books in the present postal law, and urge the desirability of recommending to Congress that books be admitted to the same privileges in the mails that are granted to periodicals and magazines.

Appreciation of hospitality—We express our sincere appreciation of the many courtesies and generous hospitality extended to the members of the Association by the staff of the schools, Boy Scouts, civic organizations, public officials, and by private citizens of Philadelphia. We appreciate the service rendered to teachers and to the cause of education by the reports of our deliberation published by the local press and by leading newspapers throughout the nation. We have been able to do our work and to enjoy our sojourn in the city that gave birth to our Association because of the careful foresight and untiring effort of scores of workers who have contributed so generously to the success of our annual convention.

ON JULY 1, the National Editorial Association, then meeting in Los Angeles, California, sent the following letter of greeting to the National Education Association in session at Philadelphia—

Members of the National Editorial Association from forty states assembled in Los Angeles for their forty-first Annual Convention send cordial greetings to the members of the National Education Association now meeting in Philadelphia with best wishes for a successful and profitable Convention. With memberships directing two vitally important unifying agencies in our country's life—the press and public school—with common interests and aims, with responsibilities in molding public opinion and in shaping the mind of the youth of today for leadership tomorrow that challenge our best effort, we express the hope that the two N. E. A.s will in the future cultivate a closer acquaintance and co-operation.

Education Bill at Philadelphia

AT NO TIME has there been surer determination to push forward in the movement for a Department of Education with a Secretary in the President's Cabinet than at the Philadelphia convention. The proposal was indorsed in the resolutions for the eighth successive time. It was indorsed unanimously after the freest discussion from the floor. The meetings of the Legislative Commission were large and enthusiastic. There was clearer appreciation than ever before that the battle must be won in the home districts of members of Congress. It was made very plain that teachers and school officers have an opportunity between now and election day to bring to the men and women who propose to represent them in Congress the reasons for this important forward step.

After presenting the report of the Legislative Commission clearly and forcefully, Chairman George D. Strayer concluded:

Dr. Strayer: We know that our program is sound. We know that we have been fighting and will fight for it unselfishly. We know that in the long run it will prevail.

The work of the Legislative Commission began under the administration of Mrs. Bradford, and she has been and is still a member of that commission. She has championed that cause from the very beginning. We want to hear a word from Mrs. Bradford.

Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colorado. Mr. Chairman and friends: It seems as if the chairman of the Legislative Commission has left very little to be said, so conclusive has been his presentation. However, I want to urge particularly that we carry out the recommendations of Miss Williams, the legislative secretary, to go back home and work.

You know, for 53 years the National Education Association existed, to provide in the words of a former president, "a platform for unlimited academic discussion." For the last eight years it has existed as a creative force in the life of the nation through its service to the teachers and the children. Now, if the program of the last eight years is to be carried forward we must get this Bill. We must have the voice of the children incarnate in the President's Cabinet.

We have the voice of agriculture; we have the voice of labor; we have the voice of commerce; but the children's voice—alas, at times, the children's cry has had no echo in the councils of the chief executive of this nation.

THE BEST DISCUSSION of the Bill that has ever appeared was that presented to Congress at the joint hearings of the committees on Education and Labor of the Senate and House, held last February. Won't you write to your Senator or your Congressman and ask for a free copy of the hearings on the proposed Department of Education. Your Congressman will be glad to know that you are interested. You will be interested in knowing what the proponents of this measure, your colleagues, had to say. You will be interested in reading what the opposition had to say. And I will leave it with you to make your own conclusions. Try it. It is a volume well worthy of your consideration and you ought to have it and read it, even before you present the case to your Representative.—From the report of Chairman Strayer.

Friends, all the points have been covered by other speakers, the waste, the duplication, all the ills that exist at present. Now, all that is left for us to do—we who are convinced of the necessity—is to go to work back home. We have talked and talked from this platform; now, let us go home, as the chairman has said, and work with the people who give their mandates to our Congressmen and our Senators. And, friends, don't be afraid. Don't let anybody tell you that if you champion this Bill something is going to happen to you. Who cares what happens to us so long as we serve the children?

Our President has made the challenge of childhood the keynote of this session, and through every line of this bill there runs the challenge of childhood. In my own official position I have never had any test for any official act save one: Is this the best thing for my 300,000 children? If so, I don't care what happens to me; I don't care what happens to anybody else, if this is the best thing for the children, it is the best thing for me. And only as we take that stand, only as we are willing to lose our lives

for the sake of a great, a tremendous incarnation of a significant principle, shall we find the eternal life of service and love.

I never give up. If I lose a thing this year I try it next year. I worked twenty-five years for suffrage. I worked twenty-five years for prohibition, and if I live that long and this bill does not become enacted into law—God forbid the delay—I shall work another twenty-five years for that and for the Child Labor Amendment. Let us never give up. If a thing be right I have never in my life recognized its enactment as an impossibility. In fact, when anybody tells me that a thing is impossible and something is going to happen to me if I try to do it, immediately I go to work regardless of myself to do the thing that they said was impossible. And it is really easy, friends, it is easy if you have the vision and the passion, it is really easy to turn the seemingly impossible into the possible, the practical, and the present.

Go home. Don't be afraid. Don't care anything about yourselves. Set the little child in the midst and say, "I know this is the best thing for the 24,500,000 children enrolled in the public schools." Make your Representatives see it, and then we shall have lived up to the high ideals which have guided this Association always, and the practical program which has been its soul during the last eight years.

Miss Williams: When you have taken up this question as an individual matter, there is going to be a great change in public opinion. My honest conviction is—and it is backed by letters, the result of interviews with members of the present Congress—that there are enough votes in this Congress to pass this Bill.

There are three things you need to stress: first, the government is already engaged in education; second, this Bill does not provide for federal aid; and third, it cannot and will not infringe upon the right of the states to control their own school systems.

Dr. Strayer: Madam President, I move that the report of the committee be adopted and that the Legislative Commission be continued.

Miss McSkimmon: You have heard the recommendation. Is it seconded? (The motion carried, the report adopted, and the Commission continued.) It is a unanimous vote. (Applause.)

THIS interesting table shows the growth of the National Education Association in each of the states since its organization by forty three men in Philadelphia in 1857. The figures are so arranged that by reading the column for your state from the top down you can trace the growth of the wider outlook among teachers therein. Comparative figures for 1926 will appear in The Journal for April 1927. Everytime you lead a fellow teacher to join the Association you improve the record of your state.

[illegible]

In this table "active" members only are counted, 1895 to 1920 inclusive. Prior to 1895 and since 1920, the number of "associate" members has been so few as to have little significance. Between 1895, and 1920 "associate" membership included those who were members of the teaching profession, as well as many who were not, and whose membership in the National Association was not continuous;

bers was considerable but it was made up largely of (1) teachers in the state where the summer meeting was held, who joined for one year only; and (2) laymen with little personal interest in the profession who took out memberships in order to secure reduced railroad rates. Since this "associate" membership is not an index of National Education Association membership of the type now maintained, it is omitted.

following sources: Total membership 1857 to 1894—Yearbook of the National Education Association, 1907, page 932-933; active membership 1895 to 1906—Yearbook of the National Education Association, 1907, page 931; active membership 1907 to 1918 from Yearbooks of National Education Association as follows: 1907, page 264; 1909, page 258; 1910, page 300; 1911, page 334; 1912, page 426; 1913, page 383; 1914, page 359; 1915, page 273; 1916, page 382; 1917, page 402; 1918, page 430; active membership

ship 1920 and 1921 from unpublished office records; active membership 1922 to 1925 from Journals of the National Education Association as follows: 1922, (March, 1923) page 90; 1923, (April, 1924) page 128; 1924, (April, 1925) page 115; 1925, (April, 1926) page 110.

Membership for the following years is omitted because the necessary data are not available: 1839, 1860, 1861, 1862, 1864, 1867, 1868, 1869, 1871, 1878, 1893, 1908, 1919.

From Philadelphia Addresses

IN WELCOMING the National Education Association to the city of Philadelphia, the thought is in my mind that the future greatness and prosperity of our country rests with education and the training of the mind of the youth of today who will be the men and the women of importance of tomorrow.—W. Freeland Kendrick, Mayor of Philadelphia.

WELCOME—The stage is set for the teachers of Pennsylvania to join ranks with the great army of teachers of the nation in a dedication anew of our professional zeal to the preservation of that liberty which the patriots proclaimed in 1776. Enlistment in the service of our profession provides the "Great Adventure" for the educational pioneer of our democracy, which in 1926 is still in its infancy.—Francis B. Haas, state superintendent of public instruction, Harrisburg, Pa.

WELCOME—It was just one hundred eight years ago that the public school system was inaugurated in the city of Philadelphia. At that time we had six schools, ten teachers, 2845 pupils, and school expenditures were \$22,049. Compare that with what we have today. We have more than 280,000 boys and girls going to our public schools. We have more than 7000 teachers.—William Rowen, president of the Board of Education, Philadelphia, Pa.

WELCOME—When Miss McSkimmon came to Philadelphia last December, we were then reenacting that matchless scene of Independence Hall. I had the great privilege and honor of being her escort, and what was the result? Many of you in this audience read that wonderful leaflet she sent out to every school in this country, her impressions of what she saw that night. That was my introduction to Miss McSkimmon, and I have treasured it as I shall throughout life.—Joseph R. Wilson, director of education and social economy, International Sesquicentennial Exposition Association, Philadelphia, Pa.

THE ABUNDANT LIFE—That charter of childhood placed the child in the proper relationship to the community, and the message from that lesson has

come sweeping down to us across nearly twenty full centuries of history until tonight we meet in a great national convention with the President of the Asso-

THE CONVENTION in historic Philadelphia was notable for the amount of new talent drawn into its programs. The rich fruits of President McSkimmon's efforts to select speakers with real messages are apparent in the following abstracts of addresses before general sessions. Summaries of reports of committees and accounts of the meetings of various departments will appear in future numbers of THE JOURNAL.

ciation and every teacher saying unto themselves, "Suffer little children to come unto us, and forbid them not, for of such will be built states and nations, and civilizations, and the idealism of the world, if you will give us a chance to unfold the life of children as our ideals would challenge us to unfold them."—William M. Davidson, superintendent of schools, Pittsburgh, Pa.

THE LAW'S PROTECTION OF CHILDHOOD—The child labor laws of the present are designed not only to protect the individual child but to eliminate the competition of the child and the adult in the labor market which results in the underpayment of fathers and makes the continued employment of the children seem necessary. The two great obstacles to securing a minimum standard of protection and of opportunity for all children have always been (1) the selfish interest in the exploitation of children by the few and (2) the patient toleration of injustice to children by the many.—Grace Abbott, chief of the Children's Bureau, U. S. Department of Labor, Washington, D. C.

FIRST STEPS IN PARENT-TEACHER CO-OPERATION—We are seeing today what seem to be the first faint glimmerings of the dawn of a new era—in which the normal child shall be the average child and not the rare exception; when the undernourished, the hard-of-hearing,

the half-blind, the mentally retarded because physically unfit, shall be in the minority, and the reproach of the community shall fall where it should—upon the negligent father and mother who wait for the orders of a health policeman before they take steps to learn and then to obey the laws of health.—Mrs. A. H. Reeve, president, National Congress of Parents and Teachers, Ambler, Pa.

THE COST OF LEADERSHIP—In modern times it is absolutely essential for the ambitious young man to have a high standard of academic training. No young man can find employment on the stock exchange unless he has a high school education or is regularly enrolled for evening study. Sixty-nine percent of those already employed on the stock exchange are continuing their study.—Cameron Beck, personnel director, New York Stock Exchange, New York City.

THE CHILD AND THE RURAL SCHOOL—The greatest handicap of the rural pupil has been the usual isolation of his surroundings and the meagerness of his acquaintance with habits and customs common in mingling with large groups of people. The rural child is like every other child—a potential citizen and through education should be taught how to live creditably with other people and how to enjoy the fine things in the world about him.—Florence M. Hale, state supervisor of rural education, Augusta, Maine.

TRANSFORMING SCHOOL FOR THE RURAL CHILD—The open country has natural advantages for its children superior to those in the city situation, requiring only a qualified teacher to utilize them. Country children have capacity for highest types of citizenship. Rural people respond quickly to leadership in the interest of their children. Here is the place for teacher-leadership. The teacher must be a part of the community. The rural school *can* and must become the clearinghouse for the social, intellectual, and economic interests of the community.—Marie Turner Harvey, Division of Rural Education, State Teachers College, Kirksville, Mo.

THE MAJOR OBJECTIVE of the National Education Association and kindred organizations in the states and

territories of the nation is to assist in bringing about, through a process of orderly evolution, the constant adaptation of our system of education to the ever-changing needs of national life. No voluntary professional association in all the world is concerned with policies more far-reaching in their effect on the happiness of our people and on the development of civilization.—Jesse H. Newlon, superintendent of schools, Denver, Colo.

THE DECLARATION AND THE SCHOOL—Having put off all hope of dominating by our superior learning, having cast aside the inferiority complex inherited from the days before the Revolution, having learned that it is un-American to look up to men too much, or to look down upon them at all, let us look on the level, and diligently teach our young citizens this duty of generous equality to all—a national trait which the founders signed the Declaration to bring to pass. For in this observance of equality abideth the faith, the hope, and the brotherhood, without which our Republic must cease to be.—William McAndrew, superintendent of schools, Chicago, Ill.

EDUCATION AND THE WORLD'S CHILDREN—The war debt owed by foreign nations to the United States should be paid into a general fund for the education of the children of the world. This fund should be placed in the hands of an international committee, the majority of which should come from the United States.—John H. Finley, editor, *New York Times*, New York City.

AT LEAST a quarter of the children of the country are still taught by unqualified or under-qualified teachers. In places where that unfortunate condition exists, it is our business as professionally minded teachers and members of a great professional organization of teachers, to bring about legislation or to encourage boards of education to advance standards for admission to and for promotion within the profession and to pay salaries that will attract to and retain in the profession teachers of adequate qualifications.—Edwin C. Broome, superintendent of schools, Philadelphia, Pa.

RADIO AND THE CHILD—The child in the home can and does tune in to any radio program that is available and can absorb many things which he would

not otherwise hear. Under these conditions, it is important that if radio is to accomplish the greatest good for the greatest number it be in the hands of those who realize their responsibility to the listening public rather than in the hands of those who for publicity or other purposes will depreciate this medium of communication. The educator should study the broadcaster's problem and the limitations of radio, for it has limitations, and assist the broadcaster in developing and presenting programs of sound educational value to the child as well as to the adult.—W. E. Harkness, vice-president, Broadcasting Company of America, New York City.

THE NEWSPAPER AND CHILDHOOD—The newspaper wants to advance the interests of the public schools and education generally. Newspapers are stepping forward in many directions but in none so rapidly as in their work for children. Some of them are providing college scholarships for worthy boys and girls of the public schools who otherwise could not go on to the higher institutions of learning.—Julia M. Traver, school editor, *Rochester Democrat and Chronicle*, Rochester, N. Y.

THE CHILD AND THE MOVING PICTURE—Because education travels to every recess of mind and soul through the eye of the child as it does in no other way, I believe in capturing the motion picture influence for the cause of education and using it as the mightiest power, perhaps known today, for child development. But I remind you, my comrade teachers, you are engaged in the basic, far-reaching work of citizen-building, that education without wholesome ideals of moral character is like a flower without fragrance—it is like a statue without a soul.—William David Upshaw, United States Representative from Georgia.

BRINGING BIG OUTLOOKS OF SCIENCE TO THE CHILDREN—The schools of the nation must do more than teach children how to make a living. They must teach them how to live. It is easy to make a living, as the prosperity of the nation shows. It is not easy to know how to live, as the endless discussions raging over ethics and morals and the sad records of the courts show. I believe that we can best teach the child how to live by bringing the big outlooks of science into his life. The facts of science will give the child a new uni-

verse in which to live. The spirit of science will give him a new outlook upon life.—David Dietz, science editor, *The Cleveland Press*, Cleveland, Ohio.

THE CHILD AND THE NEW SOUTH—The child in the south is beginning to receive the educational attention and assistance denied to the past generation. Already the children of the city and town schools of the south have the same educational advantages offered by other parts of the United States. A few of the states have led the way in giving every child the same opportunity. The new south will take care of its own. Against its background of pain and poverty the south faces the future, and through the eyes of its children faces it serenely and with confidence.—Kate Wofford, superintendent of Laurens County Schools, Laurens, S. C.

NEW ROADS TO CHILDHOOD—Children's tastes in reading are better than their parents and teachers when given a natural exposure to books, because children can be trusted to read books for reading's own sake. What is natural exposure to books? There is a power in books, persistence—fortitude—imagination. Literature is something that is still going on—going on for children as well as for the rest of us. Writing for children is an art, not an exercise or a chore. Children's books are changing as children change.—Annie Carroll Moore, supervisor of work with children, Public Library, New York City.

WHETHER THE LIFE STREAM in this nation is to be clear, deep, forceful and guided is for us teachers to decide; and organization, not only of the individual life but of the aggregation of lives, is the keynote of its accomplishment. Organization primarily increases power and prevents waste; it accomplishes results impossible by isolated individuals. A life, weak in isolation, may be as strong as the group to which it allies itself.—Jessie Gray, training teacher, Philadelphia Normal School, Philadelphia, Pa.

TEACHING SERVICE THROUGH THE JUNIOR RED CROSS—One can hardly overestimate the civic value of giving to the children of the nation the conscious experience in nationwide cooperation that comes through active membership in a nationwide organization with service as its keynote—a nationwide organiza-

tion not only of children, but representing also the organized voluntary cooperation of the adult citizenship of the country, with and through government, for disinterested service to humanity.—Arthur W. Dunn, national director, American Junior Red Cross, Washington, D. C.

UTILIZING CHILDREN'S SPECIAL GIFTS—Utilization of children's special gifts means a real cooperation in which pupils, parents, teachers, and executives engage to produce the maximum amount of growth in the constructive powers with which individuals are endowed.—Flora Drake, assistant superintendent of schools, Indianapolis, Ind.

LEGISLATION IN THE INTERESTS OF CHILDHOOD—I shall count that man a good patriotic American, regardless of where his ancestors were born, regardless of what language they spoke, regardless of what church altar he bows his knees upon—I shall count him a true American citizen if in word and in deed he seeks, through enactment and enforcement of laws and through his own cooperation to give this undeveloped republic of boys and girls a fair chance and a square deal.—Francis G. Blair, state superintendent of public instruction, Springfield, Ill.

INDUSTRY'S INTEREST IN THE EDUCATION OF A CHILD—Can the community afford to provide free public education? For years we have felt that any community having five hundred boys from such homes as could afford high school education should be provided with a school building, faculty, and necessary equipment, plus athletic fields and other important features. Yet if that same community were to have five hundred boys of the same age out at work, earning \$300,000 a year, it still seemed to some like a new, dangerous, and extravagant idea that they too have some equity in the moneys spent by the community for education, or that any special provision should be made for them.—R. L. Cooley, director of vocational education, Public Schools, Milwaukee, Wis.

THE CHILD AND THE MILL—Before I went to work in the mill village I was a mountain missionary teacher for several years. Brought up in our piedmont belt I had known our people intimately all my life. As a mountain teacher I drove many, many miles in a

buckboard, and everywhere I found a group of fifteen children I organized a little cove school. Two families usually furnished the requisite number. I placed a teacher in the mountain cove and sought out another group. I lived in their homes. I shared their sorrows. I heard the cry of the mountain women for a chance for their children.—Katharine Dozier, Gainesville, Ga.

PREVENTING DELINQUENCY AMONG CHILDREN—From the accumulation of facts concerning the minds and lives now of thousands of delinquents, we assert and insist that because of the early beginnings of careers, because of the great chance of the school for early inquiry and for setting in motion good constructive effort, because of the opportunities that there are for establishing cooperation and coordinations about school life as a central point of vantage the school must play a more glorious part than ever in the development of a better citizenry.—William Healy, director of the Judge Baker Foundation, Boston, Mass.

THE CHILD INSTEAD OF WAR AS A CENTER OF WORLD INTEREST—A teacher who does not believe that his work will have a salient influence on the life of the child for his good and the good of society has no reasonable excuse for remaining in the profession and for the acceptance of his compensation. It goes without saying that as a profession we believe that if it were possible to formulate a definite code of ideals such as we would see embodied in future generations and if we could teach these to the children of the world, we could determine now in large measure the qualities, characteristics, and attributes of generations yet unborn. Childhood is the hope of the world.—Augustus O. Thomas, state commissioner of education, Augusta, Maine, and president of World Federation of Education Associations.

THE CHILDREN OF TODAY—I have more faith in the child of today than I have in the child of yesterday. Modern children are far better, whether we measure them in their intelligence, whether we measure the bigness of their hearts, whether we measure their morality, they come into the world better equipped than children ever were before.—Angelo Patri, principal, public School 45, New York City.

THE TRAGEDY OF MISUNDERSTOOD YOUTH—Society's first obligation to the young people of the coming generation is to understand them mentally, morally, emotionally, spiritually, and that is why eventually there must be a short course in psychology for parents and school boards and a psychological clinic in every public school in the United States.—Brooks Fletcher, United States Representative from Ohio.

THE FINAL TEST OF THE AMERICAN SCHOOL'S SUCCESS—One hundred fifty years we look back over the course of our national history and then we turn our vision toward the morning and we look ahead and we know that some day if we are sure to maintain the ideals of education that America stands for, we shall come to that far-off land of heart's desire where social justice, where freedom and equality of opportunity, where liberty shall prevail and where our nation shall be secure. We stand tonight and we look back down the long years to Jefferson and Washington and Adams and Franklin and Hamilton and they call us to dedicate ourselves anew to the ideals of freedom and justice that they themselves died for.—Randall J. Condon, president of the Department of Superintendence, and superintendent of schools, Cincinnati, Ohio.

THE DAY has come when we must work with heart and soul, and with our whole mind and spirit we must convince the taxpayers of every community, and get them so filled with the idea of adequate support to public education that they will organize and, themselves, do the work of educating our tax raising bodies so that proper financial provisions for education are made.—J. A. C. Chandler, president of College of William and Mary, Williamsburg, Va.

A STUDY OF THE PRESCHOOL AGE—Last spring, by an act of the state board of education, the Iowa Child Welfare Research Station was officially designated the coordinating and directing center for all work in child study in the state. In addition to its extension work, the state college has its preschool laboratory and is training from 400 to 500 home economics senior students in child care and training.—Bird T. Baldwin, director of Iowa Child Welfare Research Station, State University of Iowa, Iowa City, Iowa.

(To be concluded in the November JOURNAL)

Builders of Our Profession

Life Enlistments

HERE is a list of people who have faith in the future of teaching. They have the peculiar satisfaction that comes from being life members in the largest professional organization in the world. No movement in the Association's development means more to the future of education than the growth of this list. The names are arranged alphabetically by states. Others will be added from month to month. A thousand is the goal for 1926-27—two for each member of Congress from your state.

LIFE MEMBERS LISTED ACCORDING TO STATES

ALABAMA—C. B. Glenn, J. Alex Moore, E. P. Murphy, S. S. Murphy, W. C. Wilburn.

ALASKA—Frank Howard Clark.

ARIZONA—Lucy Nash Bachman, George H. Merideth, John A. Sexson.

ARKANSAS—Alma Futrall, Annie G. Griffey.

CALIFORNIA—Dorothy M. Armstrong, Wayne F. Bowen, Clara B. Burdette, Estelle Carpenter, Augusta W. Hobe Classen, William John Cooper, J. A. Cranston, Walter F. Dexter, Susan M. Dorsey, Hannah M. C. Ebert, Willard E. Givens, H. B. Glover, Earl G. Gridley, Effie Grounds, J. M. Gwinn, Margaret J. Hamilton, C. R. Holbrook, Frederick M. Hunter, Ida Christine Iversen, E. W. Jacobsen, David Starr Jordan, W. W. Kemp, Mark Keppell, Tully C. Knoles, Harriet N. Morris, Kanryo Murakami, Walter H. Nichols, Nicholas Ricciardi, C. Y. Roop, C. E. Rugh, Yoshizo Sano, O. I. Schmaelzle, Kohei Shimano, Anna Kalfus Spero, Walter A. Stafford, William Logan Stephens, Paul E. Stewart, K. L. Stockton, J. D. Sweeney, Harry Bruce Wilson, Will C. Wood, Ada York.

COLORADO—Mary C. C. Bradford, Anna Laura Force, George Willard Frazier, Emily A. Hayward, John C. Johnson, Mrs. Evelyn Lail, Mrs. Jesse H. Newlon, Jesse H. Newlon, Orville W. Rote, S. J. Shadel, G. F. Snyder, Rolland J. D. Walters.

CONNECTICUT—Alice Bridgett, Carroll R. Reed, Effie M. Roberts, Jennie D. Wood.

DELAWARE—Ira Shearer Brinser, J. Emory Chipman, Pierre Samuel du Pont, H. E. Stahl, David A. Ward.

DISTRICT OF COLUMBIA—Bertie Backus, Frank Washington Ballou, J. W. Crabtree, Harry English, Edith Louise Grosvenor, Joy Elmer Morgan, John K. Norton, Anna L. Rose, John J. Tigert, Charl Ormond Williams.

FLORIDA—A. C. Alleshouse, Edna Bradfield, Joseph R. Fulk, Albert B. Johnson, James E. Klock, R. M. Sealey.

GEORGIA—M. L. Brittain, George W. Camp, Z. S. Henderson.

HAWAII—John M. Eddy, Caroline W. Edwards.

IDAHO—Miss Douglas Hilts, Elizabeth Russum, Walters R. Siders, R. H. Snyder, Edward Warr.

ILLINOIS—Edna Dean Baker, George Marshall Baker, Christine Bednar, R. E. Beebe, Sophia C. Camenisch, Howard E. Carr, Frederick E. Clerk, E. C. Fisher, William S. Gray, Marjorie Hardy, Frederick C. N. Hedebo, Mary McCowen, Hugh Stewart Magill, William Bishop Owen, B. F. Shafer, O. P. Simpson, Carleton Blase Smith, George O. Smith, L. W. Smith, George W. Solomon, A. R. Taylor, John W. Thalman, Joseph Luther Thalman, Lorraine Elizabeth Wooster.

INDIANA—Robert J. Aley, Glen D. Brown, E. N. Canine, Emma A. Dodson, R. E. Eckert, James Ozro Engleman, William Chester Goble, Clarence Green, Linnaeus Neal Hines, John A. Linebarger, George W. McReynolds, Herman L. Martin, J. R. Shannon, Henry Lester Smith, Ralph N. Tirey, J. M. Ziegler.

IOWA—Edwin John Bodwell, M. G. Clark, Gertrude F. Eaton, Otis Preston Flower, Mary Mae Neptune, Garrah M. Packer, Homer Horatio Seerley, Lucy Taff.

KANSAS—John D. Finlayson, Merville Larson, M. E. Pearson, Thomas Watson Roach, George E. Rose, Edmund Stanley.

KENTUCKY—William Henry Bartholomew, Robert W. Bingham, M. A. Cassidy, Thomas Jackson Coates, Clay Tharp.

MAINE—W. G. Mallett, William Francis Miner, Elmer H. Webber.

MARYLAND—Sarah E. Richmond, Maurice S. H. Unger.

MASSACHUSETTS—John M. Brewer, Frank I. Cooper, Elizabeth Hewett, Mary McSkimmon, Albert Edward Winship, Annie Carleton Woodward.

MICHIGAN—Harlan L. Feeman, H. A. Graham, William Albert Greeson, Tenta Grissinger, James H. Harris, Thomas E. Johnson, Charles L. Poor, W. W. Warner, Horace Z. Wilber.

MANY progressive teachers organizations have adopted the budget plan for payment of professional dues. They find that professionally-minded teachers are anxious to express their professional spirit by membership in their professional organizations all along the line—local, state, and national. Every cent of expense saved in collecting dues means that much more for association work. The same human factors which have lead to the adoption of the community chest point to the wisdom of the budget plan for professional dues. Variations of the following form are often employed:

Professional Enrolment

GOAL—100 PERCENT

To the Treasurer of Teachers Association:

I desire to enrol in the professional associations checked below:

The Local Teachers Ass'n (dues \$1)

State Teachers Ass'n (dues \$2)

National Education Ass'n (dues \$2)

I enclose (will forward on or before) check for \$..... in payment of the dues indicated.

Name.....

Address.....

Date.....

This blank (with or without remittance) should be given to your building representative or principal not later than

The several associations will acknowledge the receipt of your dues by means of the membership card.

MINNESOTA—Philip E. Carlson, M. Isabelle Davidson, Helen B. Shove, W. F. Webster.

MISSISSIPPI—Levi J. Rowan.

MISSOURI—Annie O. Andruss, Ella Victoria Dobbs, Charles Henry Evans, Mrs. Sallie V. Grebe, George I. Harvey, Mrs. Marie Anderson Ittner, William B. Ittner, H. W. Leech, J. H. Miller, Earl H. Neller, F. B. O'Rear, F. P. Rohrer.

MONTANA—Jeanne Buckmaster, Marguerite R. Hyde, Estelle E. Ryan, Johanna Velikanji.

NEBRASKA—Jennie B. Adams, R. B. Bedell, Herbert Brownell, Marguerite R. Burke, W. N. Delzell, Ernest C. Folsom, R. T. Fosnot, Conrad Jacobson, William H. Myers, J. W. Searson, George L. Towne.

NEVADA—M. J. Burr, W. J. Hunting.

NEW HAMPSHIRE—Fannie P. Mathes.

NEW MEXICO—Tom G. Rodgers, Mrs. Edna R. Rousseau.

NEW JERSEY—Florence N. Ayres, Chrissie M. Bartle, James E. Bryan, Robert C. Carlson, Ira T. Chapman, Harold A. Crane, Agnes Cromwell, Marjorie Deshler, I. Newton Earle, Jr., John C. Enk, Mamie Glock, Millard L. Lowery, Emma A. McCoy, Mrs. Mabel McDonald, Eleanor McManus, Elano Oxenford, Ralph W. Rice, Marie H. Schuster, Roy L. Shaffer, F. J. Sickles, Preston Hopkins Smith, Lietta Troiana.

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Claude Hardy, Nellie C. Hartt, Olive M. Jones, John T. Kaemmerlen, Daniel J. Kelly, Abby Porter Leland, James B. Munn, Bridget C. Peixotto, Alfred E. Rejall, Rosamond Root, Charles R. Skinner, Menno Stern, Mrs. George D. Strayer, George D. Strayer, Ambrose L. Suhrie, Natalie Swan, Georgia L. White, Eddy R. Whitney.

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NORTH DAKOTA—A. O. Halvorson, M. E. McCurdy, Minnie J. Nielson, W. C. Stebbins.

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RHODE ISLAND—Ella Louise King, Ella L. Sweeney, Edith Holmes Williston.

SOUTH CAROLINA—Myron E. Brockman, David B. Johnson, Kate V. Wofford.

SOUTH DAKOTA—Raymond H. Barnard, William Adelbert Cook, Amos Groethe, E. K. Hillbrand, Bert E. Johnson, Nellie Marea Loomis, A. A. McDonald, Lee R. Robins, N. E. Steele, E. C. Woodburn.

TENNESSEE—Gerard White.

TEXAS—J. W. Cantwell, I. A. Coston, H. D. Fillers, C. Garrett, Mrs. M. J. Garrett, M. J. Garrett, William Alonzo James, Mrs. Ella F. Little, Arthur Newell McCallum, R. L. Marquis, M. E. Moore, M. H. Moore, M. Leila Nisbett, E. E. Oberholtzer, L. C. Proctor.

UTAH—Milton Bennion, LeRoy E. Cowles.

VERMONT—Frank R. Adams, Albert A. Silver, Jr.

VIRGINIA—R. C. Bowton, Samuel P. Duke, George W. Eutsler, Wayland J. Hayes, Harry Ashley Hunt, Joseph H. Saunders.

VIRGIN ISLANDS—Mrs. Linda Marie Linborg, Arthur E. Linborg.

WASHINGTON—L. E. Forbes, C. E. Hagie, Grace I. Liddell, C. L. Littel, John Oswald Peterson, Mrs. Josephine Corliss Preston, Charlotte M. Spalding.

WEST VIRGINIA—Amanda Abbott, Earl C. Bowman, George West Diehl, George M. Ford, Boyd Randal, J. H. Rohrabough, S. E. Weber, W. H. S. White.

WISCONSIN—Margaret Canty, Frank E. Converse, R. L. Cooley, F. L. Cummings, Alida Degeler, John Q. Emery, Dorothy C. Enderis, Paul G. W. Keller, Elizabeth R. McCormick, Ray McCrory, Oscar W. Neal, John Barber Parkinson, Carroll G. Pearse, John Francis Sims.

WYOMING—John J. Early, E. May Palmer, William E. Smythe.

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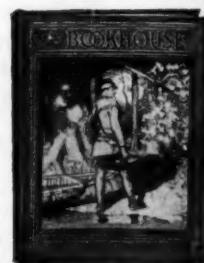
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ENROLMENT and AFFILIATION

New Affiliations

THE following associations are in addition to the affiliations which have been reported in previous issues of THE JOURNAL.

- ARKANSAS—*Little Rock*, Little Rock Classroom Teachers Association, E. A. Bowen, Secretary.
 CALIFORNIA—*Fullerton*, Orange County Principals and Teachers Association, Winifred M. Wonders, Secretary-Treasurer; *Modesto*, Stanislaus County Teachers Association, Mrs. Luly Moorehead, Secretary; *Pasadena*, Ventura County Rural Teachers Association, Mrs. A. E. Ferguson, President; *San Francisco*, California Kindergarten Primary Association, Lavinia McMurdo, Corresponding-Secretary.
 COLORADO—*Akron*, Washington County Teachers Association, Amy Lewis, Secretary; *Delta*, Delta County Teachers Association; *Sedgwick*, Sedgwick County Teachers Association, Pauline Myers, Secretary; *Walsenburg*, Huerfano County Teachers Association, Mrs. Martha Thorne, Secretary.
 CONNECTICUT—*Bridgeport*, Bridgeport Teachers Association, Margaret Kiely.
 ILLINOIS—*Freeport*, Northwestern Division of the Illinois State Teachers Association, Ida Voigt, Secretary.
 KANSAS—*Chanute*, Chapute Teachers Association.
 MICHIGAN—*Saginaw*, Saginaw Teachers Club, Stanley S. Radford, Secretary.
 MISSOURI—*Maryville*, Northwest Missouri Teachers Association, Fred Keller, Secretary.
 NEW JERSEY—*Newark*, High School Men's Association, Harvey A. Dann, President; Newark Special Teachers Association, Clara Burrows, Sec-

retary; Newark Vice Principals Association, Laura E. Tidy, Secretary.
 NEW YORK—*New York*, Association of District 15, Adelaide M. Vance, Secretary.

Completed Enrolments

THE following schools have completed their reports for hundred percent membership in the National Education Association for 1925-26 since the list was published in the June JOURNAL. Many of the schools also have a complete enrolment in state and local associations. For the convenience of readers the list is arranged by states. Under the name of each state cities are arranged alphabetically, set in italics. Under the name of each city, schools are arranged alphabetically, the word "school" being omitted to save space.

FIVE OR MORE YEARS

- CALIFORNIA—*San Francisco*, Part Time High.
 COLORADO—*Denver*, Ironton.
 MISSOURI—*St. Joseph*, Humboldt, Robidoux High, Sherwood, Whittier.
 WEST VIRGINIA—*Williamson*, Williamson Public Schools.
 WYOMING—*Cheyenne*, Gibson Clark.

FOUR YEARS

- COLORADO—*Boulder*, Highland.
 INDIANA—*Terre Haute*, Harrison, St. Louis County School Number 10.

PENNSYLVANIA—*Philadelphia*, Leidy-Bennett; *Pittsburgh*, North Continuation.

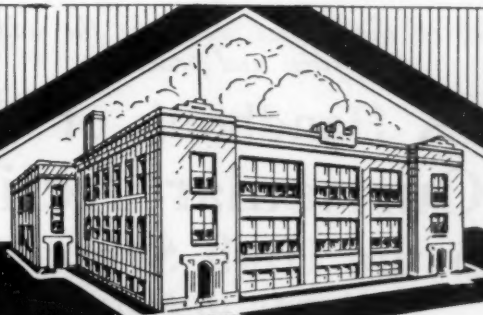
THREE YEARS

- ARIZONA—*Glendale*, Grammar.
 CALIFORNIA—*South Pasadena*, El Centro Street.
 COLORADO—*Colorado Springs*, Whittier; *Longmont*, Columbine.
 GEORGIA—*Americus*, East Americus.
 ILLINOIS—*Champaign*, Gregory.
 MASSACHUSETTS—*Gloucester*, Haskell.
 MICHIGAN—*Alpena*, Cass.
 MISSOURI—*Kansas City*, Jefferson.
 NEBRASKA—*Omaha*, Columbian.
 NEVADA—*Caliente*, Caliente.
 PENNSYLVANIA—*Bradford*, Second Ward.
 VIRGIN ISLANDS—*St. Croix*, Christiansted Grammar, Diamond, Fredensfeld, Fredericksted Grammar, Fredericksted Junior High, La Princess, La Vallee; *St. John*, Benjamin Franklin, Bethany, East End, Horace Mann; *St. Thomas*, Jefferson, Madison, Monroe.
 WEST VIRGINIA—*Charleston*, Roosevelt Junior High.

TWO YEARS

- CALIFORNIA—*Bakersfield*, Tejon Indian; *Long Beach*, Franklin Junior High; *Los Angeles*, Carson Street, Home Economics Department; *Los Gatos*, Elementary; *Oakland*, Executive Offices; *San Diego*, Euclid Elementary; *San Francisco*, Rincon.
 COLORADO—*Colorado Springs*, Roswell; *Denver*, Cheltenham, Garfield, Gilpin, Steele, Thatcher, Valverde; *Erie*, Erie Public Schools.
 DELAWARE—*Wilmington*, Number 18.
 FLORIDA—*Miami*, Highland Park.
 IDAHO—*Wallace*, Wallace Public Schools, Gen. Junior High.

(Continued on page A-212)



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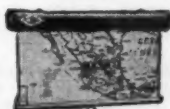
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(Continued from page A-210)

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NOTES and ANNOUNCEMENTS

THE SUCCESS of the sixty-fourth annual meeting of the Association at Philadelphia belongs more than to any one else to the vision, energy, and hard work of President McSkimmon. The general theme—the challenge of childhood to the teachers of America—served to focus attention upon the child. Miss McSkimmon left a trail of goodwill as she

went about the country during the year, her visits at headquarters were an inspiration, and her leadership during the Philadelphia convention did honor to the Association and the profession.

EDITOR WINSHIP on life membership—Life membership in the National Education Association is one of the important

forward movements. There are now 471 life members. This means more than \$40,000 to the permanent fund of the Association, and this permanent fund is the sheet anchor of the Association, which is already a mighty institution, with an income which provides for remarkable educational service.

(Continued on page A-214)

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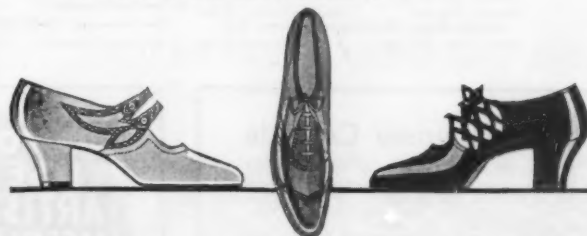
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(Continued from page A-212)

THE UTAH EDUCATION ASSOCIATION at a recent meeting of its board of trustees, adopted the plan of paying part of the expenses of state delegates to the annual June convention of the National Education Association. Hereafter the state association will contribute toward the payment of the state delegates expenses—an amount equal to that paid by the national association.

WINFIELD, KANSAS, Board of Education at a recent meeting authorized the payment of National Education Association dues for each of the 86 members of the teaching staff.

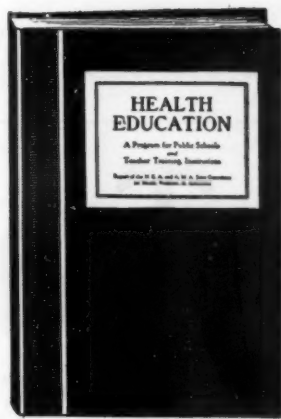
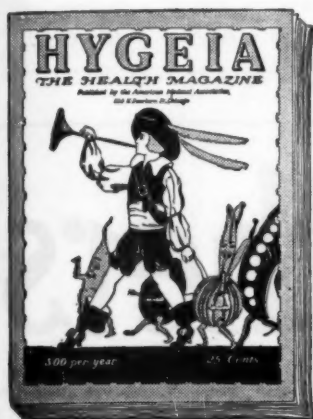
THE ANNOUNCEMENT of the Department of Superintendence meeting to be held in Dallas, February 27 to March 4, brought satisfactory and enthusiastic response. The hotel committee is giving careful attention to the handling of requests for rooms. One of the hotels received 1400 applications within the first three days following the date of announcement. Apply to Z. E. Black, manager of the Dallas Convention Bureau, for room reservations.

EXCELLENT REPORTS of the Philadelphia Convention are found in the *Christian Science Monitor*, *The Journal of Education*, *School and Society*, and other educational journals.

THE SECOND biennial meeting of the World Federation of Education Associations will be held in Toronto, Canada, August 4-10, 1927. President Augustus O. Thomas, state commissioner of edu-

(Continued on page A-216)

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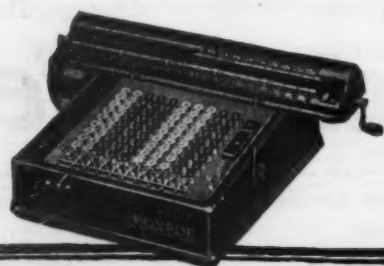


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(Continued from page A-214)

cation, Augusta, Maine, will send invitations, announcements, letters, and programs upon request. Dr. Thomas is now in Europe, where he will undertake the work of educational cooperation in most of the important European capitals.

UNIVERSITY OF PENNSYLVANIA School of Education has announced that hereafter students who fail to show qualities necessary to become successful teachers will not be permitted to continue in the school. Every effort will be made to dis-

courage the matriculation of students who through physical, cultural, or other reasons are obviously unfitted to become teachers. According to John H. Minnick, dean of the School of Education, the new regulations are inspired by a conviction of the faculty that it is merely wasting the facilities of the school, the time and usefulness of the individual students, and the productive energies of the community to continue to train men and women to enter a profession for which they are obviously unfitted.

(Continued on page A-222)

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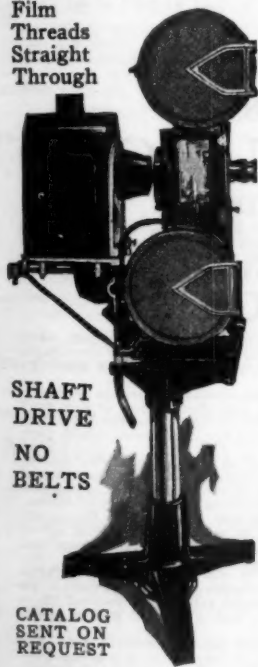
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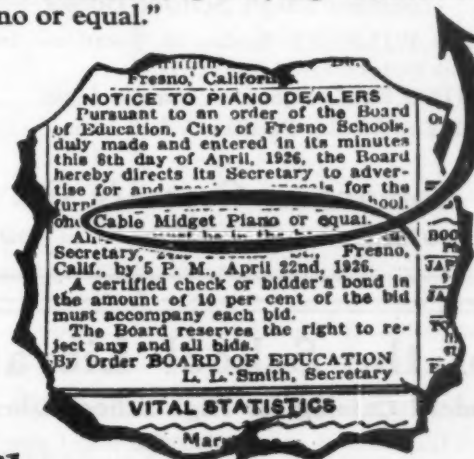
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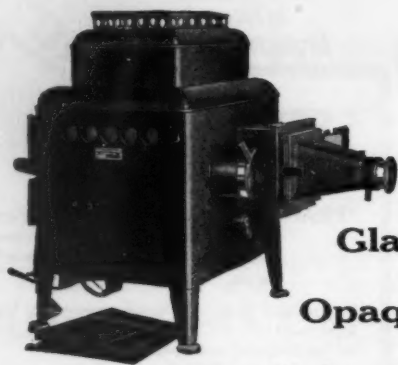
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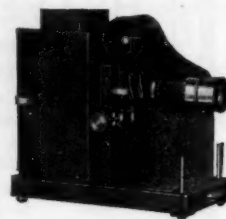
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(Continued from page A-216)

MEMBERSHIP in the Association has reached levels that most people would have said were impossible a few years ago. Everyone who has helped to arouse the profession to its work may well be proud of his share in the achievement. But what has been done is really only a beginning. Only one teacher in five is a member of the Association. The other four are willing to ride the bandwagon of professional advance without paying the fare. For their own sakes as well as for the cause they need the inspiration of local state and national associations. Let every member reenlist early and bring in a few new recruits.

CHILDREN'S BOOK WEEK will be observed this year November 7 to 13. Posters, cards, and circulars for the week are available on request from the National Association of Book Publishers, 25 West 33 Street, New York City.

THE BUREAU of Curriculum Research of Teachers College, Columbia University, has rated nine thousand elementary school courses of study and has published its findings in a bulletin issued by

the Bureau of Publications of the college. This study will do much to encourage systematic comparison in this growing field. The work was done under the direction of Herbert B. Bruner and Florence B. Stratemeyer.

ON COINCLUSIVE MEMBERSHIP—The following resolutions were prepared by the committee on coinclusive membership of which Thomas J. Walker of Missouri, was chairman. They were considered by the Board of Directors and referred to a special committee for further study and report at the next meeting of the Association. A motion was passed requesting that the resolutions be printed in THE JOURNAL.

It is the sense of your Committee on Coinclusive Membership that all the teachers of the United States should be bound together as an organic body, and that this can be attained only by a plan of membership which will include affiliation with the local, state, and national associations. The details of such a plan we believe will make necessary the revision of the Constitution and by-laws of the National Education Association. To this end we offer the following resolution:

BE IT RESOLVED, that a committee of five be appointed by the Executive Committee

to draft such amendments as will make possible the inauguration of a coinclusive membership policy in local, state, and national teachers associations and that the amendments shall conform to and embody the following principles:

FIRST, all membership in the National Education Association shall be conditioned on membership in the state and local associations of which the member would naturally be a part.

SECOND, no member of the National Association shall be counted more than once in the apportionment of delegates to the Representative Assembly of the National Education Association.

THIRD, delegate representation in the National Education Association shall be based upon and apportioned according to the total National Education Association membership within a given state.

FOURTH, delegates to the National Education Association shall be elected from the membership of the National Education Association in the various states and in such manner as shall be agreed upon by the various state organizations and the Executive Committee of the National Education Association.

BE IT FURTHER RESOLVED, that the aforesaid Committee of Five be instructed to submit these amendments through the legal channels and in a legal way and in such time as will permit their adoption or rejection at the next annual meeting of the National Education Association.

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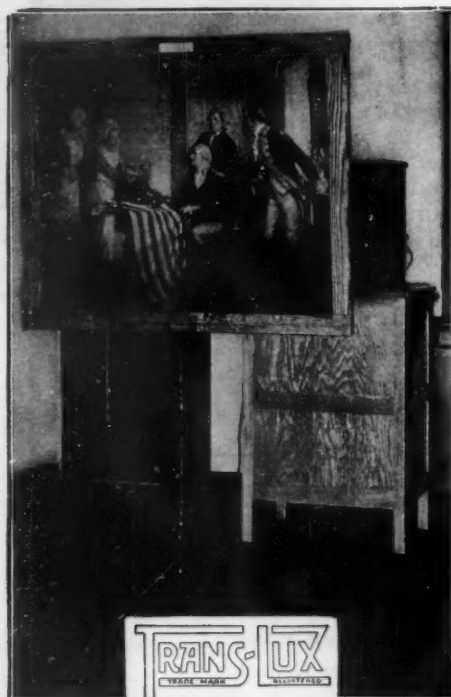
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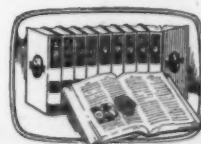
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