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Again the Open Door in Education

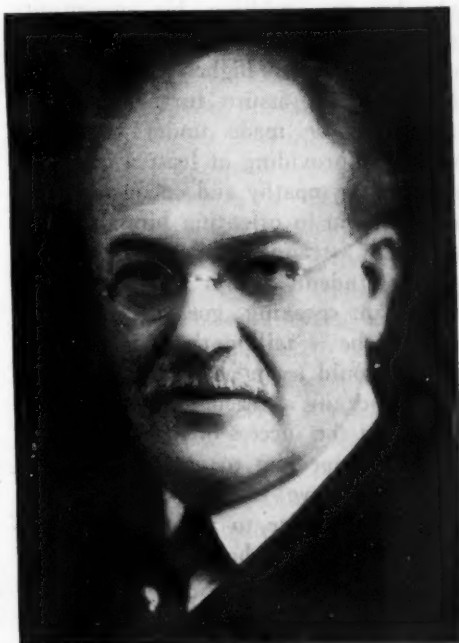
FRANK D. BOYNTON

Superintendent of Schools, Ithaca, New York

SOME OF MY HEARERS are aware that in discussing "Again the Open Door in Education" I am continuing an argument begun two years ago. As I have said elsewhere, no ampler evidence could be desired of the large-mindedness of college administrators in general, of their readiness to face criticism without flinching, and of their desire to serve the public interest than that afforded by the tone and tenor of the published reviews and personal letters, geographically fairly representative of the country, that have come out of the colleges as a result of that earlier discussion.

Some of you may recall that at Cincinnati two years ago, I ventured to point out frankly and with the openly expressed approval of this body, certain shortcomings of the colleges viewed from the angle of the public school administrator. I said in effect that entrance requirements were in general based on mere tradition, sometimes even on personal idiosyncrasy; that college courses were often determined by professorial interest with little consideration of student needs; that those chosen as worthy of college training were those who could disgorge most readily certain quantities of fact from an arbitrary list of studies; that the aid rendered freshmen was perfunctory and aimless; that the influence of college life was not infrequently corrupting and dissipating, an influence aided and abetted by the example of some of the members of the faculty; that the academic mortality of freshmen was due more to poor teaching in college than to poor preparation; that college teachers were selected, promoted and rewarded not on the basis of teaching ability but on the basis of research; that professional training for teaching was not only not required by the colleges but that it was laughed at; that the individual professor was a law unto himself, determining his own courses, setting his own examinations, marking his own papers, and turning in his results from which there was no appeal;

that "residence" had become a fetish and an obstruction to educational progress; that for the endowed college—endowed by public-spirited men for public



FRANK D. BOYNTON, vicepresident of the Department of Superintendence. This address, which was delivered before the Department of Superintendence at Dallas on March 3, brought enthusiastic applause. Dr. Boynton would open the doors of colleges to all worthy youth who desire to enter.

service out of funds built up out of excessive profits paid by the people, and receiving tens of millions annually in tax exemptions—that for such an institution to regard itself as "private" would be humorous if it were not pernicious; that the claim of overcrowding may or may not be true; and that only by a comprehensive survey by representatives of the public interest of our institutions of higher learning as to plant capacity, equipment, funds, and faculty can this fact be scientifically determined.

After two years of discussion, part of it oral, part through the agency of personal letters and magazine and newspaper articles, and much of it emanating from the colleges themselves, this "in-

dictment," if one wishes to call it by so harsh a name, stands generally acknowledged as a fair statement of existing conditions. Here and there it has encountered resentment, of course. The president of Purdue University before the National Education Association in 1925 expressed surprise that this body should give its approval to such a picture of conditions; and after claiming for the colleges the credit for all advances worth mentioning in the field of pure and applied science and art, never having heard of Burbank, Edison, Ford, Burroughs, and others, he pointed triumphantly as evidence that the colleges are meeting the needs of the hour to the fact that the number of students attending them has grown from 160,000 in 1900 to 600,000 in 1925. Unfortunately and characteristically he saw but one side of the picture; for he failed to point out the further fact, without which his figures have no significance, that this progress made by the colleges compasses only two fifths of that made by the highschools in the same period; and he offered no solution to the problem that faces this growing army of ambitious youth knocking in vain at the closed doors of our colleges.

The plain fact is that the college is not meeting the situation and apparently has no plans for meeting it. If it sees at all the constantly and rapidly augmenting stream of elementary school pupils pouring into our highschools, there to come for four years under the tutelage of college graduates, to pour out again keenly awake to the possibilities open to them through further training—if it sees this swelling stream at all, it seems to see in it only the opportunity of lightening its own task by a more drastic selection of the finest specimens of a particular type of mental ability, while it goes serenely on its way careless of and indifferent to the fate of other equally desirable types, who, judged by its standards, deserve no academic salvation. College plants, par-

ticularly in the east, are undergoing little or no expansion. No new colleges are being founded. Again and again my correspondents in New England and in the Middle Atlantic states stress this fact. Out of the colleges comes no answer to the insistent question, "What shall be done with the overflow?" "Selecting only from the upper quartile" is the euphemism now applied to the process. But when we ask what is to be done with the lower quartile where, not infrequently are to be found the real leaders—youth aglow with the vitality that often finds expression outside of academic halls, sometimes to the detriment of academic records, but in which one can read the assurance of future success, in answer to that question we hear only a great silence.

There is a doctrine that is fundamental in American education, and that is: that every child born in or adopted by this republic has the right to have developed through education whatever of talent he may possess without reference to quantity, quality, or type of that talent, and that he should have assured to him the opportunity to go as far as his ability and ambition will permit. At the birth of the nation, the Fathers made clear their belief that in education alone lay security for popular government; and the subsequent history of education in this country has made this doctrine a part of the fundamental faith of the nation. In a wide correspondence from every one of the forty-eight states, I find no public educator dissenting from this principle.

Nor has this doctrine been held merely as a distant ideal, realizable, if at all, only in some dim utopian future. Steadily the nation has moved toward its realization. At the time of the adoption of the Constitution the maximum average length of the school life

of the individual was 80 days; in 1840, this average for the nation had risen to 208 days; and in 1870 it had risen to 582 days; in 1890 to 770 days; and in 1920 the nation was on a 1200-day basis or was about to enter on the seventh-grade level. Beginning as a private enterprise, under private direction and control, education has gradually passed to the control of the people, and at each succeeding level the ideal has been to make it free and universal. In the case of the elementary school the ideal has been completely attained; and in the secondary school, nearly so. We are now facing the same problem at the college level; and no solution of it will be accepted as adequate that does not assure to every worthy highschool graduate, who has the ambition, his opportunity to prove by actual trial whether or not he can profit by higher training; and that does not assure further that the trial shall be made under conditions which, by providing at least a modicum of human sympathy and encouragement, will aid him in orienting himself in his new and strange surroundings. No worthy student, and it is only of him that I am speaking, goes to college to fail. If he is failing there is a cause; and it would seem as if just ordinary intelligence in a teacher, just common interest in the success of a fellow being, would prompt him to ascertain and, if possible, remove the cause; and it is, indeed, a pleasure to record that a beginning here and there has been made in the humanizing of college courses and administration.

But we are told that there are in college too many who cannot profit by it; that it is futile to burden the colleges further with unfit material. That statement rests upon two assumptions which are herewith sharply challenged. The first is, that present methods of admis-

sion are the most effective that can be found for selecting the material that can profit by what the college has to offer. The second is, that what the college has to offer exhausts the possibilities of higher training, and that the student who cannot profit by it is of inferior mentality and should be denied higher educational opportunity. It is apparently quite true that there are in our colleges many who cannot profit by the courses offered; but there is no evidence to show that this does not indicate a need for a change in the methods of admission and in courses of instruction rather than further exclusion of students. There is no scientific evidence available to determine whether the student or the college is at fault. Here is a question that challenges the best minds we have in the field of education. The demand for social efficiency has made over the elementary and secondary school. It will not hold the college sacrosanct. It may be that we are at the breaking point with the traditional college.

The assertion that too many are going to college is without scientific foundation. If it is an inference from the fact that some are now in college who cannot profit by what the colleges offer, it is simply a non-sequitur. And if it emanates, as President Angell says it originally did, from those who are always looking for cheap labor and who see that commodity dwindling before the extension of educational privilege, or from those who believe that learning and culture are the prerogatives of a small intellectual or social aristocracy, having no contact with the gross affairs of practical life, interested in esthetic appreciation more than in a search for truth and considering an academic degree as a mark of caste—in either case it can be disregarded as being un-Amer-



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ican and wholly alien to our national ideals and purposes.

Let it be understood that in advocating "Again the Open Door in Education" I am not making a plea for the admission of the moron. Nor am I asserting that all men are born intellectually equal and are, therefore, entitled to equal educational opportunity. Long before the psychologists taught us to talk learnedly about chronological ages and I. Q.'s, the mental inequality of individuals was apparent to the most ordinary observer. I am quite aware of the fact that at every level of the educative process there emerge some who have reached the limit of their capacity for education. But if our schools are doing their work effectively, we are safe in assuming that at each level the mental incompetents are being largely sifted out and that those who survive are mentally prepared for further training and, if they have a desire for it, should be given the chance to prove by actual trial whether they can profit by it. We do, as a matter of fact, proceed exactly on this assumption at each stage of the educative process until we reach the college level.

Neither am I pleading for the same opportunity for all who survive the highschool period. For some, scholarship along traditional lines will, of course, be an easy possibility. For others, only one or two years of additional training can be taken with profit. What I am asking is that those who survive the highschool and who desire further training shall have the opportunity for one or more years in college with courses organized and modernized and with definite study and guidance of the individual through his underclass years. And I am urging that these courses have some sort of coherence and unity, starting somewhere and tending

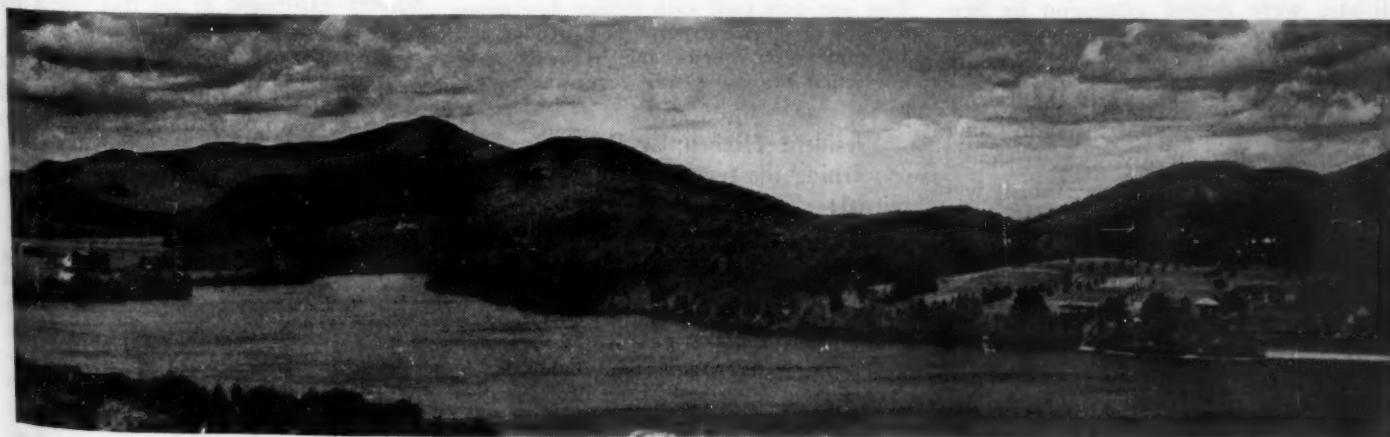
toward some definite objective; and that those who are found incapable of advanced independent work or who have no desire for it, be given, upon satisfactory completion of the one or two years of such higher training, some sort of certificate to that effect and be dismissed with the goodwill of the institution. There is nothing sacred in the traditional four-year course leading to a degree and the break with tradition here suggested can be made without detriment to sound scholarship.

The proposal to loose upon the colleges this rising tide of ambitious and worthy youth, is met by the statement that the colleges are now crowded and that the proposal is impossible. *What constitutes a crowded college?* It is, perhaps not unlikely that the enormous and rapid development of our highschools still going on, has created a demand for higher training somewhat in excess of the capacity of our present plant; but before it can be known whether a given college is overcrowded, *three facts must be scientifically determined.* First, we must know what the maximum plant capacity is, each room and laboratory working from 8:00 o'clock A. M. to 5:00 o'clock P. M. on at least five days per week for not less than thirtyeight weeks; *second*, it must be determined what constitutes a reasonable student load for a college teacher; and *third*, what constitutes a reasonable teaching load per week. As far as I have been able to discover, these fundamental questions have never been answered authoritatively; and until they are, the statement that our colleges are crowded is mere assumption.

Some rather fragmentary studies of my own, however, made within the year, in which I have had the assistance of some of the best men in education in college and out, have yielded interesting

results. "Crowded" colleges were selected for the study. It was found that in these institutions from a few to a score or more of rooms were vacant, and in many instances locked, during the working hours. In some of our colleges the notion still prevails that a classroom is the personal possession of a particular professor, with the result that these rooms are not yielding more than twenty to thirty percent efficiency. A classroom or a laboratory can work six or more hours a day without being overworked. One such room accommodating 40 students on a six-hour schedule would care for this number, each student taking fifteen hours' work per week and reciting in classes of approximately 40 students each; thirty such rooms would care for 2400 students in small classes. This would seem to support the contention made in my Cincinnati address that large classes are a professorial convenience. If, in the colleges that have been studied, such use were made of the plant, the registration could be approximately doubled without the addition of a single classroom. If the plant inefficiency prevalent in our colleges were found in our public schools, our surveyors would create a revolution.

What is a reasonable student load for the college teacher? Here we find ourselves in the field of opinion. President Snively sets the number at fifteen, and the American Council on Education sets it at twelve and one half. President Snively mentions certain "crowded" colleges. If these colleges were to bring their student load up to President Snively's measure they would be able to register 4001 more students without increasing their plant or equipment. Similar studies have been made of twenty-seven colleges in three states. In these twentyseven colleges if the student load



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were placed at twelve and one half, they could accommodate 12,301 more students. These studies, incomplete as they are, are sufficient to suggest that the "crowded" college may be an academic myth, for in many colleges the student load drops below six.

And what is a reasonable teaching load for a college teacher? The American Council on Education has set the standard at sixteen hours per week. Again my studies, based upon direct correspondence with college professors themselves, go to show that this standard is far above actual practice. In many instances, the teaching load is less than ten hours per week. In public education we are looking for teachers who can teach successfully large numbers, teachers who can inspire pupils to effort and initiative rather than for drill masters for a few who are to be taught to absorb knowledge rather than to think; and it has moreover never been proved that small classes result in higher scholarship. It will be difficult to convince the public that twelve and one half students per college teacher is an overload and that sixteen hours of teaching per week is overwork, and that to relieve such distressful conditions it is necessary to deny admission to an increasingly large number of admittedly qualified candidates.

But are qualified candidates being denied admission to college in any considerable numbers? I am in possession of letters written since January 1, 1927, from schoolmen in fortyone states, which clearly establish the fact that fully prepared students are being denied admission to college. I am also in possession of data furnished by the colleges since November 24, 1926, wherein the fact is further established. Sixtyseven colleges responded with the information asked; fiftyone of these admit that 15,196 candidates were denied admission in September, 1926. It is admitted that over one half of this number had met the full fifteen "Carnegie" units and that a considerably larger number would have been able to do college work. It should be added that the above record was made almost entirely by the "endowed" colleges. Several colleges did not furnish data. Some of them frankly stated that they were not certain how the public would accept the facts.

Alumni are beginning to show an interest in this exclusion act even in the case of the so-called "private" college. One such college that has been taking

its students from the upper quartile and succeeding in graduating only about fortyfive percent of its freshman class is having its trouble with its alumni. A prominent alumnus of this college has furnished me with a copy of a letter which he wrote asking for some justification of the methods of instruction and the courses offered which resulted in such mortality among those who are supposedly the cream of the young men of the country. This college denied admission to more than one half of its applicants and yet the student load is 9.5 per teacher.

What is the solution? Signs are not lacking that the really constructive minds in the field of higher education are grappling with the problem. An entire paper could be filled with recent utterances of men who speak with authority in the educational world, all tending to show that the stubborn wall of tradition that has so long blocked advance in higher education is crumbling. Only a few weeks ago, President Livingston Farrand of Cornell University was quoted in the press as saying:

The time is not far distant when the old traditional college will be lost, and we shall wonder how we ever prepared for the scholarship of the day along traditional lines.

President Lotus D. Coffman of the University of Minnesota, has recently said that an irresistible pressure is bringing about

a reorganization of the materials of instruction for freshmen, calculated to insure a more systematic education through programs with definite objectives. The vast majority of students who enter college know what they are there for and are unwilling to drift about aimlessly in a sea of liberal subjects.

Dean Kent, of Northwestern University, says:

The time has come when we will not have done our duty until each college determines the type of service it purposes to render and reorganizes its courses and its methods of instruction to intelligently serve these purposes.

President Hibben, of Princeton, says concerning the type of student to be admitted:

We ought to know, as far as it is humanly possible to determine, not only the type of undergraduate but the type of man he is likely to be. If we find a boy deficient in credits but who has in his favor a career of leadership, a record of broad influence on his companions, an outlook on life that distinguishes him morally, that kind of boy, despite academic shortage, is the kind of boy who should be welcome at college.

The correspondence to which I have made reference teems with suggestion. From some of the colleges comes the plea for the founding of more colleges. Some even suggest the junior college as a part of the public school system. Schoolmen suggest the establishment of a state university in every state, and the extension of this principle in states where there already is a state university. Ohio now has three state universities. It is obvious, however, that hope for a solution rests with the extension of the junior college as a part of the state and municipal school system with a probable reorganization of public education on the 6-4-4 plan. California and Missouri already have the junior college as an established part of the public educational system, and the number of students registering in the freshman class in the junior colleges of California last September equalled the number registering in the freshman class of the standard colleges of that state. With 163 junior colleges already established in the country, it may fairly be said that the junior college movement is well under way. Several state legislatures this winter are considering bills for the establishment of junior colleges as a part of the public educational system of their states.

Just what will be the reaction of the traditional college to the changing educational conditions remains to be seen. Frankly, little can be looked for immediately in the way of reorganization of courses and methods from what some schoolmen call the "Tutankhamen crowd still wedded to the past and stoutly defending its penates." Some go so far as to refer to present college courses and organization as moribund, and suggest that Ephraim be let alone with his idols and that a solution be sought independent of the colleges. The reported attitude of the Phi Beta Kappa Society expressed at its meeting a few years ago seems to give color to this conclusion. The press reported at that time that this society of liberal culture had undertaken to raise one million dollars to fight the spread of vocational education, and the president at that time was quoted as saying:

In the last century election to Phi Beta Kappa meant that the student had reached success along lines of study universally conceded as standard in higher education. Today the tendency toward vocational education is so great that there is urgent need for an active, coherent organization, both within the colleges and outside of them, of the forces that stand for liberal education. Can

a better center be found for such an organization than is offered by Phi Beta Kappa? The fraternity has reached an age and grown to a greatness which forbids it to refuse the challenge that the present day brings to lovers of learning.

Graduate as I am of a traditional arts college, and believing as I do in that training for those who can profit by it, I must vigorously dissent from the implication contained in this statement that scholarship is exclusively the product of the arts college. Scholarship is just as possible in architecture or in engineering as in the humanities. The term needs and is receiving a new definition.

It is, indeed, a bit difficult to understand how the arts college, the original vocational school, which had its inception in need for training men for a specific vocation, can logically take exception to vocational training. It is essentially an illiberal attitude, and it is with regret that I have to admit, after years of association with teachers from every type of higher institution, agricultural and other technical schools, as well as with liberal arts colleges, that I know of no more illiberal men in the teaching profession than can be found in the liberal arts colleges, no more de-humanized teaching, no more complete lack of human interest, than is to be found in the

classrooms of some of the teachers of the humanities.

In conclusion: Based upon my studies and correspondence I would suggest the following as steps toward the solution to our present difficulties:

1. A survey of present higher educational institutions to ascertain existing plant capacity, endowment, and equipment, together with a scientific determination of what constitutes a reasonable student and teaching load for a college teacher.

2. Provision by the state of adequate educational facilities from kindergarten through the university, including a system of junior colleges, with unbroken sequence of promotion for those found capable at each stage of profiting by more advanced training.

3. Provision of higher training for various types of mental ability with a determination on the part of individual colleges of the types of service they plan to render and selection of their students in accordance therewith.

4. A reorganization of college courses with definite objectives for certain groups and supervision calculated to orient freshmen in their college work.

5. The requirement by the colleges of demonstrated teaching ability as a requisite for retention on the faculty, the recognition of high teaching ability as the basis for professorial advancement, and the establishment of some system for the improvement of college teaching in the freshman and sophomore years.

Education is the BIG BUSINESS of the nation. Officered by a million teachers, the "grand army of the republic," an army of 25,000,000 children is marching against the citadels of ignorance and superstition and race hatred, upholding the traditions and defending the ideals of the republic—an army assembling from hill and dale, from city and village, from the farm, the workshop, the mine, from industry and commerce, from the homes of the rich and of the poor, with the blood of the Orient and of the Occident coursing through their veins; *destined* in each of the forty-eight states of this great American "league of nations" to become citizens, not subjects; *an army* whose wellbeing places an obligation upon every American to support to the limit the stronghold of our democracy, the bulwark of our free institutions.

Gentlemen, this is not just one more paper to be added to the files of this department. This is a crusade upon which we have entered, a crusade to be preached with increasing power until the people, laying hold of the doors of the gate of the city of knowledge shall pluck them up and carry them away, leaving free and unobstructed the pathway to the acropolis.

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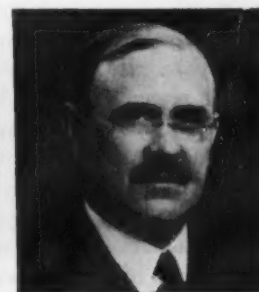
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Assignments

INGA OLLA HELSETH

CLASSROOM TEACHERS have been helping to "put over" every manner of national "drive" except drives pertaining distinctly to their own teaching methods. Every organization in the country asks their help. Administrative workers are uniting on programs for the good of the school systems. But the teacher's own classwork is often pushed aside to give time to other programs. What can be done for the classroom teacher buffeted on the one hand by organized programs from without and on the other hand left bewildered by the unorganized suggestions of methods for making teaching more effective? What would happen if classroom teachers were to put on a drive growing out of some phase of the class work?

Is not the assignment such a phase? Not a teacher but must use it, not a pupil that can avoid it, not a method that can dispense with it. It is an instrument daily in the hands of the teacher. Many highly organized efforts at improving teaching involve suggestions on ways in which assignments may be improved. The Winnetka and the Dalton plans are such experiments. The supervised study movement owes much of its success to the improvement in assignments which naturally accompanies attention to supervised study. The ideals teachers have clustered around the terms project and problem teaching require among their first applications a modifying of the assignment. From another angle may we not say that the meager assignment is one of the weakest points in the work of the poor teacher? "Next ten pages," "next chapter," and "from page 62 to page 67" are assignments that, if characteristic of the teacher, measure and place him among his fellows.

Undoubtedly a momentum would develop where now we make scattering efforts, could each teacher feel himself a part of concerted action with regard to some one phase of method. Conceive of teachers facing the improvement of the assignment as a manufacturer faces altering conditions of production in his industry. Is it a dream that teachers might systematically compare methods of assigning work, that teacher friends might exchange letters with samples inclosed? The newspapers and the radio might become interested in the game.

Even pupils might be rendered constructively critical of assignments. Publishers might find a ready market for good samples of assignments, for the schoolkeepers of the profession undoubtedly would seek to get their assignments ready made. But why not make them good consumers, able to select well?

The teacher with a vision for the year's work might be inspired to find pleasure in revealing the connections within his course. His assignments would be planned so as to suggest the problems involved as making a unified whole. These assignment units in their presentation of work to be done might be planned to show upon what previous learning they depended and to what further problems they lead. They could show how to give the life setting for the skills and knowledge to be acquired so that pupils would not begrudge the drudgery of detail work necessary to attain the larger ends.

The teacher who believes that students should cooperate with the teacher in the assignment of work would naturally begin his attack of the problem from that point. We would learn, if we could get these teachers to give serious thought to helping us on assignments, how pupils themselves could be induced to foresee and express worthwhile problems, hunt their materials under guidance, and require of each other checks on results.

As to the teachers who feel that attention to individual differences is the prime duty of the teacher today, how they could revel if they wished in working out assignments demonstrating to us how practical, definite arrangements for meeting differences could be made in the regular assignments of specific units in particular courses at definite ages. They need not wait for the reform of systems of schools, for changes in supervisors, for sectioning of classes, or for the giving of tests. Many differences are so obvious that we can all sense them. Many classes must remain for this year and the next and yet another year as they are now constituted. Many difficulties are of our own making. What a boon were we in such cases to get help on ways of handling the assignment so as to take care of some of the difficulties arising from individual differences.

The specialist on how to study would

show the teachers what to put into the assignments so as to start pupils improving their methods of preparing for the next class conference. He who loves the library—whether the library be one equipped to heart's content or only a table with treasured books and magazines in a corner of the room—would surely try to tell us how it is possible for the assignment to make pupils literally race for the library as you and I have seen them race under such teachers. Some teachers would show how assignment after assignment might send the students scouring country side, city organizations, and industrial plants for needed information. These teachers might show us how to make use of other people's "drives."

Measurement might become a part of the daily assignment if classroom teachers would develop and share with each other hundreds of concrete devices which without expense could be used for measuring daily work in the average classroom as it now exists. The problem is how to assign not only something to be learned but also some way for pupils to measure and record results so that classes, individually and collectively, can watch records of achievement and growth.

Conscious work of a national scope on improving assignments might draft into the movement those who think in terms of "motivation," of "wholehearted activity," and of "pupil seeing ends." We need sample upon sample of assignments that would further these ideals. Familiarity with such assignments would help to change the popular conception of the assignment as being one short sentence beginning with some such words as, "Tomorrow, I want," "Tomorrow, bring me" or "Tomorrow, read so and so."

Would there be any effect on our boys and girls, on our college young people, if the classroom teachers of the whole country did select one phase of method and made a concerted drive with regard to it? It would mean something if teachers saw some such endeavor in the light of a cause and enrolled and worked as they have enrolled and worked in other causes. At any rate the wealth of practical problems unearthed would keep us busy for a generation. What a professional world 'twould be to live in if classroom teachers began voluntary co-operative experimentation on one phase after another of classroom procedure!

Learning to Enjoy Pictures

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ONE OF THE important aims as stated in every up-to-date course of study for art is to train appreciation of good pictures. It is universally accepted as a worthy objective in an art course. But as one reads through the typical course of study, one feels the lack of suggested subject-matter and methods which will lead directly to the accomplishing of this objective. Undoubtedly, our courses do train appreciation of beauty, but as yet we have not weighed various methods nor have we analyzed our subject-matter sufficiently. Do we train appreciation of good pictures in the most economical and effective fashion or is it a byproduct of other training?

In order to avoid a psychological discussion, we will assume for purposes of this article that by appreciation we mean enjoyment. The problem under consideration then, is how to train children to get the keenest and deepest enjoyment from good pictures. A brief analysis of our present art courses will serve as a means of attacking the problem.

In the usual art course, a very large percent of time is devoted to technical work. How much does this contribute to our enjoyment of pictures? Does practise in manipulation of the pencil and paint brush help most children to get more enjoyment from pictures?



A light on the sea, by Winslow Homer.

There are other educational values to be assigned to technical work in drawing and painting, but we partly justify it on the basis that it will contribute to the better understanding and appreciation of pictures. In just what measure this is true has not been determined. When children attempt to make pictures they are for the most part concerned with problems in technic and doubtless this will help to increase their appreciation of good technic in drawing and painting. It would seem, however, that appreciation of technical excellence is not sufficient in order to derive the fullest enjoyment from pictures.

A considerable amount of time, particularly in the highschools, is devoted to a study of history of art. These courses generally consist of a chronological study of the important periods of art. Students are introduced to great masterpieces, given a meager historical back-

ground, and told something about the lives of the artists. Too often the pictures that they use are small, uncolored or badly colored prints. No doubt such study furnishes an opportunity for the enjoyment of pictures but the emphasis seems to be on the acquisition of information. And the acquisition of information may be fatal to the real enjoyment of pictures, even though enjoyment does depend to some extent upon information and understanding. Frequently these courses include a long, detailed analysis of the pictures according to the principles of composition. Experience has shown that as a result of this the class may become bored and actually dislike the pictures. What then can be done in the art course to increase enjoyment of pictures?

First of all, the children must have the opportunity to become familiar with examples of good pictures. Such a statement seems absurd because it is so obviously true. Yet much picture study is carried on with a very few, poor pictures. It is the business of the school to provide good pictures, especially when the home environment is lacking in this respect. We do not expect our children to acquire a taste for good literature unless we give them good books to read. How can we expect them to acquire good taste in pictures unless we give them the op-



WOOD GATHERERS, by Jean Baptiste Camille Corot, and Interior of a Cottage, by Jozef Israels. The originals of the paintings used in this article are in the Corcoran Gallery of Art, Washington, D. C., and the reproductions for THE JOURNAL were furnished by that institution. They are copyright by the Detroit Publishing Company.



My daughter, by Frank W. Benson.

portunity to see good pictures. Yet many school buildings have barren walls or perhaps only a few uninteresting pictures in ugly frames. It cannot be urged too strongly that it is the business of the school to provide beauty of environment of which pictures form an important part. This is expensive to be sure, but if we accept as an aim in education to train appreciation of beauty, it is a necessary expense.

Having provided good pictures for the children, we must do something more than merely hang them on the wall. It is not to be supposed that children will get the greatest possible amount of enjoyment from pictures merely because they are surrounded with them. We must make a definite attempt to show children the possibilities for enjoyment in pictures. Often it is enough to make sure that the children really observe what is in the picture, for example, to point out a beautiful color effect, a fine arrangement of lines or an interesting composition. Sometimes they need to know certain facts about the picture, before they can understand it and some understanding is necessary to the keenest appreciation. Most of all it is important to make the children definitely conscious that they get particular enjoyment from certain pictures. One simple way of accomplishing this is to ask each child to select the one picture from a group of pictures that he likes best. Whatever his selection it should be accepted as a worthy choice. He must not be driven into the paths of insincerity. The child should frequently be given an opportunity to explain why he likes a certain picture. Sometimes

it is a good plan to include a few poor pictures in the group of pictures when the child makes his selection of the picture that he likes best. Thus, he is given an opportunity to make a comparison of good and poor pictures. It has been observed that most children make good selections when given the opportunity to compare good and poor pictures. It has also been observed that the children who make good choices are more fluent in explaining why they like a favorite picture.

Any device that will stimulate esthetic discussion, such as suggested above, is desirable. It is not enough to enjoy a picture, we must consciously recognize the fact and our reasons for it. There is another device for stimulating esthetic discussion that leads more directly, perhaps, to enjoyable interpretation of pictures. Put a picture before a class with these directions. "Look at this picture for just one minute. Think of anything that happens to come into your mind. Then we will tell what each of us thought about." The results are generally of this nature, a few children have nothing to say, a few speak of the color or composition and most of the children say, "I have seen that place" or "I would like to be there" or "It made me feel happy." Such procedure seems to stimulate esthetic discussion which leads to a significant interpretation of pictures.

Accumulated records of what pictures children choose as their favorites should help us to choose pictures for them to study. It has long been assumed that children like "story telling" pictures yet there is some evidence that they do not always choose the "story telling" picture. It has always been assumed that they prefer pictures of children but there is some data to show that they prefer pictures of adults. The natural liking that children have for some pictures



The mill in winter, by Edward W. Redfield.



Mother and child, by George De Forest Brush.

should form a starting point for training their appreciation. It is useless to try forcing them to appreciate pictures for which they do not have the capacity for understanding. We do not expect the fifth grade child to appreciate the writings of Shakespeare but we may present him with "Mona Lisa" or "The Last Supper" and expect him automatically to develop a liking for these pictures. He may prefer the illustrations in the current magazine. We must start our training in appreciation by using pictures that the children can understand.

HOW TO APPRECIATE A PICTURE—Ask yourself "What do you think the artist is trying to express in his picture?" To realize that in every case it is to depict beauty in one of its phases, and the infinite sources of beauty to which the artist can go, is to accomplish something fundamental in picture appreciation. Beauty in landscape, in sea, or in mountain, in people, in animals, in buildings and streets, in objects and still life—in everything where the artist has the eye to see beauty—may be discovered. When you have realized that the same world of beauty is open to you, and that the pictures are doors leading into it, you have a treasure that nothing can take from you. . . .

Appreciation of beauty should be a part of everyday living; it should lead one out of the commonplace into a world where beauty is omnipresent. Let us remember that "though we travel the world over to find the beautiful, we must carry it with us, or we find it not." —Helen Parker.

Seattle: the "One Generation City"



IT is a practiced rite in Seattle to elevate a visitor to the forty-second floor of the Smith Building and tempt him.

The temptations of Seattle are four: east, west, north, and south. To the west the visitor lifts his eyes to the mountains, the Olympics, snow-capped, green-gowned, dabbling their foothills in Puget Sound. The visitor

lowers his westward gaze to a liner in mid-Sound nozing shoreward and he looks down to see miles of docks. He wonders which the liner will select.

The Seattle tempter at this point plucks the visitor's arm and draws his victim to another aperture. To the south the visitor raises his eyes to THE MOUNTAIN. That is the way Seattle feels about Mt. Rainier. Over the American waters and cities of Puget Sound Mt. Rainier presides, in white raiment all ways.

The visitor may wish to see only Rainier and then, having drunk deep of beauty, hail the next temptation. But the guide, if he be a true Seattlite, will direct both vision and conversation to acres of factories in Duwamish flats. There are more than 12,000 factories in Seattle now, so the citizen says. How little smoke they make! Rainier is not concealed. Seattle uses cheap electricity.

To the east the visitor again raises his

eyes to the mountains. These are the Cascades, white-capped also. When Seattle has a million or three million a citizen will yet be able, by a short journey, to bury himself in the awe-filling stillnesses of the mighty Cascades. Again the tempter hurries the vision to the lower, green levels and with better success. Just over the hill stretches Lake Washington, shining in the sun throughout its twentyfive miles. To the left is Lake Union with ocean vessels anchored in fresh water to paralyze the grip of barnacles. The University of Washington's 582-acre campus fronts on Lake Washington. Many of Seattle's finest residences and some of her fortyfive parks look on it also.

The weakening visitor, the man who had entered the Smith Building loving his state back east, boastful of his home town, proud of his county, turns, shaken and shattered in spirit, to the north. In the north he sees another mountain, beyond Everett, beyond Bellingham. It is Mt. Baker. He sees the dark-wooded shores of Puget Sound. He sees ships coming in from Japan and ships going out to Alaska. He sees more hills of homes. He sees many young skyscrapers, seed of the Smith Tower.

"This is all," the visitor sighs. He reckons without a native of Seattle. The guide, the tempter, has just begun:

"Know what we have done," he admonishes. "Seattle is the 'One Generation City.' Only a few Siwash (Indians) looked on Rainier, the Olympics, these lakes and the Sound until after the Civil War. When New York had a million and a half inhabitants in 1870 there were

a thousand pioneers in wooden houses here.

"See that railroad station?" the tempter says, directing the visitor not too gently to the south window. "No locomotive ever drew a train into Seattle until 1893."

"Twenty years after I was born," murmurs the visitor.

"Today Seattle is the northwest terminal for four railroad lines from the east," declares the Seattlite, propelling the visitor to the west windows. By now the liner was warping to 'America's largest pier.'

"Seattle is brand new and bright new," he goes on. "The *Miki Maru*, the first liner from the Orient to dock at Seattle, arrived no earlier than 1896. Today Seattle is the premier port for oriental trade in the United States. The docks to the left are the Alaska docks. Seattle is the gateway to Alaska and as young as Alaska."

Now to the north window.

"That large building is the Hotel Washington. A few years ago its foundations were on the level of its present roof. The old Hotel Washington—President Roosevelt stayed there—topped a hill. Seattle's business district surged against the steep sides of the hill. The owners decided that four valuable building blocks were in the base of the hill. There was only one building block on top and that occupied by the Hotel Washington. So they washed the hill into Puget Sound, where it became costly shore acres. Before the hydraulic hill movers had finished their work new skyscrapers were rising, concealing the



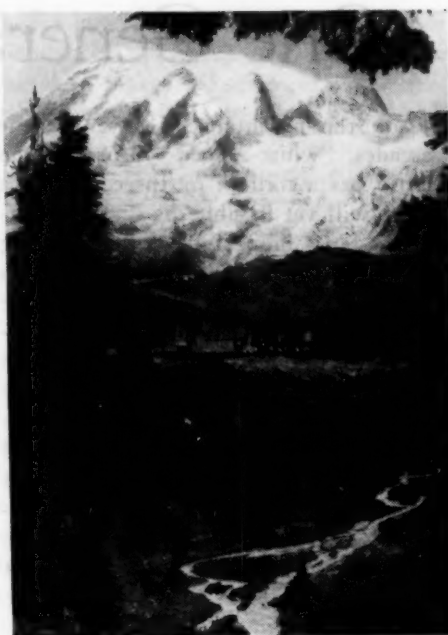
depredation of nature's handiwork."

A mountain may safely trust itself to Mahomet, but a wise hill will shy at Seattle. Puget Sound is deep and drowned hills tell no tales, obstruct no traffic, require no cable cars, barrier no ward of a city from another ward.

As the visitor to Seattle descends in the Smith Building elevator, he will be told, probably, that it is not necessary to mount a forty-two-story tower to get a good view in Seattle. A view of lakes or Sound, forests and mountains, is the inalienable right of every citizen in his home or in his office. The expensive porch of a White Mountains resort-hotel is everyman's porch in Seattle, or for that matter, in Tacoma, Everett, Bellingham, Vancouver, or any Sound city.

One emerges from the Smith Building into Yesler Way and the sunlight of Pioneer Square. Pioneer Square! That has a venerable sound. It calls up visions of an old west, covered wagons and log cabins. Yet how difficult it is in the Queen City of the Sound to differentiate between news and history. A totem pole brought from Alaska marks this site where, in 1852, Denny, Bell, and Boren, the "Pilgrim fathers" started Seattle. Here also is a fountain statue to Chief Seattle, a very noble looking redskin. Meager accounts from Hudson Bay Company records hint that he was a redskin something less than noble, but nevertheless, in honor of his friendship the pioneer fathers of Seattle renamed their city for him.

Adventurous, optimistic souls that they were, they first called their few log huts "New York of the Pacific." On second thought, in blue mood one day, they tacked on "Alki," which is Indian for "by and by," thus; New York Alki. Seattle's fathers' prevision is remembered today on the site across Elliott Bay op-



PARADISE VALLEY with "the mountain" in the background, where visitors can see flowered meadows bordering on glaciers and snowfields.

posite Fort Lawton, where they first set up their cabins and where is now a splendid municipal salt water beach called Alki.

To meet the real patron saint of Seattle one must turn his back on Elliott Bay, cross the "Isthmus" of Seattle to Lake Washington and follow its picture post card turns to Seward Park, a promontory jutting into the blue lake. In Seward Park stands a statue of William Seward, Secretary of State under Abraham Lincoln. Seward died in 1871 and it is barely possible that he heard the name of Seattle, a village of a thousand souls, mentioned before his death. He bought no real estate in Seattle but he bought for the United States 590,800 square miles of real estate in Alaska in 1867. His purchase of Alaska had more to do with the development of Seattle

into a world city than any other one deed.

No truism is sounder than this; the profits of a rush to new ore fields are with those that serve the pick bearers. Seattle, 1500 miles away, realized on the Klondike in the nineties. It took toll of the gold-seeker army going to Alaska. It outfitted ships to Alaska, sent food to Alaska, and in nine years counted, at the Seattle Government Assay Office, \$140,000,000 of gold that came from Alaska. Many fortunes made in Alaska were invested in Seattle business blocks. Today a major proportion of the \$80,000,000 annual trade with Alaska, gold, sealskins, salmon, reindeer meat, and copper, moves through Seattle.

Since Seattle discovered the trick of making world events promote her progress she has thrived prodigiously. Poised like a king fisher on a tree she dives for the fattest fish. American girls took off cotton stockings and put on silk. Seattle, forthwith, captured the rich silk trade from the Orient. The Panama Canal opened and now Seattle ships tree trunks to New Orleans to be sawed by mills that stand amid stumps of vanished southern forests. She ships Washington apples to Europe competing with New York and Virginia apples. Then the World War came on and Seattle built ships, ships and more ships. From her spruce she provided the framework of America's airplanes. When the Florida boom raged she scoured the Sound for seaworthy boats to carry millions of feet of timber to Miami and Palm Beach.

American cities are much alike and Seattle within its city limits is no exception to the rule. Skyscrapers are cut off the same stick and electric signs are no different here than in Columbus, Ohio, or Buffalo, New York. Any city's special character must be sought out in certain dramas of trade or custom peculiar to it.



THE ROLLING SURF of Puget Sound. A trip down the Sound is a continuous revelation of beauty in dark-wooded shores and snow-capped Olympics. Asahel Curtis.

In Seattle it might be your luck to witness the arrival of a silk treasure ship and the departure of a "reefer."

Excepting gold and silver bullion, silk probably is the most precious commodity, weight for weight, carried on a large scale in commerce. The United States brings in through the Port of Seattle most of \$300,000,000 silk purchases annually. One funneled treasure ship will bring raw silk bales worth \$5,000,000. Its approach to Seattle is signalized by the arrival of the Government Mail Seaplane from Victoria. Port documents and cargo papers brought one hundred miles from Victoria through the Sound by plane arrive five hours in advance of the liner. Before the ship docks some of the papers and mail can be speeding to New York merchants by train and air mail service.

Tenseness settles over the pier awaiting the silk ship. The pier is one of the best equipped and largest in the world. It is a half mile long, 367 feet wide and carries four parallel railway tracks. A special train, heavily guarded, glides out on the pier. The big Mogul engine pants nervously to be off. No ordinary red freight cars follow behind it. The Mogul leads sleek, steel cars as carefully equipped, oiled, and groomed as a Pullman. The ship appears in the bay. She is nine days out of Yokohama—4900 miles in nine days. She has rushed across the Pacific at full speed but now she slows down and floats gently to the wharf. A trained dock crew stand by—the reception committee. Almost before the hausers are taut silk bales go over the side to the waiting train. One hour passes, the silk still comes, two hours, three hours—the last bale. The Mogul engine bell jangles a warning. Guards, armed to the teeth, take their places. The "reefer," for that is the silk train's name, pulls out. It is off to the east running faster than the fastest passenger



Courtesy Canadian Pacific.

TOWERING fir trees and wayside ferns add to the joy of the road for the traveler to the great northwest.

train—seventy hours to Chicago. One record is thirteen days, three hours, and eight minutes from Yokohama to New York, 8300 miles. The saving of two days is said to make a difference of fifty cents a bale at New York. Interest on millions of dollars involved multiplies at the rate of thousands of dollars a day. Then there is costly insurance. In the silk trade time literally is money and because Seattle has prepared the finest of port facilities it is a stage for the swift action of the spirited trade drama.

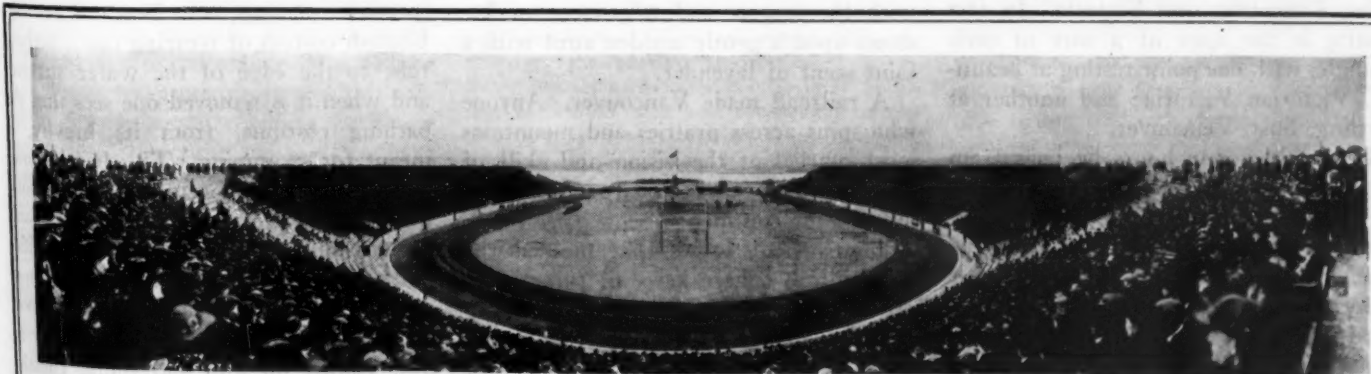
If you would also know the Seattle that is different take a ride in a cable car. Once there were many more cable cars in Seattle but since so many hills have gone to Davy Jones' locker there remain but three and the West Queen Anne line counterweight. Dignity goes out the window when the cable car goes up. The seats along the side look like

safe and conservative seats when one boards the cars downtown. But as the journey goes on the seats lose their poise and the riders their isolation. By the time the car lunges over the top of a hill one may be in the arms of a pretty Washington University coed or in the market basket of a housewife.

Seattle's market is a continuous show. Many are the tourists who would be willing to leave all Puget Sound to the northwest if only they could ship Seattle's market back home. Fresh vegetables and fresh fruit are on sale all the year around. Prices make the eastern housewife envious; eight cents for a crisp luscious head of lettuce, a big box of raspberries for ten, a bunch of celery for five. Seattle's splendid market is the joint production of her careful truck growers, both Japanese and white, and the Japanese current. What the Gulf Stream is to England, the Japanese current is to Puget Sound, bringing warm rains, moderate weather and often forbidding the descent of a single snowflake on the Puget Sound cities during the entire winter.

On most any January day Seattle offers another free show which its eastern sister cities cannot produce. By driving to Leschi Park on Lake Washington one may chance to pick up with the University of Washington crew zipping along on a practice run. If the racing crew is running back on its course to campus-side Union Bay one can pace them along Lakeside Drive for some distance. Who has not heard of the Washington crew? Seattle does not use their success to claim better brawn for the west. No, it's the climate again! Washington crews beat Harvard, Yale, and Annapolis because they can practice all year round.

But the University of Washington is famous for more than racing crews. Few campuses are more beautifully situated. It is growing up to the 582 acres used



THE UNIVERSITY OF WASHINGTON stadium. The lake in the background suggests a combination of land and water sports which the university students enjoy.

for the Alaska-Yukon-Pacific Exhibition and then turned over, buildings and all, to the University. The campus fronts on Lake Washington Canal connecting Lake Union and Lake Washington. Over 7000 students register annually now. The meeting of the National Education Association at Seattle this year will probably bring many more teachers to join the hundreds from the middle west and east who come for the summer school—and vacation.

In chronicling the special dramas of Seattle, the moments that set it apart, one must ever record the two finest of all, sunrise on the Cascades and sunset on the Olympics.

Since the passage of the seventeenth amendment there has been a great to-do when women become officials. The spotlight of attention has been on "woman" and not on the "official." Mayor Landes of Seattle is different, somehow. It is very easy to forget that the mayor's first name is Bertha and that the National Education Association for once, will have a hostess instead of a host. Mrs. Landes attained her present office as most men do; she worked up through the ranks. First she was a member of the city council, then president of the council for some years, and finally mayor.

Members of the National Education Association, when they arrive on Puget Sound, will find themselves the guests of the whole northwest. Years of growth have knit the northwest into a unit. The rivalries of cities, of Tacoma and Seattle, that raged like rivalries of Greek and Italian city states, have been dispelled by commerce and cooperation. When a Tacoma citizen is in the presence of a Seattle citizen nowadays he may call it Mt. Tacoma, but, he will probably wink and amend it to "the mountain."

Seattle visitors will find much to interest them in the environs of Seattle—and these environs include two Canadian cities, Vancouver and Victoria. In fact Seattle is the apex of a sort of civic triangle, with one point resting at beautiful, Victorian Victoria; and another at bustling, busy Vancouver.

It is only a few hours by boat from either Seattle or Vancouver to Victoria, yet in those few hours one feels he may have traversed fifty years in point of time, and semicircled the globe in respect to locale. For Victoria has been called more Victorian than present-day England itself.

Vancouver claims "the second best harbor in the world," generously leaving the visitor to choose his own first, but

Victoria rests her harbor claims on beauty rather than on spaciousness or tonnage. The passenger vessels land in front of the mellow gray stone Parliament House; one almost literally debarks into its spacious greensward, bedecked



Courtesy Canadian Pacific.

ELABORATELY carved totem poles are a picturesque reminder of the Indian lore of the northwest.

with geranium beds and a sparkling fountain. To the left is an ivy-grown hotel, with the inevitable English sunken flower garden. This hotel is the western pride of the railway hotels that span one of Canada's great transcontinental routes with similar caravansaries from the Frontenac at Quebec to this outpost where travelers from the Orient first stretch their land legs. Victoria is as clean as Salt Lake City, as Old World as York, as sedate as Oxford.

Victoria regards Vancouver as a fast growing boy, exuberant, spirited, and a bit too flushed with his own achievements; Vancouver looks upon Victoria with the respect and tolerance one bestows upon a gentle maiden aunt with a faint scent of lavender.

A railroad made Vancouver. Anyone who spins across prairies and mountains must marvel at the vision and skill of the men who "bridged two oceans and linked four continents."

The ancient forces that molded the earth into a sphere keep all three cities very much alive. It is an interesting problem of geography to note that a map makes it seem that, to sail to Hawaii and Japan, one might well go due west from Los Angeles. If one studies a globe, however, and measures with a

string the shortest route from any North American Pacific port, or even from the Panama Canal to the Orient, he will see that his voyage will carry him northward, past the Seattle-Victoria-Vancouver triumvirate. Thus these cities are in the same strategic "busy corner" of the American shipping lane that Yokohama occupies on the other side of the ocean.

And when one contemplates the industries and shipping of Seattle and Vancouver, and the mellow culture that has grown up in Victoria, he is surprised also at the historical perspective of this region. For it was while the Colonies on the Atlantic seaboard were fighting their war of independence that Captain James Cook nosed his way along the Pacific Coast, proved that California was not an island, and made the first explorations on lake-studded, mountain-bedecked, Indian-haunted Vancouver Island. And the far-sighted Benjamin Franklin, at the Court of France, suggested that the returning vessels of this great explorer be not molested by the belligerents, since theirs was a conquest of peaceful exploration.

Victoria's appeal ranges from its great observatory, and its temples of curious oriental religions, and its wind-swept golf course, and its English houses nestling behind high hedges and surrounding flower gardens.

There is in Victoria a candy shop which advertised, "Our candy fresh every morning." That is familiar to an American, but he gets his surprise when he calls around at this shop in late afternoon and finds another sign, "Having sold all the candy made this morning, this shop is closed for today."

But the visitor will find the business of Vancouver is not that city's only attraction. Its Stanley Park with its beautiful giant cedars and firs is an arboreal museum. Its most unusual spectacle, perhaps, is its beach. There the English custom of wearing one's bathing robe to the edge of the water survives and when it is removed one sees that the bathing costume, from its brevity, is meant for swimming. This beach, however, presents its peculiar charm about nightfall in summer time. Then many driftwood fires light up the waterside, and eerie figures dancing around these many fires recall the days when Simon Fraser paddled a canoe along the river now named for him and found Indians tending beacon fires along these very shores to signal the homeward way to their fishing craft.

Morals and Student Activities

C. R. FOSTER

Associate Superintendent of Schools, Pittsburgh, Pennsylvania

DEAN RUSSELL of Teachers College, Columbia University, in a recent address said "The schools are asked to supply character training, but who knows how character is made? It may well be that the greatest need to be met with today in research work is to get at the basic facts of habit formation which lie at the foundation of character." I, too, agree with this sentiment and express the hope that some organization may see fit to undertake a real scientific study of this most important question which we school people recognize as important, but know so little about. I will give some personal viewpoints upon this subject, none of which can be backed up by real scientific data but the most of which come from observation and deductive reasoning.

The Commission on the Reorganization of Secondary Schools suggested ethical character as the summit of the seven primary objectives of all secondary education in a democratic society. We can readily subscribe to this suggestion because we realize as never before that the spiritual values after all are the final tests of successful lives and successful nations. We have been a little slow as school people to catch the significance of that passage in Holy Writ which clearly states that the child grew in wisdom and stature, and in favor with God and men; thus suggesting a four-fold development: intellectually, physically, spiritually, and socially. We have abundant evidence all around us to prove that intelligence and physical prowess do not develop the kind of citizenship which the state needs and the world needs. Some of the cleverest rascals in the world are superior from an intellectual and physical standpoint. There is no doubt about our neglect of this subject in our deliberations and in our actual practice in the highschools. We have been groping in the dark, hoping that our boys and girls would come out all right anyway.

Teaching morals in the junior high-school is just a continuance of a process which begins in the elementary school, and must be continued through the senior highschool. I believe that the junior highschool has made an invaluable contribution to the solution of this problem

in the development of its extracurricular program. In THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION for May, 1922, we find this statement:

Ideals for Which Each Aspirant for Citizenship Should Strive

QUALITIES that make for true character:

High sense of honor.

Fairness.

Helpfulness.

Politeness.

Tact, and the doing of right because it is right.

2. Initiative—that is, resourcefulness, enthusiasm on showing leadership in voluntary service for his school.

3. Passing grades in all subjects, resulting from earnest effort.

4. Growth in selfcontrol, consideration for the rights of others and a sense of civic responsibility.

This poster appears in every schoolroom in Latimer Junior Highschool, Pittsburgh, Pa.

Our moral standards are not something remote from experience but are engendered by experience itself. Moral training cannot be inculcated by giving children a set of maxims; it must be gained by the give and take of social life itself. To provide a child with a set of maxims is to bind him an unthinking slave to the past; to give him the power to realize the moral implications of his own conduct and to evolve a code of ethics for evaluating social experience, from the experience in which he is himself engaging, is to make of him an active agent of civilization. It is for this reason that activities in school are a fundamental necessity in guiding conduct. They give opportunity for situations that bring about moral training through experience itself. (The school ought to be an experience giving institution.) A school régime that encourages the passive absorption of knowledge for its own sake, that isolates pupils into individual units and encourages competition, that makes communication among pupils a sin, is training its pupils in a code of ethics which is not in accordance with what is advocated in life outside of school, and it fails to take advantage of the two great opportunities for moral training of life in a social group—training in cooperation and social sympathy. The experience of a pupil in the company of his fellows is the best moral training which he can have. (To live pupils must practice living.) Social disapproval has a quick and direct way of reforming conduct that is worth a dozen homilies or moral lessons.

Moral character is developed through formation of habits, through experiences. Moral preference is exercised only in making a choice. It is only when there is freedom to act, to act wrongly or rightly, that any moral issue is involved. Otherwise the intelligence has no opportunity to discern right from wrong; the disposition to do right has no chance to function positively. We cannot develop in children a sense of responsibility to act rightly when we deny them freedom of choice as to their actions.

In the report of the Commission on the Reorganization of Secondary Education entitled "Moral Values in Education" we have this statement:

First in importance as a moral agency should be placed the actual performance of the pupils themselves. It is one thing to hear right conduct praised or to see it exemplified; it is quite another and more necessary thing for the boys and girls to do the acts. Character is essentially a matter of action, the habitual performance of certain kinds of deeds rather than others; and the only genuine way of learning how to do these deeds is to do them, just as tennis is learned, only by playing it.

The extracurricular program of the junior highschool through its club activities, student participation in the control of the school or student government as it is sometimes called, the school assembly, and the social functions of the school furnish just the opportunity suggested in these two articles. Public opinion is a great force in moral training. The assembly affords a wonderful opportunity to create public opinion. What is the attitude of the whole school, pupils and teachers, on matters of sportsmanship, fair-dealing, treatment of visitors and visiting teams, toward care of the building, toward punctuality and regular attendance, conduct in halls and lunchroom, toward cigarette smoking, courtesy to one another, to teachers and others, toward such American ideals as sympathy, cooperation, obedience to authority, loyalty, reverence, thrift and industry, etc., etc.? The pupils by discussing these matters in a democratic way in home room periods, in class organizations, in student associations, and in the assembly are educating themselves and will get lasting and satisfactory results.

The student government organization of the junior highschool affords a real

opportunity to understand what responsibility means, to practice worthy cooperation, worthy initiative, obedience to authority, and all of those qualities which make a good citizen of a junior democracy in the school and ultimately good citizens of the democracy of the world. How is a pupil to understand what responsibility means until he has been intrusted with a task that has succeeded or failed because of him?

One of the primary virtues in preparation for democratic life is worthy cooperation. There is something woefully lacking in a citizenship which does no more than obey the law and refrain from infringement upon the rights of others. In too many schools the aim encouraged by the actual conduct of the work is of a type which lays major stress upon "looking out all the time for number one." We can no longer conceive of democracy as mainly a matter of every-one for himself within the limits of the law. That conception is too common. John Dewey has pointed out that this conception is symbolized by the very equipment of the ordinary classroom. Each pupil sits by himself at a desk, which is fastened immovably to its place. Each occupies his own little island, from which as a general rule communication with all other islands is forbidden. This rigid separation typifies the importance attached to the virtues of noninterference. The class acts as a group only in obedience to orders from headquarters. This method overlooks the fact that while even in a democracy orders must be obeyed, the rules are not decreed by an autocrat, but are willed by the group itself. Responsibility for the success or failure in the execution rests with those who not only obey the orders but make them.

The members of a democracy must be animated by the spirit of cooperation, a spirit more constructive than merely refraining from interference, the spirit of freely working together for the positive good of the whole. A junior highschool of any size furnishes just the opportunity which is needed for cooperative effort. The participation of students in their school government affords opportunity to practice high ideals of citizenship. It does more than train for citizenship in the narrow sense. It is the solution of many of the student body problems which arise in every school. It affords the student an opportunity for active participation in social and local political problems furnishing an outlet for the exuberant activity of youth which

is bound to be expressed in some other form if not given a legitimate outlet.

The propensity for secret societies or school fraternities, social cliques, clubs and such undesirable byproducts of our present system of school control is simply the selfdirected expression of the students' social proclivities. The activities could be made productive to the student and of great value to the school if directed through the channels of participation in school control. Student participation develops the student personally. It fosters democracy, fair-play, unselfish service, consideration of the rights of others, and respect for the law of the social group.

It cannot be too strongly emphasized that the purpose of democratic cooperation in solving school problems is not merely either discipline or better management of details. There is scant evidence that democracy is more efficient than is despotism at its best. The advantages of democracy are largely spiritual, and the beneficent results of democratic school administration are to be found in habits of thought, feeling and action rather than in mere conformity to rules. However efficient its organization and its instruction in mere subject matter, the American highschool fails in its most important function if it fails to develop the qualities of good democratic citizenship. High ideals of citizenship should be kept prominently before the students all the time.

Another important contributing influence in the moral training, as well as the social training of junior highschool students, is the proper conduct of the social functions of the school. Gregariousness is one of the primal characteristics of adolescence. This is the gang, club, set, clique age, especially in the earlier years. It is a very normal desire for boys and girls to want to have regular and pleasant associations with other boys and girls. Adolescents are social animals.

Clark, in his book on *The Highschool Boy*, says "The social activities of the young almost always seem excessive to the middle aged. There are few things

which we forget so easily as the escapades of youth. A middle-aged father was advising his young son against the evils of dancing. 'But you danced, Father, when you were a boy,' the lad protested. 'True,' the father replied, 'but I have seen the folly of it.' 'Well,' the boy replied, 'I want to see the folly of it, too.'"

When we are tempted to be too critical of the social customs of the young today, it might be well for us to remember that customs change. In the good old days the entire aim of the school was to develop the intellect to its highest powers, regardless of the social or physical or without even any thought of the moral needs of the individual.

Highschool principals and teachers considered it their duty to crush or to restrain these social impulses of the students. Because of this attitude highschools everywhere had real social problems and even to this day these problems exist in some places. Laws have been passed by state legislatures, and drastic rules have been passed by school boards to curb highschool fraternities, sororities, dancing, etc. This attempt to restrict the social impulses and advantages of pupils of highschool age has frequently met with failure because it was unnatural, illogical, and unsympathetic. The problem was attacked from the wrong direction. Fortunately, highschool people today realize the importance and the opportunity of guiding and training these immature boys and girls in the proper conduct of their social activities.

The social training which many students get in school is the only social training which they do get. Boys and girls ought to know to some extent how to carry on a conversation, how to please people, how to come and go without awkwardness and embarrassment. Nothing causes selfconsciousness more than a lack of acquaintance with social usage and social forms, and nothing acquaints one with these details more quickly than a little practice and experience. It should be considered a part of every boy's and girl's education that they learn how to meet men and women as well as those of their own age.

Another thing to be kept in mind is the necessity for boys and girls to learn a good many things about conventional social customs, and to be trained to have a certain respect for them. In themselves these customs may mean very little, but observance of them marks us as experienced and thoughtful, and failure to observe them generally indicates that we



are crude and careless. It is a little thing to call after one has been invited to dinner, to rise when a lady comes into the room, to speak to the hostess or to the chaperones at a party, to take your hat off when you talk to a lady on the street, or to eliminate "say" or "listen" when beginning a conversation, but these are little things which help to make that thing which we call character.

Another value worthy of mention is what the social life of the school contributes to the happiness of the individual. The boy or girl who does not have any social life is usually unhappy, and is sometimes driven by his solitude to unfortunate habits of thought and conduct. No one can attend the social functions of the students without noticing the interest, enthusiasm, and sense of satisfaction and joy displayed there. It is a matter of common observation that immoral acts come as a result of not knowing what to do in leisure hours. We have committed ourselves to "Wor-

thy Use of Leisure" as another of the primary objectives of education. In Cardinal Principles, we have this statement, "Education should equip the individual to secure from his leisure recreation of body, mind, and spirit and the enrichment and enlargement of his personality. This objective calls for the ability to utilize the common means of enjoyment, such as music, art, literature, drama, and social intercourse. One of the surest ways in which to prepare pupils worthily to utilize leisure in adult life is by guiding and directing their use of leisure in youth." This is a very vital part of the moral training of youth as well their social training.

I have emphasized the extracurricular agencies of the school because I believe that they afford the greatest opportunity in moral training. The fact that this training comes mostly through practice does not preclude the value of some direct teaching of morals. This cannot be done in connection with the regular cur-

ricular work of the school, except in a very indirect way. The best opportunity for this direct teaching comes in connection with the home room period of the student participation program in one of the activity periods of the week. This affords a real period when such topics as sympathy, courtesy, loyalty, reverence, obedience, selfrespect, honesty, industry, selfcontrol, trustworthiness, politeness, unselfishness, etc. may be thoroughly studied and discussed by the students themselves. This study and discussion will lead the students to a better appreciation of their worth.

One of our Pittsburgh highschools is doing a fine piece of work this semester with a program like this. The topics are carefully outlined and placed in the hands of students for study and discussion. This work is very valuable especially when the school has a real, live extracurricular program, so that pupils may practice these virtues in real situations.

The Rose-Bush: an Experiment in Immortality

WALTER BARNES

I HAVE A NOTION to try an experiment in immortality

That rose-bush

Up in the hill-side flower-garden

Came from my grandmother's.

She brought a slip from her grandmother's garden

In Holland

And stuck it in the ground in the garden

In her home in Ohio.

Almost sixty years it grew in her garden.

The rose-bush in Holland had died, she heard,

"Died of old age," she told me with a sort of smile.

But the slip from it grew and flourished.

Then, when I built my home,

She gave me a slip from her bush.

I stuck it in the ground up there in the garden.

"You'll have something to remember your grandmother by,"

she said.

Well, I had plenty to remember her by—

All sorts of things stuck in the soil of my memory—

But I was glad enough to have the rose-bush;

I thought of it, sentimentally,

Grandmother is dead

And her rose-bush is dead,

Grubbed up by the people that bought the old place.

It was getting pretty peaked before grandmother's death.

My rose-bush is growing up there,

As you can see.

Is this your wonderful experiment in immortality?

I wonder how long a rose-bush would live.

I suppose it would live its life out,

Use up all it had,

In fifty, sixty, seventy years.

But suppose it was "slipped" and transplanted every-so-often.

How long would it live?

Forever?

Well, why not?

I don't know, but why not?

At least it has lived,

By renewal and transplanting.

From my grandmother's grandmother's time down into mine,

And it is still living.

I'm going to give a slip from it to my grandchildren—

And try an experiment in immortality.

But your rose-bush may die.

Then what of your great experiment?

Friend, this slip from the rose-bush

Wasn't all that grandmother brought from Holland,

Wasn't all that I brought from grandmother's home in Ohio.

How long would a truth live,

A vigorous, adaptable truth?

How long would an idea, a character, a quality, an influence,

live?

Couldn't a person "slip" it,

Transplant it and renew it every-so-often?

Wouldn't it live forever?

All very well,

But your grandchildren may not care for your rose-bushes

Nor for your truths and ideas and what-nots.

I am a teacher—

Why should I fash myself about my grandchildren?

I have plenty of descendants,

And each one of my descendants will have descendants.

I tell you I'm going to try that experiment in immortality.

The Journal of the National Education Association

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President, Francis G. Blair

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In Texas

OVER THE entrance to the Fair Park Auditorium at Dallas, where the general sessions of the Department of Superintendence convened, is the inscription *Dedicated to the True, the Good, and the Beautiful*. This might have been the dedication of President Randall J. Condon's program. The search for the deeper truths of education and life was everywhere; the good was magnified throughout; and emphasis on the beautiful found expression in great music led by the National Highschool Orchestra, in exhibits, in speeches, and in the spirit of the hospitality committee which pinned violets, picked by school children, on the visiting hosts.

Even as the Auditorium with its classic inscription has beauty of line and mass and proportion, the convention at Dallas was remarkable for its unity, its integrity, and the loftiness of its spirit. Said A. E. Winship: "It is the greatest program ever brought together—brilliant in its general themes, notable for the number of women speakers; built out of the single motive of finding the best and giving it expression."

Said thousands of guests: "Dallas is genial and greathearted. We are better for having been here."

Said a leading Dallas newspaperman: "I am impressed by the earnestness, enthusiasm, and energy of these fine men and women."

And so the comment goes. It is as if the school executives had gone onto a

high mountain and taken a new view. Looking out over the great range of educational problems and trends, they saw many things and found new inspiration to take home to the teachers and the children.

The power of fineness in education was emphasized in many ways. President Condon, as he presided over the sessions of the Department and brought official greetings to various groups at the convention, spoke always beautifully, simply, and sincerely, saying "One cannot teach more than he is."

The fineness of music has never been more strongly emphasized than at Dallas. It was brought into every possible program and reached its climax on Thursday night when a chorus of eight hundred children's voices from the Dallas schools shared the evening with the National Highschool Orchestra in a musical program that will never be forgotten by those who were privileged to hear it. The great orchestra, under the masterful leadership of Joseph E. Maddy, held a crowd that filled the huge auditorium until the very end when audience and orchestra joined in *Now the Day is Over*.

The place of beauty in education was stressed also in the technical and educational exhibits which were officially opened by President Condon on February 26. This official opening recognized the large service rendered to the children by those who produce books, furniture, and equipment. There were brought together pictures of beautiful schoolroom interiors, the finest printing products from the schools of seventy-five cities in thirty states, and many examples of school art applied to life.

Another element that was much in evidence was the determination to give to every child through education his peculiar opportunity. This determination found expression in the discussion of individual differences, in the demand that highschool opportunity shall be provided for every child, and that the highschool shall change its organization and methods so that it shall have something worthwhile to give to every child. It was found in the earnest plea for the open door policy in college management. It was found in the discussions dealing with preschool and parental education, sight saving, the education of crippled children, visual education, boy scouts, campfire girls, and girl scouts.

The Dallas program was also notable for its emphasis on unity and cooperation in American education. The movement

for a Department of Education had new energy. Reports from state chairmen told of plans for work in the various states. Hosts of persons are now working in behalf of the New Education Bill. The conviction grows that every teacher must share in this privilege and opportunity of fostering a cause that will vitally affect the children of America.

The Curriculum Commission presented the notable junior-highschool yearbook and made plans for the development of the yearbook on the senior highschool for distribution at the 1928 meeting. The Department's new committee on the Articulation of the Units of the American Public School System at its meeting laid the ground work for the 1929 yearbook.

The National Association of Secondary School Principals accepted the invitation of the Association to become the Department of Secondary School Principals. This is one of the biggest educational events of a decade. It will mean new impetus to the movement to have the entire profession at work on its problems. It will mean more rapid growth and better spirit. It is always so with the larger loyalties.

Thus did President Condon weave into the fabric of a huge convention his general theme of ideals—character, citizenship, and national unity.



JOSEPH M. GWINN, recently elected president of the Department of Superintendence for 1927-28, is superintendent of schools, San Francisco, California. His educational career, which began in the rural schools of Missouri, includes various experiences in that state and thirteen years as superintendent of schools in New Orleans.

The Dallas Resolutions

Adopted March 3, 1927

THE DEPARTMENT OF SUPERINTENDENCE of the National Education Association at its meeting in Dallas on March 3, 1927, adopted the following resolutions:

1. The Department of Superintendence of the National Education Association of the United States, assembled in its fiftyseventh annual convention, reaffirms its faith in American democracy and in the free American public school, which makes possible the continuance of that democracy and gives to the great body of American people the power to readjust themselves to ever-changing conditions of industrial, social and civic life, to create new standards for new conditions, to preserve their inalienable rights of life, liberty and the pursuit of happiness, and to obtain for themselves ever larger measures of freedom and spiritual wealth. It would warn against any tendency toward the return to that limited form of education which has for its purpose only, or mainly, the formation of habits that fit for specific conditions and duties in a static society rather than for intelligent and courageous participation in the great adventure of life in freedom and democracy.

We hold with the patriotic governor of Texas, Mirabeau B. Lamar, that "cultivated mind is the guardian genius of democracy, and while guided and controlled by virtue, is the noblest attribute of man. It is the only dictator that freemen acknowledge and the only security that freemen desire."

2. We recognize the equal right of all children, regardless of wealth, social position, native ability, and all other conditions, to full and free opportunity for the kind and degree of education which will insure their best and fullest individual development, and fit them most perfectly for the duties and responsibilities of individual, social, civic, and spiritual life. Therefore, we commend the increasing efforts of boards of education and administrative officials to adapt school organization, courses of study and methods of teaching to the varying needs of children. We recommend and urge the hearty support, financial and otherwise, of the scientific research whose aim is to discover the means by which teachers and adminis-

trative officers may determine more readily and accurately the educational possibilities and needs of individual children.

We also welcome the widespread interest in the readjustment of courses of study in schools of all grades to meet

RESOLUTION is a noble word. It describes a factor that is priceless in the individual life. As a means of expressing the collective will of groups of people, it is one of the great tools of democracy. The resolutions of the National Education Association cover the span of national growth from 1857 to 1927. They have always been built around the interests and needs of the child and the elevation of education. Through their professional organizations the teachers have stood for larger opportunities for women, the abolition of the saloon, the regulation of child labor, the enforcement of law, the creation of a federal Department of Education, and wise policies in dealing with national affairs.

more perfectly the abilities and interests of children and the demands of society; and, both for economy and efficiency, would recommend the closest possible cooperation of the various agencies at work at the task of curriculum making.

3. Policies of administration, forms of organization and courses of study all depend for their results on the life-giving work of teachers in the classroom. We urge, therefore, that in the employment of teachers only their fitness for the position sought be considered, that teachers be given large freedom in their work, and that such salaries be paid them as will make possible the achievement of the highest standards of personality, educational preparation and professional skill. Superior teaching service should be rewarded by proper recognition and salary to the end that teachers may be placed and retained in those positions where they can render their highest and best service.

4. The enlarged program of education demanded by the present and the future is necessarily more costly than the programs of earlier years. But we would call attention to the fact that right education of all the people has a direct relation to material wealth. It is through

the vision, scientific knowledge, technical skill, and business ability produced by such education that the resources of the country are developed and potential wealth turned into actual wealth. No people ever became poorer by thus preparing themselves for the effective use of their capital of time, energy, resources, and money. It is very largely because of our generous expenditures for education that our unprecedented wealth and wealth-producing power have been gained. We would, therefore, urge the adequate support of all sound and well-considered programs of public education as investments sure of satisfactory financial returns as well as of the more important returns in good citizenship and in cultural and spiritual wealth.

5. That children of rural districts and of towns and cities of less wealth may not lack essential opportunity for education that will enable them to live and serve as well as those who are fortunate enough to be reared in wealthier communities, we repeat our former recommendation that a large portion of the support of schools be assumed by the larger units of county and state. That taxation for education may be more evenly and justly distributed, we recommend careful study of the principles of taxation and the progressive adoption of modern, equitable, and scientific methods of obtaining revenues for the support of schools.

6. We recognize that under our form of government responsibility for the support and administration of education rests with the states. In order that they may more fully and effectively meet this responsibility, state and county school administration should be kept free from partisan and factional politics. We believe this can be accomplished best through rightly constituted state and county boards of education with administrative officials selected by and responsible to these boards. The wisdom and effectiveness of this policy have been demonstrated in city school administration. We recommend its adoption in all school administrative units, whether state, county or other units.

7. The development of our American program of education is dependent upon the contribution made by the several

states and localities which make up the nation. The Federal Government has long accepted the responsibility for conducting inquiries and disseminating information in support of the programs which are controlled and administered locally. We believe that further progress in education throughout the nation is dependent upon scientific inquiry which should be conducted by the national government and the results of which should be made available to all who work in education. We believe that this most important function can be best carried out by the establishment of a Department of Education, with a Secretary in the President's Cabinet. We pledge our aggressive support to the Curtis-Reed Bill, which is now before Congress and which provides for the establishment of a Department of Education and for the more adequate support of scientific research in education under the direction of a Secretary of Education.

8. We recognize the great service which the United States Bureau of Education, with meager financial support, renders the cause of education in so many fields. Until some better agency for this service has been established by Congress, we urge such appropriations for this Bureau as will enable it to perform effectively the great and important functions for which it was created.

9. We commend the work of the Commission on the Curriculum and particularly the yearbook on the Junior High-school as a conspicuous example of a type of cooperative professional service that we are glad to see our profession rendering to its members and to public education.

10. Realizing that interruptions of the work of the pupils in pursuit of the regularly constituted courses of study greatly interfere with the cumulating efficiency arising from continuity of effort, we therefore look with great disfavor upon all attempts by outside agencies to exploit the pupils through the introduction into the program of the schools of materials and activities not organically related to the regularly constituted courses of study and the legitimate purposes of the schools.

11. We heartily commend the cooperative national, state and local observance of Education Week as a means of stimulating and uniting the interests of pupils, teachers and parents in the advancement and support of public education throughout the nation.

12. We would record our full appreciation of the fine musical programs and

art exhibits in connection with this convention. They are good evidence that we are rightly coming to regard music, art, and other similar subjects as fundamental in the education of American children. We recommend that they be given everywhere equal consideration and support with other basic subjects.

"Good Morning, Teacher"



THIS CARTOON—*Good Morning Teacher*—which appeared in *The Dallas Morning News*, February 26, 1927, has a good moral, according to Mary McSkimmon, since the child is greeting his teacher pleasantly and happily. Most cartoons represent the child as bitterly disliking and fearing his teacher.

13. As a further means of securing to country children opportunities of education more nearly equal to those of city children, we recommend the extension of the policy of well-planned continuous programs of school consolidation.

14. We reiterate our approval of all just and effective legislation to prevent the exploitation of children for commercial profit, and to make possible their full participation in all the opportunities offered for their education.

15. From time to time university presidents, school superintendents and other educational executives are called upon to take a stand for what they know to be right and necessary for education in the face of hostile political and partisan activity. We commend the members of our profession who have had the courage to undergo this sacrifice, convinced that public opinion, through their efforts, will ultimately realize the necessity for protecting against every selfish interest those who are working for the youth of the nation and for the fundamental principles and policies of public education.

16. Finally we recommend and urge that a worthwhile health program be carried on throughout the country, emphasizing in particular personal hygiene and the evil effects of narcotics and alcoholic beverages; that character building be recognized as a fundamental objective in all parts of the school program to the end that the youth of the land shall be strengthened in all moral and spiritual values; that respect for law and order and a sense of personal civic responsibility be encouraged in all schools; and that a happy and helpful attitude of tolerance be inculcated to the end that American youth shall be imbued with the spirit of worldwide brotherhood, peace and progress.

17. To the state of Texas, to the Governor, to the city of Dallas and its citizens, to the schools, their officials, their teachers and their pupils, to the churches, to the public press, and to the many organizations that have given of their best efforts in our behalf, we render cordial thanks for the delightful hospitality and efficient management that have made this fiftyseventh annual meeting of the Department of Superintendence a notable success.

Members of the Committee on Resolutions were: Philander P. Claxton, Tulsa, Okla., chairman; May Trumper, Isaac O. Winslow, J. G. Collicott, Lida Lee Tall, Louis P. Benezet, Sue M. Powers, J. M. Gwinn, and C. H. Garwood.

OFFICERS OF THE DEPARTMENT OF SUPERINTENDENCE, 1927-28—Joseph M. Gwinn, superintendent of schools, San Francisco, California, was elected president of the Department of Superintendence at the Dallas Convention. The other candidate for this office was M. G. Clark, superintendent of schools, Sioux City, Iowa. Randall J. Condon, superintendent of schools, Cincinnati, Ohio, automatically becomes first vicepresident. Frank D. Boynton, superintendent of schools, Ithaca, N. Y., was elected second vicepresident. Members of the Executive Committee of the Department of Superintendence are: M. G. Clark, superintendent of schools, Sioux City, Iowa; Norman R. Crozier, superintendent of schools, Dallas, Texas; E. E. Lewis, professor of school administration, Ohio State University, Columbus, Ohio; Frank M. Underwood, district superintendent of schools, St. Louis, Mo. Mr. Underwood is the new member of the Executive Committee, to serve for four years.

Fundamentals of Modern Education¹

JAMES L. HUGHES

Toronto, Canada

ALL true education is modern. All the books on education ever written might be burned except those written by six leaders: Froebel and Pestalozzi in Europe, and Henry Barnard, Horace Mann, William T. Harris and Susan E. Blow of the United States, and we would still have left all that is regarded as vital by the leading educators of the twentieth century. All these truly great independent revealers of new educational light were contemporaries of mine, except Pestalozzi, who died twentyone years before I came.

Pestalozzi and Froebel gave the world the transcendent modern ideals in regard to the development of every element of power of each child in its physical, intellectual, and spiritual life. Barnard and Mann gave the world all that is valued regarding the organization and development of free national educational systems, and the establishment of normal schools, and other training agencies to give teachers professional as well as academic training. Harris and Miss Blow were the supreme interpreters of the real meaning of the philosophy of Pestalozzi and Froebel. Dr. Harris in his last great book taught that the child's brain is not sufficiently developed to study formal subjects before eight years of age without being blighted. I am afraid that only a small percent of the teachers of the world have studied the last great book Dr. Harris wrote.

I was the adopted son of Henry Barnard during the last ten years of his long life. He wrote the first national school law ever written, when he was twenty-six years old, and in doing so gave the greatest gift to the world that America ever gave. He started the first national school in the world, the first township association of teachers, the first county association, and the first state association. He was the direct cause of the establishment of a national school system in the first ten states of the United States to adopt them, and he was the first Commissioner of Education in the United States.

1. Modern education does not accept

the opinion of a Greek gentleman who said about two thousand years ago that "Knowledge is power." The acceptance of that statement prevented the recognition of a true ideal of what education should really mean, for nearly nineteen centuries. Pestalozzi said that true educational aim should be the development of "Power, skill, and character," and he did not mean catechism character.

The main treatment of knowledge in the schools of the world until recently was cramming it into the memories of the pupils, and then pumping it out at examinations. Modern education claims that knowledge should be applied as it is revealed by teachers or discovered by the pupils themselves. Education meant through the long centuries memorizing facts and solving problems supplied by the teachers mainly. Modern leaders know that children should be problem finders, not merely problem solvers. Problem finding is infinitely more productive in the development of vital minds than problem solving. Every child who is not defective has natural power to be a problem finder.

2. The great fundamental law of modern education that every child has one power greater than any other power, and that the complete development of that power must become the chief aim of all teachers. No child can ever do for himself or for humanity what God meant him to do, unless his special power has been developed. This central power is commonly called individuality. I regard selfhood as a word that more definitely suggests the true meaning of the new ideal. It is the highest image of God in each person. Each child in a class has a different element of the Universal Power as his supreme power. That element is his individuality or selfhood.

3. The kindling of a child's special power must become the chief aim of education. "Kindle" should be the most important word in every teacher's vocabulary. No child can learn properly unless he is interested in what he is trying to learn, and he cannot be truly interested, unless highest power has been kindled.

An illustration will make my meaning clearer than an hour's reasoning could

do. I received an appointment on the staff of the training department of the Normal School of Toronto on my twenty-first birthday sixty years ago.

A pupil in my grade, the lowest primary, was nine years old. He had been four years in the class. My predecessor told me he was a hopeless dunce, who could not learn anything. Men called children mean names sixty years ago. For six weeks I believed what my predecessor said. I had never had a lesson in drawing, but I soon decided that the old-fashioned mechanical method of teaching drawing was of little use in art, and of no use in developing original power in boys. I planned to develop boys instead of training them to copy pictures. I thought I would try to teach the boys designing. I told my boys that I would come at eight o'clock twice a week to give them a new kind of drawing. I had only one boy the first morning, and he was the dunce. The others evidently were not interested in drawing. I did not wonder.

However, I called the shy boy to a front desk and began. My apparatus consisted of a thin board nine inches square on which I had drawn a small square at the center, four small tacks, and four small leaves. I fastened one of the leaves at a corner of the little square, and said, "Ed, can you take a leaf and a tack and fasten the leaf at the corner opposite to the one I fastened, with the same part of the leaf turned to the corner, and at the same distance from the corner?" I never saw his face light up before, but he smiled and said, "I think so," and did it well.

"Now, fasten the other leaves at the other corners." He did and saw he had made a balanced form of beauty. I said, "Draw in your blank book what you have made." I drew on the blackboard another element of design and asked him to put it at the center of each side of his first picture. He did it enthusiastically. I said, "Good boy, Ed, that is fine." My hand was lovingly on his shoulder when I spoke, and I believe I was the first man that ever put his hand decently on his shoulder. We made rapid progress till the end of the hour. One ounce of appreciation is worth a ton of criticism in

¹ An address before the Department of Superintendence, Dallas, Texas, Thursday morning March 3, 1927.

kindling the soul of a boy or girl.

I had, without planning to do so, kindled Ed at the center of his power. He was a new boy. In two months he was the best boy in the class in drawing, and in subjects related to it. He might have had the best teachers of literature in the world trying to teach him literature to the present time without being kindled. He was promoted with me as I was advanced from grade to grade. Within a year from the time he left school from the highest grade, he had a larger salary as a boy in an architect's office than I had as head of the only model school in Ontario. When the city of Toronto decided in 1899 to erect the finest city hall in America in a city of the same population, all Canadian architects were invited to compete, and a strong committee of United States and Canadian architects was appointed to select the finest design. My dunce won the \$5000 prize. He ranks still as one of Canada's great architects.

4. Modern education teaches that even in the same family children are not alike in their selfhood. All the children cannot be kindled by the same subjects. Every child should be free to develop his own selfhood by his own selfactivity. In all operative work of school and home, each child should be independent. All may be instructed to produce the same article, but in its construction and decoration, in following the laws of construction and decoration he has been taught, he should be original. The same subject should not be assigned for a *test* in composition or art. Each individual should choose his subject.

By far the most developing work of the schools is the operative work—not carried out by following detailed instructions from the teachers, but by following the original plans and ideals of pupils themselves. True selfactivity is the supreme process of human development. Only a small percent of teachers yet understand that a selfactive child must receive his own visions, and try to achieve them by his own plans.

When the "learning" ideal absolutely dominated the schools sixty years ago, a few who began to see more clearly gave the world the motto, "Children learn by doing." The motto of modern thought is, "Children *grow* by doing intellectually and spiritually." As a whole ninety percent of school time is set apart to knowledge storing and ten percent or less to developing the powers of the children. The time will come when

more than half the school time will be given to operative processes that will be directed mainly by the child's own mind. True education must be from *within out*, not as conducted yet in most schools, from *without in*.

5. Modern education believes that the most important power of a child is its achieving power, because it is the only power that gives value to all the other powers. The first day a child creeps it manifests its three most productive tendencies; the tendency *to do*, the tendency *to make its own plans*, and the tendency *to achieve its own plans*. Ninetyfive percent of civilized humanity had greater tendency *to do*, *to plan*, and *to achieve*, when they were a year old than they had when they left school. This deplorable condition is the result of bad training in the homes and schools. Both in the training they get and the loss of the training they do not get, children are robbed of their basic powers of their mentality and their soulhood.

The love of doing, planning and achieving are the bases of all growth toward the divine; and all progress made from barbarism to our partially developed civilization has been made by the few of each generation who recognized great visions, planned their achievement, and achieved them.

6. Let us contrast the old training with the new. The chief words in the old training were "don't," "stop" and "quit"—all negative. The new training is positive. The old training tried *to stop badness*; the new training tries *to develop goodness*.

"Train up a child in the way he should go," is a favorite text all my life time, but I never heard a preacher who recognized the profound philosophy of these words. *He* and *go* are the vital words of this text. The text clearly suggests that all children should be goers. God meant all children to be goers and doers. The old training made them don'ters and stoppers and quitters. Men often write about the great importance of initiative, who have all their lives been preventing the development of initiative and originality and achieving power of their pupils through all their teaching years; not merely failing to develop these great natural powers, but absolutely destroying them so far as unwise negative training can destroy the elements of the child's greatest powers.

One of the supreme powers of humanity is selfcontrol. What does selfcontrol mean even yet? It means power to keep

away from evil. The finest book on child training in the United States, uses a man who used to be a drunkard, but now has such splendid selfcontrol that although the saloon is a great temptation, he can walk past it without going in. True selfcontrol is not keeping away from evil. I might keep away not only from the saloon, but from every form of evil, and be no more use to God and humanity than if I had been a grasshopper. If I have true selfcontrol, as required by modern thinkers, I have such control over my powers that I can achieve the purposes God expects me to achieve. Keeping away from evil is merely negative control and therefore it is weak.

What does *responsibility* mean in the minds of the great majority of the people? I heard scores of sermons that taught me I was responsible for the bad things I did. That is negative responsibility without any real vitality. The modern basis for teaching responsibility is, that I am responsible for the achievement of the good things that I have power to achieve.

7. Modern thought teaches that no man can truly represent God unless he has strong faith in himself. The old training taught even in the churches that faith in myself was sinful. A favorite text was, "We are poor, unworthy worms of the dust." I never cared for wormy Christians. Marmion was sent by the King of England as ambassador to Scotland to settle a matter that was causing trouble between the two countries. When an agreement was reached, Marmion and his troops were guests of the King of Scotland till he got into England, so he was sent to the border chieftain, Douglas, to be entertained. Douglas despised Marmion, but he received him in his castle and treated him courteously as the guest of his king. On the morning of his departure Marmion thanked Douglas as an English gentleman should and held out his hand to shake the hand of his host, but Douglas drew back his hand and said "No!

My castles are my king's alone
From turret to foundation-stone—
The hand of Douglas is his own,
And never shall in friendly grasp
The hand of such as Marmion clasp.

That would have daunted most men, but Marmion stood squarely up and said, "I'm not here as Marmion, I'm here as the representative of my king,"

He who does England's message here
Although the meanest in her state
May well, proud Angus, be thy mate.

We are not here as individuals; we are here as representatives of our King, and we have no right to mourn and call ourselves worms. God never promised to do anything we ought to do.

8. When the old trainers spoke of *selfconsciousness*, they meant only a consciousness of weakness. Modern education tries to make every child conscious of its best power. That consciousness is the true basis of faith in themselves. The most universal weakness of humanity is lack of faith in their own powers individually. This lack of faith is the result of the negative training of the past. One of the greatest aims of modern education is to develop a profound faith in each man and woman.

9. Fear has been through the ages the most blighting evil in the lives of children. The tragedies of the past that stir me most were the brutal floggings of God's little ones to fill their souls with fear. The most dreadful result was not the pain, but the weakening of the characters of the children. Fill the souls of the children with faith in themselves, not with fear. Coercion never kindled a soul, but it has dwarfed millions of millions. It is a negative agency, and therefore evil. Modern education substitutes comradeship for coercion.

10. Even God himself was used, and still is used to terrify children. The frightful and blasphemous misrepresentations were until recently almost universal, and it was impossible with such negative training to grow up with a true conception of God.

An eight-year-old boy in Boston was making more noise than his mother liked, so she said to him in the high falsetto voice that perfectly honest woman ever uses, "God will be very angry with you if you make so much noise." The boy replied, "O, well! He's always getting mad about something." Irreverent! Yes, but the boy was not to blame for his irreverence.

A Sunday school superintendent in Toronto and his little daughter ten years old were on their way to the Sunday school one beautiful May afternoon. The flowers were blooming, the birds were singing, and the girl's soul overflowed with joy. She said to her father, "Father, would not the world be a nice place to live in, if it were not for God and the policemen."

A little girl living near Toronto had an unmarried aunt, her mother's sister. Her aunt was old enough to have been married years ago. There are two kinds of unmarried ladies of uncertain age.

When you look at the first kind you naturally say, "I wonder why she never married." When you look at the other kind, you never think of that; you are just glad that some man escaped. I said that once in Virginia, and after my lecture an old gentleman came to me and said: "I classify old maids as you do, but I describe them differently. The first kind I call 'The Lord's Salt,' and the second kind 'The Devil's Pepper.'" The aunt of four-year-old Helen was a "D. P." auntie. She said to Helen's mother on Sunday morning, "You go with your husband to church, and I will take care of Helen." Helen had begun to attend a kindergarten, and she began to sing one of the character-developing songs she had learned. Her "D. P." aunt was horrified to hear the happy child singing anything but hymns on the Sabbath Day, so she said the most outrageous thing ever said to a child, with a "D. P." look and tone: "God won't love you if you do that." Helen smiled and replied, "O, well, Moses will." Even a "D. P." auntie cannot darken all the light in a sweet young soul.

What a pity it is that for a thousand years unmarried "D. P." aunties knew so much more about training children than their loving mothers did!

Vital Thoughts from Dallas

THE PROGRAMS at the Dallas Convention both for the general sessions and the departments were rich in significant utterances. Here are key sentences that suggest the ideas which are shaping the schools of tomorrow.

THE TEACHER can instil no more important precept in the mind of the young than the spirit of goodwill.—Fannie Fern Andrews.

OUR OWN service, our own listening for Life's message, and our own unstinted giving must give the deepest assurance of our fidelity in safeguarding the birthright of America's children.—Sarah Louise Arnold.

ONLY TEACHERS aflame with enthusiastic love can volatilize the common water of our democracy. O, for a hundred thousand of them right now, to develop in this generation the power necessary to beat our guns into farming tools, our monopolies into profit-sharing guilds, our rivalries into cooperative

service; to destroy our slums, beautify our cities, banish graft, clean up our newspapers, develop the moving picture in the right direction, christianize our churches, bring in everlasting peace and the federation of the world.—Henry Turner Bailey.

IF JUDICIOUS discussions of social and moral situations are held with the children (when they are free from all emotional bias) an attitude in which the wholly selfseeking, primitive tendencies give way in part to the ideals of the group may be induced.—Florence Bamberger.

IF IN THE laboratory of the home, the church, the school, and the community, we can create in the citizens of tomorrow strong healthy virile bodies, sweet and wholesome emotional life, an understanding intelligence, a joyous creative imagination, a fitness for and a joy in some kind of productive work, a capacity for play, a quality of friendship, companionship, citizenship, and a sound philosophy of life, we will bring to our

windows an increasingly large number of happy faces.—Francis G. Blair.

THE COMMUNITY, state, or nation not providing special educational advantages and training for its cripples is not only failing in its duty to this class of citizens, but is also practicing very poor economy; for a cripple, at very little expense for training, may be changed from a liability to an asset to the community.—W. F. Bond.

I WOULD have some public school teachers carry a lighter teaching load in order that they may contribute to the increasing body of verified educational data.—B. R. Buckingham.

THE NEED for special sight saving classes is as great, or greater than, the need for special classes for the crippled, the cardiac, the tuberculous, or the mentally deficient.—Lewis H. Carris.

EVERY child should have some actual work to do, some direct association with the economics of the world—the world's production. How to accomplish this is one of the greatest educational prob-

lems of our generation.—M. G. Clark.

DEMOCRATIC administration will consider not only the superintendent's immediate associates, and the principals and supervisors, but means will be found for teacher participation also.—William John Cooper.

THE HIGH SCHOOL of the future will have more students working parttime and studying parttime than will attend fulltime.—L. H. Dennis.

THE CURRICULUM must be based on a study both of the world to which the child must adapt himself and of the nature of the child and the way his personality develops. A curriculum based on either alone would be but a onesided and partial curriculum.—Frank N. Freeman.

WE ARE living in an efficient age and present day competition demands forcefulness and duracy, speed and endurance, all of which are based on physical vigor and vitality.—Willard E. Givens.

COMMERCIALIZED recreations are taking up too much of the leisure time of the American people. The schools are partly to blame. Their expensive athletic programs have entirely overlooked the true needs of physical education and have provided games where a very few participate while most of the students occupy the bleachers.—Floyd T. Goodier

THE PROBLEM of humanizing the behavior of teachers towards their pupils is a very real problem of administration. It is most difficult and acute in those parts of a school system where standards of scholarship are maintained at the expense of mental and physical health.—Thomas W. Gosling.

MATERIAL GAIN can be recorded, but who can measure spiritual gain or estimate the value of learning to enjoy the "right things."—Emily Griffith.

LEGISLATURES will have to be induced to tax such sources as income, inheritances, occupations, tobacco products, cosmetics, soft drinks, prescription whiskey, the natural products of the soil, etc., and if we hope to have the public schools receive their proper share of such funds, we shall have to make sure that education is named in the law as the beneficiary of these revenues.—T. H. Harris.

ALL WHO work with the human being in the early periods are convinced of the importance of the preschool period; first as a period of rapid development; second, as a period of tremendous learning and achievement; third, as a period influencing greatly all later acquisitions.—Patty S. Hill.

WHEN the right ideas and ideals connected with the four essentials of living—honesty, selfcontrol, industry, cooperation—are presented as they should be in the schools, we shall be on the road to better daily conduct and better citizenship, and to the development of richer and finer personalities.—William H. Holmes.

YOU AND THE superintendents of the country are one in working together to produce finer and better citizens for America and we join hands with you to aid in this one common purpose and pledge ourselves that the doors of all the superintendents of the country shall be opened to those who make textbooks and produce furniture that you may come in and tell them the things that you have to produce and to sell that it may be better for the children. But we ask you in coming to leave outside anything except the merits of your production. You shall always be welcome when you bring to our attention the thing we ought to have, based upon its merit—upon its use to the children. But the doors shall be forever barred against any man or woman who attempts to influence the superintendents or teachers of this country by any unworthy means.—President Randall J. Condon, in opening the exhibits at the convention of the Department of Superintendence, Dallas, Texas.

EVERY subject which is taught in the junior highschool can be made to contribute to an understanding of the way in which men have cooperated in building up modern community life.—Charles H. Judd.

THE PRINCIPAL'S responsibility to the school demands that there shall be constant effort to improve. This implies broad constructive plans for the entire system.—M. C. Leffer.

WE HAVE heretofore known nothing about youth; our memory of our own youth is a false memory. The new movement in education known as progressive is based mainly on discoveries made by a new type of explorer.—Hughes Mearns.

WE ARE striving towards the day when every boy and girl in the state of Texas will receive a highschool education. We know this is the only means of insuring the safety of the government of our state.—Dan Moody.

THE TIME has come to subject college entrance requirements to scientific examination. As yet practically no attempt has been made to determine experimentally what should be the policy as to these requirements.—Jesse H. Newlon.

THE HOUR of isolation is past. If there were ever a time when a country

could live by or for itself, alone, that hour is gone forever.—Mrs. Percy V. Pennybacker.

THE ALLYEAR school giving increased educational opportunity and service at lowered costs is as great an educational engineering advance as is the modern twin-six automobile over the two cylinder car of the early years of this century.—Warren A. Roe.

WE SHOULD be able to get into the normal schools and teachers colleges more and more material on better ways of understanding and handling youngsters.—W. Carson Ryan.

IT TAKES no prophet to see that the next outstanding problem of education is to learn how to turn out men and women who are personally, socially, and ideally fit.—Edwin D. Starbuck.

THE FAILURE to provide adequate daylight and artificial light in American schoolrooms is responsible for the impairment of the eyesight of tens of thousands of children.—George D. Strayer.

AS A MEANS of broadening the school horizon, of stimulating new interests and promoting teamwork throughout the whole organization, the radio has proved of inestimable value. Radio is developing new life, it gets hold of that ethereal element known as the imagination.—Willis A. Sutton.

THE INDIVIDUAL technic as it has been developed in the public schools of Winnetka, Illinois, makes it possible for children to progress through their ordinary school subjects as individuals, each child mastering each unit before going on to the rest, neither hurried nor retarded by his fellows.—Carleton W. Washburne.

MUSIC MAKES its greatest contribution to a life of rich significance not through training the intellect, but through refining the soul of man.—W. F. Webster.

THE VALUE of the contributions which the junior highschool movement has already made to American education can hardly be overestimated. Its very newness and consequent lack of crystallization and rigidity in any particular direction is not the least feature of its value and importance. It offers a field for most fruitful results in further study and experimentation.—John W. Withers.

WE MUST guide a child to choose intelligently between right and wrong, and thereby lessen his heartaches and tears, and his selfish tendencies, and touch the soul springs of his life.—Annie Carleton Woodward.

The New Education Bill at Dallas

IN SPITE of a pouring Texas rain which drove from the streets of Dallas all whose business did not require them to be abroad, more than a hundred persons gathered in the City Temple Monday afternoon, February 28, for the meeting of the Legislative Commission to consider the task of interpreting to the American public the New Education Bill, to establish a Department of Education with a Secretary in the President's Cabinet.

The principal speakers at the Monday afternoon meeting were President Francis G. Blair of the National Education Association; George D. Strayer, director of the Institute of Educational Research, Teachers College, Columbia University; and Superintendent William M. Davidson, of Pittsburgh, chairman of the Legislative Commission.

"I wish we might place before Congress," said President Blair, "a motion picture of the great multitude of teachers and pupils in the schools of the United States. We would begin with the children in the first grade—line them up eight abreast and march them in front of the reviewing stand. Then would come the pupils of the higher grades. Before the last highschool pupil had passed there would be thousands more added to the ranks of the beginners and the procession would never cease. We would show to our lawmakers and to the people of America, how far reaching is the effect of any measure devoted to the best interests of the schools of the country.

"Having been convinced for a number of years that the various education activities now performed by several departments, boards, and bureaus at Washington should be brought under one directing responsible head, I believe that the establishment of a Department of Education with a Secretary in the President's Cabinet would achieve this end. This Secretary of Education could perform all of the duties of collecting and publishing the statistics of education for all the states, of conducting nationwide educational researches and surveys, of furnishing educational leadership and encouragement, as now performed in whole or part by the Bureau of Education. Moreover the consolidation of all the peculiar education functions performed by separate federal departments and

boards under this one department would do away with the present overlapping, conflict, and confusion."

Dr. Strayer traced the history of the movement for a Department of Educa-

What the New Education Bill Is

THE NEW EDUCATION BILL was introduced into the Senate on December 8, 1925, by Senator Charles Curtis, of Kansas, and into the House of Representatives on December 11, 1925, by Congressman Daniel A. Reed, of New York. It contains the following proposals:

Section 1 Creates a Department of Education with a Secretary in the President's Cabinet.

Section 2 Authorizes an Assistant Secretary of Education and other necessary assistants.

Section 3 Provides for the transfer to the Department of Education, the Federal Board for Vocational Education, and of such control as is now exercised over the Columbia Institution for the Deaf and Howard University.

Sections 4, 5, and 6 Define the powers and duties of the Secretary of Education.

Section 7 Provides for a federal conference on education consisting of one representative from each of the Executive Departments.

Section 8 Provides that the Department of Education shall conduct researches covering the whole field of education, and for the distribution of the results of such researches to educational officials in the several states and to other persons interested in education.

Section 9 Provides appropriations for the support of the work of the Department.

Section 10 Provides that the Secretary of Education shall make an annual report to Congress.

Section 11 Is an enacting clause.

tion, pointing out that the Curtis-Reed Bill, or the New Education Bill, is unlike the bills which have been previously introduced.

"The New Education Bill," Dr. Strayer said, "provides simply for the coordination of existing educational activities of the Federal Government in an efficient department with funds for research and publications. The question of federal control is not an issue. State and local management of schools is guaranteed by the Constitution, by the

deep-seated conviction of the organized teaching profession, by the pride of local communities in their own schools, and by the whole trend of education in the direction of greater freedom under the guidance of proved facts. Nor does the New Education Bill involve the issue of federal aid to state and local school systems. A proposal for federal aid was developed during the crisis of the war, when the federal income tax was making huge demands on the resources within the various states. The situation has improved as federal taxes have been reduced. The proposal for a Department of Education is supported by both friends and opponents of federal aid and is entirely separate from that problem."

Superintendent Davidson, in his usual powerful and eloquent manner, delivered the campaign challenge to the members of the commission who are to interpret the movement to the people of the United States during the present recess of Congress. He pointed out that too many members of the teaching profession are unable to give intelligent answers to questions asked by persons outside the schools.

On Wednesday afternoon, March 2, the state chairmen met at the Baker Hotel for a second conference. Each chairman was called upon to report on the program for his state. Here again was emphasized the necessity of informing the public. Several of the chairmen told of the benefit received from the use of debates, and urged that all available literature on the bill be placed at their disposal. They were referred to the files of the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION for the past six years, in which period articles on the bill have appeared regularly.

The full text of the New Education Bill was printed in the JOURNAL in February, 1926. In the April number of that year were included extracts from the report of the hearings before the joint education committees of the Senate and House of Representatives. Arguments for the bill written by the chief school officers of thirtysix states and the District of Columbia were published in the June number last year. A catechism on the New Education Bill appeared in the issue of December, 1925. It has been revised and published in pamphlet form.

Teachers Colleges at Dallas

THE TEACHERS COLLEGE is the door through which new talent enters the teaching profession. It is gratifying that each year the meetings of the American Association of Teachers Colleges, a Department of the National Education Association, grow in enthusiasm and purpose. Meetings this year were held in the Adolphus Hotel at Dallas, February 25 and 26, with President H. C. Minnich, dean of the Teachers College, Miami University, Oxford, Ohio, in the chair.

The discussion on Friday afternoon centered around the curricula of teacher training institutions, and methods of admission to such institutions. Among those who participated in the discussion were J. Linwood Eisenberg of Slippery Rock, Pennsylvania; G. H. Black of Ellensburg, Washington; W. J. Bankes of Akron, Ohio; A. Linscheid of Ada, Oklahoma; and Walter S. Guiler of Oxford, Ohio.

The annual banquet and program on Friday evening was favored with music furnished by the North Texas State Teachers College at Denton. In the annual president's address, Dean Minnich outlined the historical development of the teachers college in the United States and pointed out that there are now 292 institutions whose sole function is teacher training and 588 teacher training agencies included in other institutions.

President Minnich emphasized the importance of raising professional standards and described several factors which will help to do so. He said:

Every study in the last ten years reveals a great divergence of levels of educational opportunity. Sections of underprivileged children exist in every state. We realize that six percent illiteracy in a country of narrow majorities is a threat and menace to our institutions. Much has been done to remove these inequalities in the quantitative field; housing, school equipment, length of school year, and others. But our greatest problem now is the standardization of the qualitative phases of public schools.

The legislatures remove inequalities of schoolrooms, of lengths of school term, of payment of salaries, of transportation of children, but only the teacher-training institutions can guarantee standard instruction, standard teaching, uniform levels of intellectual and spiritual contacts.

Dean W. S. Gray of the School of Education, University of Chicago, spoke on Unique Opportunities of Profes-

sional Schools. Ambrose L. Suhrie of New York University spoke on the Selection and Training of Persons for Appointment to the staffs of Teachers Colleges, and President Bruce R. Payne of George Peabody College for Teach-



DWIGHT B. WALDO, *president of this Department for 1927-28, has developed at Kalamazoo an institution noted for the excellence of its demonstration schools.*

ers, Nashville, Tennessee, urged that a statement of achievements and services of teachers colleges be prepared for general circulation in order that the public might know their large contribution to the life and welfare of the nation.

President Randall J. Condon was the honor guest at the banquet session and brought greetings from the Department of Superintendence. He called attention to the supreme importance of religion in education and said that one of the reasons for bringing the convention to Dallas was the fact that the Sunday schools of Dallas enrol more people than attend the public schools. Doctor Condon advocated the employment of college graduates in all branches of the teaching profession. He said that the city of Cincinnati is attempting to secure teachers who have five years training beyond the four year high school.

Joy Elmer Morgan, editor of THE JOURNAL, brought greetings from the headquarters staff and pointed out that

the need for more information to guide the development of teacher training institutions is one of the best arguments for a Department of Education with a Secretary in the President's Cabinet.

The morning session on February 26 was given over to reports of committees on standards and surveys, the status of training school teachers, and the American Council on Education.

The afternoon meeting on February 26 was addressed by Dean George F. Arps of Ohio State University on the Teaching Profession, Leadership, and Responsibility. The Washington tentative standards were presented by E. S. Evenden of Teachers College, Columbia University. The report of the committee on accrediting and classification was made by Charles McKenny of Ypsilanti, Michigan, who was appointed chairman of that committee for 1927-28, and instructed to gather reports from each accredited institution that the committee might report back to each institution the points at which it fails to meet the standards. The standards which are used by the Association for accrediting include the following:

- Definition of a teachers college
- Requirements for admission
- Living conditions of students
- Standards for graduation
- Size of faculty
- Preparation of faculty
- Teaching load of faculty
- Training school and student teaching
- Organization of the curriculum
- Library, laboratory and shop equipment
- Location, construction and sanitary condition of buildings
- Limits of registration of students
- Financial support
- General requirements
- Classification of colleges
- Accrediting and classification of teachers colleges

President Dwight B. Waldo, of the Western State Normal School, Kalamazoo, Michigan, was elected president of the association for 1927-28. Other officers are: *First vicepresident*, Victor L. Roy, president of the Louisiana State Normal College, Natchitoches, La.; *second vicepresident*, C. L. Phelps, president of the Santa Barbara State Teachers College, California; *third vicepresident*, T. T. Allen, East Stroudsburg, Pa.; *secretary-treasurer*, W. P. Morgan, president of the Western Illinois State Teachers College, Macomb, Ill.

Elementary School Principals at Dallas

THE DEPARTMENT of Elementary School Principals held three general sessions in the Fair Park Auditorium in Dallas, on Monday, Tuesday, and Wednesday afternoons of convention week besides the breakfast discussion meetings each morning at the Baker Hotel, and the annual banquet on Tuesday evening, March 1.

The National Highschool Symphonic Band, under the leadership of William W. Norton of Flint, Mich., furnished the music for the first session on Monday afternoon over which E. Ruth Pyrtle, president of the Department, presided. "Fundamental Values of Life and How to Reach Them," was the theme of addresses by Henry Turner Bailey, director of the Cleveland School of Art, and Mary McSkimmon, principal of the Pierce School, Brookline, Mass. Greetings were extended to the Department by Francis G. Blair, president of the National Education Association. The first session was closed by F. H. Duffy, principal, Harding Junior Highschool, Steubenville, Ohio, who presented the Report of the Committee on Educational Progress. In explaining the evolution of the principalship Mr. Duffy said:

The old-fashioned office-clerk-principal is rapidly disappearing from the ranks of public educators that, figuratively speaking, he may not even be permitted to die a natural death. From all parts of the country comes the call for the wide-awake professional elementary school principal and our survey reveals that all of the outstanding colleges and universities of the nation are offering or planning to offer courses specially designed for the training of the elementary principal. Never before has the country as a unit been so awakened to the needs of the constructive and initiative principal. This is largely the outgrowth of the national organization of this group of educators.

The second general session, held Tuesday afternoon, March 1, in the Fair Park Auditorium was opened with a soprano solo by Mrs. Albert Smith of Dallas. "The Responsibility and Opportunity of the Principal" was the general topic of this meeting. "The Responsibility and Opportunity of the Principal to the Home," was discussed by Anna Laura Force, principal, Lake Junior Highschool, Denver, Colo. "To the School" was presented by Millard C. Lefler, superintendent of schools of Lincoln, Nebr. Mr. Lefler said:

No one in the entire school organization enjoys a greater opportunity for professional service and helpfulness than does the principal; and no one has a greater obligation and responsibility. The principal's responsibility to the school demands that there shall

To My Mother

RANDALL J. CONDON

THIS TRIBUTE to his mother by Superintendent Condon of Cincinnati reveals the spirit that everyone felt as he presided over the sessions of the Department of Superintendence and greeted various groups at the convention.

TO MY mother who taught her children the deep things of life: duty, honor, truth; courage, faith, hope; love of home and of country; reverence for God, for each other and for all His lowly creatures; obedience and devotion; sincerity and simplicity; patience and perseverance; self-denial and selfreliance; kindness and helpfulness; contentment while striving to attain; joy in service; and satisfaction in work well done. With a culture not learned in school—for her island home afforded but little in the way of schools—but with that richer culture that comes from companionship with a few great books; from communion with God and nature; and from a life well lived, its difficulties faced and its problems solved with an unconquered and unconquerable spirit, she taught us by what she did, to do; and inspired us by what she was, to become.

be constant effort to improve. This implies broad constructive plans for the entire system. The role of policy builder is therefore fundamental to the responsibility of the principal in its largest sense.

Elizabeth Hall, assistant superintendent of schools, Minneapolis, Minn. spoke on the "Responsibility and Opportunity of the Principal to the Child." Randall J. Condon, president of the Department of Superintendence and superintendent of schools of Cincinnati, Ohio, greeted the group officially, after which the Report of the Enrolment Committee was presented by its chairman, Jessie M. Fink, principal, Palmer School, Grand Rapids, Mich.

The third and final general session of the Department, held in the Fair Park Auditorium on Wednesday afternoon of convention week began with music, Stella Lee Owsley of Denton, Texas,

presenting two vocal selections, and Horace A. Jones of Dallas, a violin number. The first speaker on the program, Fannie Fern Andrews of Boston, Mass., talked on "The Teacher an Agent of International Goodwill." Mrs. Andrews stressed the importance of goodwill to right living and to the fulfilment of the universal desire for world harmony and peace. The opportunity of the teacher in this field is unique. She said:

Goodwill is a potent factor in the daily round of right living; it makes for harmony and peace within the nation and promotes friendship and justice throughout the world. The teacher can instil no more important precept in the mind of the young than this spirit of goodwill. Such instruction can hardly begin too early. From the first year in school the child, through his gradually widening relationships, should be led to appreciate, either through his own experiences or through the acts of others, the meaning of goodwill and its beneficent results.

Augustus O. Thomas, state commissioner of education of Maine and president of the World Federation of Education Associations, also spoke on "The Teacher an Agent of International Goodwill." Dr. Thomas spoke of the four deadly enemies of spiritual elements in civilization and the happiness of mankind—ignorance, fear, selfishness, and intolerance. "It is our duty to begin early to eliminate these adverse and destructive elements," said Dr. Thomas.

Annie Carleton Woodward, president of the Massachusetts Teachers Federation, spoke next on "World Citizenship—The School's Responsibility." Miss Woodward placed the responsibility for the development of the child for citizenship on the schools. She said:

Schools are responsible for the development of the child for citizenship, be it local, state, national, or world; inasmuch as the school gives the child an opportunity for guided tasks equal to the child's mental age.

The formal program was closed with the Report of the Committee on Standards and Training, presented by W. T. Longshore, chairman of the committee. The Business Session of the Department followed.

The officers of the Department of Elementary School Principals are: *President*, E. Ruth Pyrtle, principal of McKinley School, Lincoln, Nebr.; *secretary*, Warren A. Roe, Belmont Avenue School, Newark, N. J.

World Goodwill Day, May 18

AUGUSTUS O. THOMAS

*State Commissioner of Education for Maine and President of the
World Federation of Education Associations*

THE PROMOTION of the spirit of goodwill and friendship among the children of the world is gaining more and more interest and attention, as shown by the recent Goodwill Dolls sent to the people of Japan and other goodwill demonstrations. Our teachers are building a fine psychology in direct contrast to the attempt of many elements to break down faith in humanity, in civilization, in the established order, and in new methods and processes. Teachers who believe in the spirit of goodwill and work at it persistently are doing their share to counteract evil tendencies. They are the constructive elements which operate against the destructive elements of humanity.

In July, 1923, the World Conference on Education at San Francisco set aside May 18 of each year for the purpose of bringing the minds of children the world over to the consideration of one great aim, friendship and goodwill. The object of this day should be to build a more wholesome patriotism for the people of each country, based not upon hatred, revenge, and jealousy, but upon love of country and pride in the achievements of countrymen and race. Perhaps the most successful way for teachers to bring this object before children is to celebrate the day and provide special programs of half an hour or more in length. These programs may consist of songs, drills, pageants, special recitations, essays, and characterizations of great men and women. The teacher of initiative can find a wealth of material. The program cannot be long, but selections may be made to suit particular schools and local color applied as the occasion demands.

Music of all countries—Music is common to all peoples as the most intimate form of expression for human emotion, human faith, and human worship; it is the one common language, understood by all without word or line. The national songs of many countries are now easily available. The school might sing its own national song, then the songs of other countries, and close the exercises with a second singing of its own song.

Goodwill motto—In 1926 these lines from Tennyson were used as a motto.

They are equally appropriate for 1927, for they suggest not only the spirit of goodwill but the spirit of peace:

I would the globe from end to end
Might sow and reap in peace.

TEACHERS working for the observance of Goodwill Day may get helpful suggestions from the Carnegie Endowment for International Peace, 405 West 117th Street, New York City; the World Peace Foundation, 40 Mount Vernon Street, Boston; the American Foundation, 565 Fifth Avenue, New York City; the National Child Welfare Association, 70 Fifth Avenue, New York City; the National Council for the Prevention of War, 532 Seventeenth Street, Washington, D. C.; the League of Nations Non-Partisan Association, 6 East 39th Street, New York City; and the American School Citizenship League, 405 Marlborough Street, Boston, Massachusetts.

Drills—These may take the form of patriotic exercises with flags and songs of various countries, or they may symbolize labor and industry, showing the great contributions of the countries to civilization.

Goodwill plays and pageants—"Goodwill the Magician" prepared by Hazel McKaye and available through the National Child Welfare Association, 70 Fifth Avenue, New York City, is an excellent pageant of friendship of children. It is suitable for outdoors or indoors and lasts about an hour and a half. The cast includes one grown person and from forty to two hundred children. Resourceful teachers may improvise costumes and character verses of children in many countries, and where many nationalities are represented in the school mothers will help to arrange costumes and proper characterizations. Many other pageants and plays are available in public libraries and from associations promoting world peace.

Essays and compositions—The great contributions to the welfare and happiness of mankind are interesting subjects. Nearly every country has contributed some great soul to the good of the world—a great musician, great

artist, great inventor, great writer. Books on government and on great inventions which have contributed to the wellbeing of man, science, medicine, and the long list of human benefactions may also be read and commented upon.

Geography lessons—No other subject offers such opportunities for developing the spirit of interdependence, the spirit of cooperation, and the need for friendliness as the foundation of individual and national wellbeing. The map is indispensable in bringing the children of the world together. What products of one country go to make up the comfort and happiness of other countries; how the people live and what they do; how they find enjoyment and happiness; and how one country aids another are all questions for interesting geography discussion.

The flags of the world—Children of different nationalities may bring small flags of their own countries to school and other flags may be collected and displayed so that children can distinguish the flags of the different countries. Care should be taken to emphasize our own flag and that the children now have allegiance to it. The study of flags might be combined with singing of national songs, or in a pageant showing the dress and mannerisms other nations.

New inventions and discoveries—The radio with its worldwide messages and possibilities for language study; the moving picture and its portrayal of life and customs in all ages and climes; the telephone; the airplane and the fast steamships show how national lines are merging.

Worldwide correspondence—Some schools have learned many new and interesting things through correspondence—letters setting forth the characteristics of the schools, the buildings, the children, the teachers, what they study, discipline, homes, religion, patriotism, and many other things. This work has been carried on under the direction of the Junior Red Cross and is an excellent goodwill project.

World civics is another topic offering many possibilities, among which are postage regulations, passports, flags, consular systems, and ambassadorial systems.

Research Improving English Teaching

HOW CAN CHILDREN BE TAUGHT TO SPEAK AND WRITE ENGLISH CORRECTLY? A feeling and a desire for correct English must be created; and creating an English "conscience" is more than a matter of lecturing pupils about it, or checking themes with red ink. Language study which really functions serves these three purposes:

1. It facilitates clearer thinking.
2. It makes possible expression of thought.
3. It aids the understanding of thoughts expressed by others.

Thinking and expression, according to some writers, are interdependent. Hence it is the teacher's duty to clarify thoughts as well as to perfect expression. How can these two ends be accomplished?

The first prerequisite is spontaneous expression on the part of the pupil. The oral English period should be one of genuine interest and enjoyment for the pupil. Each boy and girl has had experiences about which he is interested in telling the class, and which they in turn will find joy in hearing. The child from the foreign home has contributions to make to the oral English class—and in making them he learns to speak English better. The newly enrolled shy little country girl has stories to relate that will be of genuine interest to pupils in the large city school. To illustrate, a little Italian boy who had always sat glumly through the oral English lesson jumped to his feet one day when another pupil was telling a story which he had read about Venice. With his black eyes shining, this young native of Italy shouted, "I tella you about

Venice. I born there." His reticence was overcome, handicapped as he was for lack of English, he thrilled the class with his description of "de water, de boats, and de buildings with de pictures." This inci-

How This Series is Used

THIS is the sixth of a series of articles showing how research is improving teaching. They have been prepared by Margaret M. Alltucker, assistant director of the Association's Division of Research out of her wide experience in connection with the Yearbooks of the Department of Superintendence whose work on the curriculum during recent years marks one of the great epochs in American education.

Many teachers clubs and faculties of hundred percent schools have been using this series as a basis of group discussion and study. Individual teachers are using them to check and improve their own teaching practice. Others are gaining from them inspiration to undertake research problems on their own account. One of the biggest needs in American education is keen observation and research by teachers in immediate charge of children.

dent awakened in Tony a sense of the real utility and practical value of good English, for as he was leaving the class he smilingly said, "I gotta lots to tell. I must learn to tell it more better." The teacher's first responsibility is to create class situations where children talk freely—have something to say, are de-

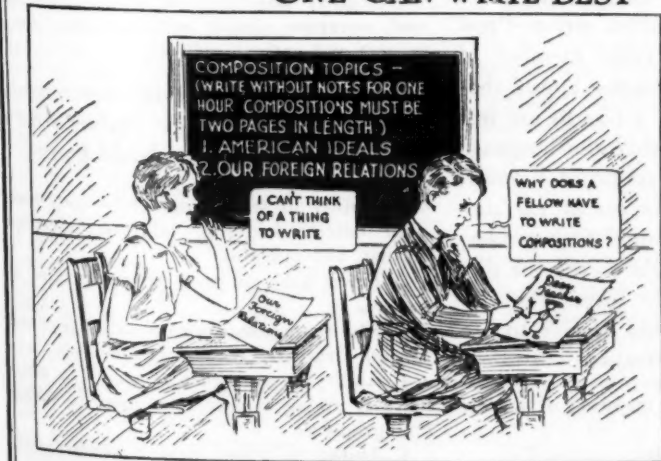
sirous of saying it, and say it the best way they can.

Pupils should not be asked or compelled to speak on subjects in which an interest cannot be built up, and for which the teacher has not set the stage.

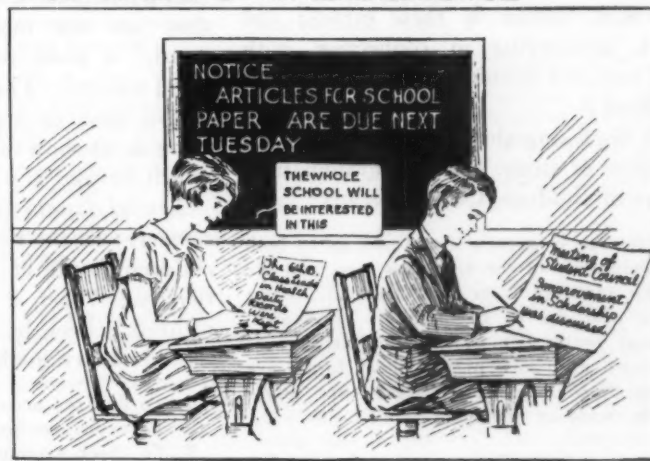
Grammar for grammar's sake versus grammar for life. In the past, grammar was often taught in such a way that it appeared to many pupils, especially boys, as a subject to be shunned. The unusual terminology, the involved parts of speech, and unfamiliar topics for compositions caused pupils to dislike the study of their own language. One of the best evidences of wrong teaching is this statement of an English teacher: "The best composition I ever got from one boy was when he did not take the topic I assigned but wrote on this topic: 'How hard I have to think to find something to say in a composition.'"

According to modern methods, the teacher talks to the boy, comes to know him, discovers his immediate interests and desires, and builds on these. Perhaps his big brother is on a business trip in a distant city. The teacher talks to the boy about writing to him, what he would like to hear from home, how to tell it to him to make him smile, the paper to use, how to begin the letter, the date, how to spell April, carbureter, and garage, how to address the letter, and how long it will be before the brother receives it. This method of teaching English requires more skill and effort on the part of the teacher than did the method of assigning lessons from

ONE CAN WRITE BEST



OUT OF HIS OWN EXPERIENCE



a book. The result, however, justifies the means. In the new method, the pupil's keen interest in the finished product leads him to put whole-hearted effort into his language and grammar lessons. It shows that the most natural way to teach language is to have pupils use it.

To do effective work in language, it is not necessary that long, involved projects be used. Frequently the desirable outcomes may best be accomplished through the use of single lessons, such as practice in introducing a speaker or giving reports to the class, writing a note of thanks, or making a notice for the bulletin board.

Children reared in an atmosphere of correct speech require little training in language expression. Imitation produces results. Since most pupils, however, are not in daily contact outside the school with correct models of speech, in the school environment correct usage must be imitated so frequently that it becomes a habit.

Can children's grammatical errors be used as one of the bases for determining what grammatical rules should be taught? They can. The purposes of an investigation of children's errors in any city might well be to discover:

1. What errors in the use of oral and written language forms do children in the elementary grades, junior highschool, and senior highschool make?
2. What rules in grammar are necessary in order to include and understand these items?
3. What items in the local course of study are unnecessary?
4. What items should be included but were omitted?

Building a course in grammar according to this method involves three steps: First, discovering the grammatical errors made by children; second, listing the rules broken by these errors; and third, discovering in connection with each rule, the definitions necessary to understand it.

In discussing the relative difficulty of a course of study based on grammatical errors of children, Charters states:

Grammar is greatly simplified as to both the complexity of the sentences used and the narrow range of facts to be learned. Much of the difficulty of grammar is eliminated. Unusual tenses, gerundives, infinitive constructions, and most of the mood forms are among those in which mistakes are infrequently made or not made at all.

Study of pupils' errors gives local teachers the enthusiasm that comes from

the attack upon practical and immediate problems. Studies of oral and written grammatical errors, accurate for practical purposes, can be made so easily and with so little labor by any corps of teachers that any school may determine what are the specific errors which it should help its pupils to correct.

Where to Go for Further Help

THESE ARE among the references which teachers of language and grammar will find helpful:

Department of Superintendence, Third Yearbook, *Research in Constructing the Elementary School Curriculum*, Chapter VIII. National Education Association, Washington, D. C., 1925.

Department of Superintendence, Fourth Yearbook, *The Nation at Work on the Public School Curriculum*, Chapter IX. National Education Association, Washington, D. C., 1926.

Department of Superintendence, Fifth Yearbook, *The Junior High School Curriculum*, Chapter IX. National Education Association, Washington, D. C., 1927.

Research Division, National Education Association, Research Bulletin, Volume III, Nos. 4 & 5, *Keeping Pace with the Advancing Curriculum*. 1925.

National Society for the Study of Education, *Yearbooks* 16, 17, and 20. Public School Publishing Co., Bloomington, Ill., 1917-21.

Practice in correct forms will eradicate the difficulty in many cases. Drill as such, however, will defeat the end sought by it. Indirect methods and games add much interest to drill.

Reducing the use of slang. What is your "pet word?" People fall in the habit of using words frequently which they particularly like. Is it a slang word that you use most often or a "real word," a good respectable member of word society? The strongest appeal that can be made in urging a boy to use less slang is to show him that the language which he uses is a reflection of himself.

Special lessons in the use of the dictionary. In the fourth and fifth grades, children should be taught to use the dictionary. When a child leaves the elementary school, he should be able to use the dictionary in these ways:

1. To find the accurate meaning of words.
2. To verify spelling.
3. To check pronunciation.
4. To look up principal parts of verbs when necessary.

Special lessons, however, are necessary to teach children: First, how to find words in the dictionary; second, how to interpret the diacritical markings so as to get a correct pronunciation; and third, how to discriminate between definitions.

Should teachers spend their evenings correcting pupils' written compositions or should these be corrected during the class period? Teachers have been unwilling to answer this question in terms of their own personal welfare, but have experimented to discover which method results in greatest good to the child. Experience shows that the teacher's correction of errors on pupils' written compositions is often largely wasted effort. Better results are obtained if corrections are made by the pupil under teacher guidance instead of by the teacher.

Should teachers of other subjects correct pupils' errors in language and grammar? Most teachers agree that in every lesson throughout the day pupils should be held responsible for applying the principles and forms studied in the language period. Only by so doing can the child be expected to gain power to express his thoughts effectively. The geography teacher must be concerned with grammar, spelling, and penmanship, as well as the English teacher.

What to expect of a sixth-grade pupil. A child is ready for the sixth-grade language class, according to one outstanding course of study, when he can:

Talk before the class for a few minutes (one or two), telling concisely how to play a game, make a simple toy, give directions for going to the store, or relate some interesting item of news, observing clear enunciation and good usage.

Write a short story or paragraph upon a selected subject, sticking to the point and using clear sentences.

Copy accurately in limited time selected material and take dictation.

Recognize adjectives in selected sentences and separate simple sentences into entire subject and entire predicate.

In addition to these requirements, some modern language courses require that sixth-grade pupils should have:

1. Ability to write a short business letter with correct heading, address, salutation, closing, and margins.
2. Fixed habit of good arrangement of all papers.
3. Ability to use choice descriptive words in both oral and written composition.
4. Ability to construct sentences in which there is an agreement in number of subject and predicate.
5. Ability to carry oral messages accurately and pleasantly, and bring back an answer correctly.—Margaret M. Alltucker.

Thirtyseven American Books—1925

THIS LIST OF BOOKS is a part of a most significant worldwide effort. The Committee on Intellectual Cooperation of the League of Nations is publishing each year a list of 600 books compiled by responsible authorities in the various countries of the world. For the United States the selection is made by the American Library Association. Although the United States is entitled to forty books, the American Library Association preferred a shorter list in which every title had an undisputed place to a longer one which could be questioned. The number of titles allotted to each country depends on the total number of books published, those having 10,000 or more new books annually being represented by forty books, and other countries by a proportionate number.

Copies of the complete list and other publications of the League of Nations may be had from the World Peace Foundation, 40 Mount Vernon Street, Boston 9, Massachusetts.

History

BOWERS, CLAUDE G. Jefferson and Hamilton; the struggle for democracy in America. Boston, Houghton. A brilliant and dramatic picture of the battle waged in the early days of the republic between Jefferson, the exponent of democracy, and Hamilton, who distrusted popular government, in which democracy won. The protagonists stand out, very much alive, against a background of the social life of the time. The author is frankly a partisan of Jefferson, though he tries to be a fair one. The many footnotes giving sources of information for statements of fact are an evidence of the historical accuracy of the work.

CHANNING, EDWARD. History of the United States, Volume 6. The war for southern independence. N. Y., Macmillan. The latest volume of the History of the United States maintains the high scholarship and clear, pleasing style of the earlier volumes. The work is impartial in treatment of this difficult period from the Compromise of 1850 to the collapse of the Confederacy, emphasizing social and economic rather than military affairs. Full bibliographical notes at the end of the chapters are especially valuable.

Social Science

GOMPERS, SAMUEL. Seventy years of life and labor, an autobiography. N. Y., Dutton. The life story of the noted labor leader which is essentially a history of the organized labor movement in America. The narrative is full of life and vigor, in spite of its detail, and reveals the author's spirit of absolute devotion to the cause of improving labor conditions through organization.

MEARNS, HUGHES. Creative youth. Garden City, N. Y., Doubleday. An illuminating account of the successful experiment tried in the Lincoln High-school, New York City, in which literature was taught in such a way that the pupils were encouraged to express their own ideas in prose and verse. The first part of the book describes the school environment which fostered the creative spirit; and the second part consists of about 150 poems, many of them admirable, typical of the pupils' best work.

WARREN, CHARLES. Congress, the Constitution and the Supreme Court. Boston, Little. An exposition for the layman of the functions of the Supreme Court as an interpreter of the Constitution and in its relation to Congress.

Religion

BROWNE, LEWIS. Stranger than fiction. N. Y., Macmillan. A concise sketch of Jewish history from earliest times to the present, a saga of his centuries of wandering. The book is enlightening as well as readable.

NO ONE can ever pay for a book. He may pay for the paper and binding, but back of these are the contributions of untold numbers of people. First come homes and schools that shape the lives of authors and that great body of readers willing to support authors. Then comes the great cumulation of work in art, letters, travel, history, science, philosophy, and religion which has been treasured through the centuries. Each book is thus a center of a network of influences whose golden threads reach out in almost infinite directions.

The American Library Association which prepared this list is itself the product of many fine influences and lives that have contributed to its making. For the convenience of JOURNAL readers descriptive notes have been added, the work being done by the Public Library, Washington, D. C. The notes are quoted or adapted from the Book Review Digest, American Library Association Booklist, American Historical Review, and American Political Science Review.

LAKE, KIRSOPP. The religion of yesterday and tomorrow. Boston, Houghton. A clear, logical, and balanced examination into modern development of theological and Christian thought, including a critical study of the fundamentalist position.

LEWISOHN, LUDWIG. Israel. N. Y., Boni and Liveright. "A passionate appeal to the Jews for self-understanding based upon the traditions of the race. Author discusses the dreams and intent of the Zionist movement."

Philosophy

DEWEY, JOHN. Experience and nature (Lectures upon the Paul Carus foundation). Chicago, Open Court. An exposition of the author's philosophy having experience as its starting point and concerned with the vital problems of human existence. For the serious-minded student.

GESELL, ARNOLD L. The mental growth of the preschool child. N. Y., Macmillan. The principles, methods and results of a research study conducted by the Yale psychoclinic to determine tentative standards for measuring the mental development of children from one month to six years, also accounts of superior and retarded children. The measuring technic and all data are systematically presented.

SANTAYANA, GEORGE. Dialogues in limbo. N. Y., Scribner. "Here we find urbane and philosophical discussion of diverse matters, from madness to selfgovernment and from the vivisection of a mind to the secret of Aristotle." Essays full of wit and irony.

Belles Lettres and Art

BRASHEAR, JOHN A. Autobiography of a man who loved the stars. Boston, Houghton. The auto-

biography of a Pittsburgh millwright who became the foremost astronomical lens maker of his day, a man peculiarly loved and honored. His reminiscences of his long life are written with the modesty that was characteristic of him.

CUSHING, HARVEY W. Life of Sir William Osler. 2 v. Oxford, Clarendon press. An excellent biography presenting Osler as a thoroughly delightful and companionable man and as a scientist with a passion for work. It is not an appraisal of his professional work, but a narrative from which the reader can construct a history of medical science in the nineteenth century and give Osler his proper place among the leaders of revolutionary progress.

JEFFERS, ROBINSON. Roan stallion, Tamar, and other poems. N. Y., Boni and Liveright. These are strong, gripping narrative poems, more prosaic than poetical, with an extremely realistic and powerful expression. The subjects are unpleasant, but treated with great strength and beauty.

JOHNSON, JAMES W. ed. Book of American negro spirituals. N. Y., Viking. A fine collection of those folksongs which are purely the creation of the American negro—the spirituals. Examples of every variety are given.

LEONARD, WILLIAM E. Two lives. N. Y., Viking. A powerful narrative, being an intimate record of a tragic romance told in three sonnet form. Beautiful and majestic is the poetry and full of keen psychology.

LOWELL, AMY. John Keats. 2 v. Boston, Houghton. A monumental work of biography and literary criticism with critical analysis of all existing material in the light of new facts uncovered by Miss Lowell. It is invaluable to students and of interest to the literary reader.

PENNELL, JOSEPH. The adventures of an illustrator; mostly in following his authors in America and Europe. Boston, Little. Autobiography full of interesting comment on artists, writers, and other friends, and descriptions of work done in various countries. A beautifully printed book, copiously illustrated with etchings and lithographs of the author-artist's work.

QUICK, HERBERT. One man's life. Indianapolis, Bobbs-Merrill. "Not only an autobiography, but a record of many of the changes that took place in America particularly in the middle west, during that lifetime. Mr. Quick's firm, sure, yet dignified and leisurely touch goes admirably with his almost epic subjectmatter."

ROBINSON, EDWIN A. Dionysus in doubt. N. Y., Macmillan. Of a fine lyric quality, the poetry is full of delicate subtle thoughts, and deep in philosophical implications. Dionysus in Doubt is a satire on an over legislated country.

Geography and Travel

BEEBE, WILLIAM. Jungle days. N. Y., Putnam. A naturalist's fascinating essays on the life of the jungle in British Guiana, which hold the reader's attention as if they were imaginative narrative instead of scientific fact. He has the gift of making the reader feel his own interest in the wonder of life, whether writing of the magic of his jungle table, the falling leaves, or the love affairs of the sloth.

SMITH, JOSEPH R. North America. N. Y., Harcourt. An economic geography of North America, written in a forceful and entertaining style, far removed from textbook dullness. The natural features and resources of the forty-five physiographic regions are described, showing the effect of geographical environment in determining human activities. The writer aims to promote a wider knowledge of North America's resources so that intelligent use may be made of them, in contrast to the waste of the past.

Philology and Literary History

KRAPP, GEORGE P. *The English language in America*. 2 v. N. Y., Century. A scholarly treatise on the history of the English language in America by a professor of English, Columbia University, showing the changes in the language which reveal the changing state of American culture. Its wide scope, many illustrative examples, clear and dispassionate style appeal to the scholar and to the layman. The full index adds much to its value.

RUSK, RALPH L. *Literature of the middle-western frontier*. 2 v. N. Y., Columbia University. A thorough study by an associate professor of English, Columbia University, of the early literature of the middle west, from the cultural beginnings to 1840. Separate chapters treat the development of various literary forms, as travel, newspapers and magazines, fiction, poetry, drama. Nearly all of the second volume is devoted to a comprehensive bibliography of western publications.

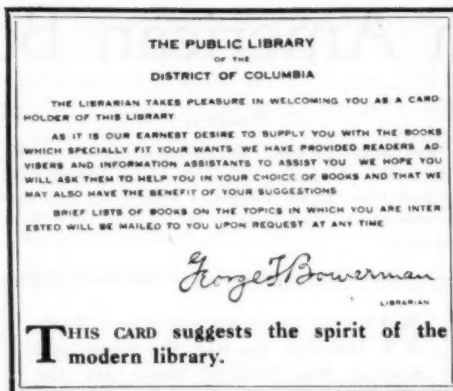
Natural Science

BLISS, GILBERT. *Calculus of variations*. Chicago, Open Court. The writer has succeeded admirably in his purpose of bringing the general methods of the calculus of variations within reach of non-specialists—the mathematics teacher, engineer, physicist, chemist, and others. An acquaintance with the elementary principles of differential and integral calculus is supposed. This is the first of the Carus Mathematical Monographs.

DORSEY, GEORGE A. *Why we behave like human beings*. N. Y., Harper. In the broadest sense of each word, a physiology and psychology combined. In one most interesting volume Dr. Dorsey has picked out from the world's scientific knowledge such facts about the "raw materials of human nature as will enable human beings to know where they come from, how they get here, and what they bring with them, what they do with it, and what they could do if . . ." (Preface)

ELLIS, CARLETON, and WELLS, ALFRED A. *Chemical action of ultra-violet rays*. N. Y., Chemical Catalog Co. In the form of abstracts of original papers, the survey is a complete record of research in the scientific aspects of the subject. Industrial applications are also treated. Full references add to the value of the work.

JOHNSON, DOUGLAS W. *New England-Adrian shore line*. N. Y., Wiley. "Not only a most valuable addition to the literature of geomorphology, but also



throws interesting light on the historical geology of northeastern America, on apparently anomalous features in the distribution of plants." (Raymond C. Moore in the *Journal of Geology*, Jan.-Feb., 1926.) The book is very readable and contains many illustrations, charts and maps. The vacationist to these regions would find it worthwhile.

LOTKA, ALFRED J. *Elements of physical biology*. Baltimore, Williams and Wilkins. Author has admirably compressed into a single volume a great mass of knowledge about the physical aspects of biological phenomena. He says in his preface "The work has been largely one of systematization and development of method." An analytical synopsis of chapters is one of several features of the work especially helpful to the student.

OLIVIER, CHARLES P. *Meteors*. Baltimore, Williams and Wilkins. A work which should become standard, written by the leading meteor observer of the country. It gives a thorough discussion of principal facts, and furnishes full details for complete meteor orbits. Indispensable to the student of the subject and of interest to the reader of general scientific literature.

PAYNE, CECILIA H. *Stellar atmospheres*. Cambridge, Harvard University. (A contribution to the observational study of high temperatures in the reversing layers of stars.) A comprehensive treatment, including investigations of critical potentials, spectral classification, stellar temperatures, the abundance of elements, and the recently developed theories of thermal ionization.

WALCOTT, MARY V. *North American wild*

flowers, Vol. 1. Washington, D. C., Smithsonian. Contains seventyseven plates made from life-size water color sketches of North American wild flowers. It is a work of beauty and invaluable to all botanists and designers both amateur and professional, as well as nature lovers in general. A delightful text describes the locale of each specimen painted.

WHITEHEAD, ALFRED N. *Science and the modern world*. N. Y., Macmillan. (Lowell lectures for 1925, with some additional material.) The influence of science on the thought of the modern world, especially during the last three centuries. "It seems probable that this book will be one of the few produced in recent years to have any decisive effect on the thought currents of our day." (J. S. B. Springfield Republican.) Requires thoughtful reading.

WILLISTON, SAMUEL W. *Osteology of the reptiles*; arranged and edited by William King Gregory. Cambridge, Harvard University. A well balanced general work on reptiles which, in its compact form, should become a standard volume for both inexperienced and advanced students. It lacks an index, unfortunately.

Applied Science

CARTER, THOMAS F. *Invention of printing in China*. N. Y., Columbia University. A handsome well-arranged volume which not only serves as a reference work for the specialist, but offers the general public a delightful book, which in view of China's present attitude towards western civilization, has a special significance as to the respective cultures. The American Institute of Graphic Arts included this book in its exhibition of the fifty best printed books of the year.

HAMILTON, ALICE. *Industrial poisons in the United States*. N. Y., Macmillan. A general survey of the subject of industrial poisons. It contains a wealth of material which is of profitable interest to physicians, chemists, nurses, social workers, and others concerned with workers' health. It should be a base for future work on this subject.

PEARL, RAYMOND. *Biology of population growth*. N. Y., Knopf. One of our most eminent scientists offers evidence that the growth of human population is governed by the same mathematical laws as the growth of individual animals and plants, and that the adaptive adjustments which take place, result in each case in the same logistic curve of growth.



LOCARNO in Italian Switzerland will be the meetingplace of the World Conference on New Education, August 3-15, 1927, the fourth international conference of the New Education Fellowship. Teachers interested in the conference and in special tours of European schools should write to the New Education Fellowship, 11 Tavistock Square, London, W. C. 1, England.

Growth of Education Associations

States and Other Units	Estimated Number of teachers in 1927	Membership in National Education Association					Membership in State Associations				
		Jan. 1, 1908	Jan. 1, 1926	Jan. 1, 1927	Percent of teachers members	Relative rank Jan. 1, 1927	Jan. 1, 1908	Jan. 1, 1926	Jan. 1, 1927	Percent of teachers members	Relative rank Jan. 1, 1927
1	2	3	4	5	6	7	8	9	10	11	12
United States	891,555	4,982	158,103	170,053	19.07		65,993	572,182	613,728	68.84	
Alabama	15,800	55	1,052	1,142	7.23	44	1,103	4,315 ¹	10,752 ²	68.05	29
Alaska	200		107	163	81.50	4		115	180E	90.00	13
Arizona	3,000	20	2,015	2,095	69.83	6	520	2,580	2,705	90.17	12
Arkansas	13,500	17	641	765	5.67	47		8,827 ¹	8,269	61.25	36
California	36,000	249	15,006	17,924	49.79	9	2,700	25,491	28,042	77.89	20
Canal Zone	120		2	95	79.17	5					
Colorado	10,000	75	4,430	4,450	44.50	12	2,025	7,166	7,350	73.50	23
Connecticut	9,900	58	1,798	1,986	20.06	24	3,800	9,084	9,636	97.33	4
Delaware	1,450	9	838	802	55.31	7		875 ²	800+ ³	55.17+	43
District of Columbia	2,650	47	1,702	1,449	54.68	8		1,000	1,374 ²	51.85	45
Florida	9,500	16	1,410	2,225	23.42	21	500	4,500E	5,576 ¹	58.69	40
Foreign			171	168							
Georgia	17,800	50	545	671	3.77	51	240	7,725 ²	8,600 ¹	48.31	48
Guam	90		3								
Hawaii	1,700		1,927	2,506	147.41 ¹	1		1,656			
Idaho	4,500	21	973	950	21.11	22	325	3,086	3,224	71.64	24
Illinois	46,500	420	9,166	9,303	20.01	25	1,294	32,648	32,600	70.11	27
Indiana	25,800	128	8,553	6,439	24.96	20	3,450	16,242	15,448	59.88	39
Iowa	27,400	93	3,625	3,313	12.09	37	1,549	15,361	16,763	61.18	37
Kansas	19,600	84	2,478	2,696	13.76	31	1,200	16,568	16,271	83.02	17
Kentucky	16,500	60	1,138	1,244	7.54	43	475	9,740 ²	11,240 ²	68.12	30
Louisiana	12,900	42	926	906	7.02	45	1,863	8,932 ²	9,101 ²	70.55	25
Maine	7,000	32	2,059	1,782	25.46	19	1,500	6,637	6,321	90.30	11
Maryland	8,900	55	1,714	1,371	15.40	30	400	2,969 ²	2,350 ²	26.40	50
Massachusetts	26,500	332	5,855	5,415	20.43	23	1,500	16,033	16,033	60.50	38
Michigan	30,800	139	9,890	10,311	33.48	16	4,800	26,763	26,837	87.13	15
Minnesota	23,000	145	3,267	3,800	16.52	28	2,000	13,930	14,325	62.28	33
Mississippi	16,600	16	407	312	1.88	53	1,200	8,850E	11,032 ²	66.46	32
Missouri	24,600	216	3,213	3,186	12.95	33	665	21,800 ²	22,382 ²	90.98	10
Montana	6,800	21	369	313	4.60	50	100	3,330	3,699	54.40	44
Nebraska	14,400	71	2,735	2,602	18.07	27	2,000	12,344	12,527	86.99	16
Nevada	825	4	638	684	82.91	3	222	760	764	92.61	8
New Hampshire	3,400	30	522	460	13.53	32	1,100	2,400	2,500E	73.53	22
New Jersey	24,100	198	5,150	6,488	26.92	18	4,157	22,161	23,772	98.64	2
New Mexico	3,350	13	313	286	8.54	41	500	1,662	1,717	51.25	46
New York	72,200	948	8,930	9,278	12.85	34	2,367	34,500E	36,260 ²	50.22	47
North Carolina	24,000	23	531	634	2.64	52	750	12,858 ²	13,700 ²	57.08	41
North Dakota	9,600	42	566	508	5.29	48	425	5,767	5,475	57.03	42
Ohio	43,200	349	12,790	14,587	33.77	15	1,000	32,600	35,640	82.52	19
Oklahoma	19,800	23	1,568	1,565	7.90	42	615	15,225 ²	17,487 ²	88.32	14
Oregon	7,900	19	2,962	2,877	36.42	13	1,200	6,318	6,542	82.81	18
Pennsylvania	56,500	325	14,033	17,650	31.24	17	824	55,206	55,203	97.70	3
Philippine Islands	27,000		205	59	.22	55					
Porto Rico	5,000		62	64	1.28	54					
Rhode Island	3,900	32	351	474	12.15	36	1,790	3,600E	3,750	96.15	5
South Carolina	13,200	22	639	614	4.65	49	300	5,028 ²	8,116	61.48	34
South Dakota	9,600	40	1,206	1,188	12.38	35	500	8,649	9,001	93.76	7
Tennessee	16,900	31	1,161	1,126	6.66	46	165	1,442	7,095	41.98	49
Texas	38,400	48	2,943	3,726	9.70	39	500	17,813 ²	23,600E	61.46	35
Utah	4,650	30	1,784	2,093	45.01	11	1,400	4,532	4,785	102.90 ²	1
Vermont	3,200	30	364	330	10.31	38	1,139	2,348	2,439	76.22	21
Virgin Islands	120		137	108	90.00	2					
Virginia	17,900	40	1,557	1,717	9.59	40	1,500	12,900E	12,900 ¹	69.25	28
Washington	11,900	68	3,878	5,465	45.92	10	4,005	10,153	10,983	92.29	9
West Virginia	15,000	24	2,840	2,729	18.19	26	450	9,682 ²	10,573	70.49	26
Wisconsin	23,200	160	3,832	3,826	16.49	29	5,000	15,261	15,447	66.58	31
Wyoming	3,200	12	1,126	1,133	35.41	14	390	2,750	3,046	95.19	6

THIS TABLE shows the growth of professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 4982 on January 1, 1908; 158,103 on January 1, 1926; and 170,053 on January 1, 1927. This latter figure is 19.07 percent of the 891,555 teachers in the United States and territories.

The figures for state associations for January 1, 1908, show a membership in these associations of 65,993. The figures for January 1, 1926 are 572,182, and for January 1, 1927 are 613,728, which is 68.84 percent of the 891,555 teachers in the United States and territories.

In the United States in 1926, 18.71 percent of the teachers of the country were enrolled in the National Education Association; the corresponding percent for 1927 given at the head of Column 6 is 19.07. During the same year the percent

of teachers enrolled in State Associations increased from 67.71 to 68.84, the percent given at the head of Column 11. More than two out of every three teachers are enrolled in state associations. The preceding percents are based upon estimates as to the number of teachers in each state in 1926 and 1927. These estimates are as accurate as available data permit. The figures of Column 2 include teachers, principals, supervisors, and administrative officers. The figures given as to the percent of teachers members in 1927 are, in some cases, lower than those for 1926, published a year ago, since data now available make it appear that the number of teachers used in calculating the table for 1926 was an underestimate.

The figures for state associations are based on signed reports from the officers of those associations.

These figures may be made the basis of arithmetic problems for solution in school. For

example, in your state, how many teachers need to join the state and national associations in order to rank among the first ten states or to compare favorably with neighboring states.

E—The letter "E" indicates that the figure is an estimate.

¹ Figure does not include members enrolled in statewide organizations for colored teachers.

² Does not include city of Wilmington.

³ Includes enrolment in both white and colored associations (separate organizations).

⁴ The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely through local organizations. There are approximately 30,000 teachers in New York City.

⁵ The percents in excess of one hundred percent are accounted for by the fact that members are enrolled among teachers in private schools, institutions of higher learning, and laymen.

Builders of Our Profession

New Life Enlistments

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

ARIZONA—John Branigan, Mrs. Annie E. Daniels, T. D. Jessup, D. McRuer, J. O. Mullen, R. G. Stevenson, W. H. Weaver.
 ARKANSAS—Charles F. Allen, R. C. Carmical, Byron Goodson, Beryl Henry, W. P. Keith, Fred Keller, F. N. Powell, J. W. Ramsey, L. M. Redwine, H. G. Thomason.
 CALIFORNIA—Mrs. Emma W. Maland, Effie B. McFadden, Irving Raybold, Victor A. Rohrer.
 COLORADO—George E. Brown, F. M. Carhartt, Jessie Alice Fink, Glenn Wentworth Todd.
 CONNECTICUT—H. Morton Jeffords.
 GEORGIA—Fort E. Land.
 ILLINOIS—J. Edward Bangs.
 INDIANA—J. W. Ashbury, John O. Chewing, Flora E. Drake, Thomas Watterson Records.
 KANSAS—Ira J. Bright, W. W. McConnell, O. O. Smith, O. L. Troxel.
 LOUISIANA—Sue B. Power.
 MASSACHUSETTS—Mrs. Helen N. Craig, Alice M. Dicker, S. Monroe Graves, William C. McGinnis, Frank A. Morris, C. E. Turner.
 MICHIGAN—Paul H. Johnson, Justin A. Morrison.
 MINNESOTA—Herbert A. Falk, A. E. MacQuarrie.
 MISSISSIPPI—Mumford Ellis Moffitt.
 MISSOURI—Mendel E. Branom, W. H. Martin.
 NEBRASKA—Annette L. Abbott, Percy A. Adams, Charlotte Alexander, W. W. Curllman, Alta Leola Dunlevy, A. E. Folsom, Sarah T. Muir, Nebraska State Teachers Association, Nebraska Woman's Educational Club, Olivia Pound.
 NEW HAMPSHIRE—E. W. McKeen.
 NEW JERSEY—Newton C. Holdridge, John Howard Jackson, Harriet H. Shoen.
 NEW YORK—J. H. Bentley, W. D. Reeve, Nole B. Van Wageningen, C. W. T. Weldon.
 NORTH CAROLINA—Arthur M. Alford, I. C. Griffin, A. M. Proctor, T. E. Story, Miss Cleo Winstead.
 NORTH DAKOTA—Jennie L. Champine, Beatrice Olson.
 OHIO—Oren J. Barnes, Elbert Cecil Jones, Florence Mateer, Charles S. Meek.
 OKLAHOMA—Miss Leojean Boyack, M. J. Hale, Luella Thorp.
 PENNSYLVANIA—Edwin W. Adams, John A. H. Keith, Byron E. Nicholson, D. H. Stewart.
 RHODE ISLAND—Harlan Berkeley Peabody.
 SOUTH CAROLINA—L. P. Hollis.
 TENNESSEE—H. A. Davee.
 TEXAS—George V. Bear, P. P. Brewster, B. B. Cobb, L. T. Cunningham, Hortense A. DeChauves, Mrs. George R. Felter, Levi Fry, E. C. Gates, H. A. Glass, S. B. Graham, N. S. Holland, O. B. King, Dora B. Lantrip, William A. McIntosh, J. L. McReynolds, T. H. Rogers, Elizabeth Stone, J. O. Webb, Warren Travis White.
 UTAH—George A. Eaton, B. K. Farnsworth, D. S. L. McCorkle, Charles H. Skidmore, Calvin S. Smith.
 VIRGINIA—Cornelia S. Adair.
 WEST VIRGINIA—Ward E. Gamble.
 WYOMING—L. L. Bender, Elizabeth T. Brandt, A. H. Dixon, Minnie L. Eddleman, James H. Hayes, A. S. Jessup, Mae I. Winter.

THE FOLLOWING schools have completed their reports for one hundred percent membership in the National Education Association for 1926-27 since the list was published in the March 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.

Six or more years

CALIFORNIA—Oakland, Santa Fe.
 ILLINOIS—Chicago, Pullman; Elgin, Columbia, Wing.
 INDIANA—Hammond, Columbia, Kenwood, Riverside.
 MAINE—Dexter, Pleasant Street.
 MASSACHUSETTS—Brookline, Pierce.
 MICHIGAN—Detroit, Greenfield Park.
 NEBRASKA—Omaha, Bancroft, Central Park, Highland, Webster.
 NEVADA—Las Vegas, Elementary.

WISCONSIN—Fond du Lac, Fond du Lac Public Schools, Bragg, Cleveland, Franklin, Grant Jefferson, Lincoln, McKinley, Roosevelt Junior High, Senior High, Vocational, Washington, Wilson.

A Letter from a Happy Teacher Ninetyfive Years Young

LUCY MASON HOLT, principal of the Ocean View School, Norfolk, Virginia, sends the following letter written on Christmas Day by a woman of ninetyfive who looks back over a long life that includes fiftytwo years of school service. In honoring such teachers the profession honors itself. The letter follows:

Norfolk, Va., Dec. 30, 1926.

MY DEAR MISS HOLT:

Words fail to express my heartfelt appreciation of the kind remembrance of me on my 95th birthday (Christmas morn) expressed in that basket of beautiful flowers, so artistically arranged, sent by the Teachers' Association and your sympathetic self, in recognition of my life's work in the schoolroom from 1858 through 1910.

With pleasure I recall the many interesting circumstances and experiences while associated with so many and varied characters among the young folks of both sexes. It really was a daily inspiration to greet such bright and happy ones to work with.

I have never lost interest in school life, having several of my family of the third generation, passing through Blair and Maury, two of which graduated in June last, and are away at higher institutions. At the same time there are three pupils of the fourth generation now in the grammar grades, and I am keeping along with them, therefore it is impossible to sever my connection with the Public Schools of Norfolk. I fully realize that a teacher's influence lives after they have passed on to the Great Beyond.

Thanks for your kind expressions in your touching note on my school record.

Sincerely yours,
 MARY E. HODGES.

Five years

ARIZONA—Phoenix, Balse.
 CALIFORNIA—Los Angeles, Utah Street; South Pasadena, Oneonta.
 COLORADO—Boulder, University Hill.
 ILLINOIS—Elgin, A. H. Lowrie, Franklin, Garfield.
 KANSAS—Salina, Salina Public Schools.
 MAINE—Old Towne, Old Towne and Orono Public Schools.
 NEBRASKA—Omaha, Minnie Lusa.
 NEW JERSEY—Kearny, Franklin, Nathan Hale; New Brunswick, Lord Stirling; Plainfield, Lincoln.
 PENNSYLVANIA—Pittsburgh, Continuation.

Four years

CALIFORNIA—Los Angeles, Cahuenga Park, Melrose Avenue; Oakland, Manzanita, Melrose; Santa Monica, Garfield, Grant, Jefferson, John Muir, McKinley, Roosevelt.
 DELAWARE—Wilmington, Public Number 21.
 HAWAII—Hilo, Kaumau.
 ILLINOIS—Champaign, Colonel Wolf, Gregory; Elgin, Grant; Springfield, Converse.
 MARYLAND—Galena, High and Elementary.
 MASSACHUSETTS—Brookline, Sewall.
 MICHIGAN—Alpena, Cass; Kalamazoo, Western State Normal.
 NEBRASKA—Omaha, Columbian, Garfield.
 NEW JERSEY—Plainfield, Stillman, Washington; West New York, Public Number 1.
 NEW YORK—Binghamton, Woodrow Wilson.
 PENNSYLVANIA—Pittsburgh, Perry High.
 TEXAS—El Paso, Alamo, Aoy, Bailey.
 VIRGIN ISLANDS—Saint Croix, La Valle Rural.
 WASHINGTON—Seattle, F. A. McDonald, North Queen Anne.

WYOMING—District Number 2, Blazon, Chrisman's Ranch, Glencoe.

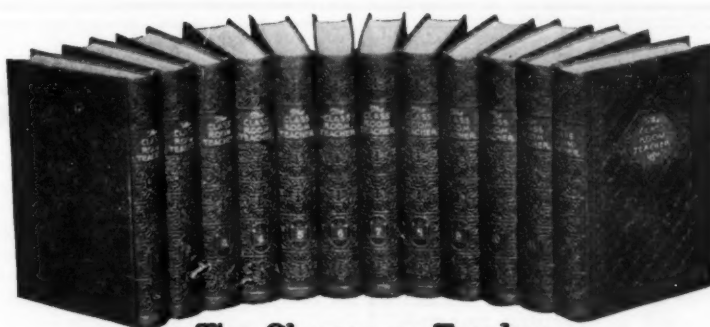
Three years

ALABAMA—Birmingham, Glen Iris, Moore.
 ARIZONA—Nogales, Camp Stephen D. Little; Tempe, Tempe State Teachers College.
 ARKANSAS—Wilson, High.
 CALIFORNIA—Los Angeles, Central Avenue, Home Economics Department, Rio Vista, Third Street; Oakland, Alexander Hamilton Junior High, Cleveland, Crocker Highlands, Durant, Elmhurst Junior High, Emerson, Frick, Garfield Junior High, Grant, Hawthorne, Highland, Jefferson, Maxwell Park, McChesney, Peralta, Piedmont, Rockridge, Stonehurst, Tompkins Junior High; South Pasadena, Las Flores.
 COLORADO—Denver, Logan.
 FLORIDA—Dade County, Hialeah Elementary, Highland Park Elementary, Southside Elementary; Fort Lauderdale, Hollywood Hills, Pompano; Pinellas County, Roser Park.
 ILLINOIS—Champaign, Avenue, Doctor Howard, Lincoln, South Side; Elgin, Elgin Public Schools, A. H. Lowrie, Columbia, Franklin, G. P. Lord, Garfield, Grant, High, Lincoln, McKinley, Sherida, Washington, Wing; Silvis, Silvis Public Schools.
 INDIANA—Alexandria, Tomlinson; Elwood, Edgewood; Hammond, Franklin, Technical High; South Bend, John F. Nuner.
 MARYLAND—Stevensville, High.
 MASSACHUSETTS—Belmont, Josiah S. Kendall.
 MICHIGAN—Grand Rapids, Plainfield Avenue.
 MINNESOTA—Minneapolis, Calhoun.
 NEBRASKA—Omaha, Beals, Belvidere, Comenius, Howard Kennedy, Jefferson, Madison, Saunders, Sherman, South Franklin.
 NEW JERSEY—Englewood, Franklin; Neptune Township, Neptune Public Schools, Bradley Park, Grammar, Neptune High, Summerfield, Whitesville; Paterson, Public Number 10; Plainfield, Irving.
 NEW MEXICO—Albuquerque, Fourth Ward.
 OHIO—Cleveland, Garfield High; East Cleveland, Prospect; Logan County, Logan County Public Schools, Bloomfield Township, Lake Township, Union Township; New Lexington, High.
 OREGON—Portland, Terwilliger.
 PENNSYLVANIA—Greenville, Penn Junior High, Washington, West Side; Harrisburg, Simon Cameron.
 TEXAS—Beaumont, Fletcher.
 UTAH—Salt Lake City, Washington.
 VIRGINIA—Lynchburg, John W. Wyatt; Norfolk, Ruffner Junior High.
 WASHINGTON—Seattle, Green Lake, Harrison.

Two years

ALABAMA—Birmingham, Henley, Stonewall Jackson.
 CALIFORNIA—Hemet, Hemet Union Junior High; Hermosa Beach, Hermosa Beach Public Schools, North, Ocean View, Pier Avenue, Prospect Avenue, South; Los Angeles, Americanization Department, Ann Street, California History Department, Commonwealth Avenue, Course of Study Department, Drawing Department, Eagle Rock, Gates Street, Industrial Arts Department, Laysette Junior High, Lincoln, Loreta Street, Machado, Miramonte, Olive View, Rosemont Avenue, Rowan Avenue, Salesmanship Department, Santa Monica Boulevard, Second Street, Sixty-eighth Street, Staunton Avenue, Tenth Street, Thirty-sixth Street, Torrance High, Tujunga, Victory Boulevard, Wadsworth Street, Westwood, Woodrow Wilson; Oakland, Belle Vista, Burkhalter, Claremont Junior High, Dewey, Lakeview Junior High, Lockwood, Lowell Junior High, Roosevelt High, Toler Heights, Webster; Ontario, Central; Pomona, Hamilton; Richmond, Grant; San Bernardino, Ramona; Santa Monica, Franklin; Wilmington, Fries Avenue.
 COLORADO—Colorado Springs, Garfield, Helen Hunt, West Junior High; Segundo, Public.
 DISTRICT OF COLUMBIA—Washington, Banneker-Jones, Briggs, Langdon-Woodridge, Smothers.
 FLORIDA—Davie, Public; Daytona Beach, Seabreeze High; Fort Lauderdale, Central High; Pinellas County, Senior High; Tampa, Hillsborough County Senior High.
 HAWAII—Honolulu, Kuhio.
 ILLINOIS—Brookfield, Brookfield Public Schools; Champaign, Lawhead, Willard; Cicero, Sherlock, Woodbine; East Saint Louis, Junior High; Rock Island, Lincoln; Sannemin, Township High.
 INDIANA—Indianapolis, Number 5; Mitchell, Mitchell Public Schools, Emerson, Riley.
 IOWA—Council Bluffs, Roosevelt, Rue.
 KANSAS—Hiawatha, Lincoln; Parsons, McKinley.
 KENTUCKY—Louisville, California, Margaret Merker.
 MAINE—Dixfield, Central; Peru, West Peru; Presque Isle, Aroostook State Normal; Weld, Village.

(Continued on page A-110)



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(Continued from page 132)

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MASSACHUSETTS—Hingham Centre, Centre; Lynn, Coburn Street; Malden, Centre Junior High; Saugus, Roby.

MICHIGAN—Adrian, Senior High; Muskegon, Hackley, Vanderlaan; Saulte Saint Marie, High.

MINNESOTA—Cloquet, Jefferson; Minneapolis, Dowling.

MONTANA—Great Falls, Longfellow.

NEBRASKA—Omaha, Pacific.

NEVADA—East Ely, Public.

NEW JERSEY—Atlantic City, Monterey Avenue; Camden, Broadway, Washington; Monroe Township, Monroe Township Public Schools, Lincoln, Maple Grove, Oak Knoll; Plainfield, Bryant, Jefferson.

NEW MEXICO—Albuquerque, Third Ward.

NEW YORK—Binghamton, Binghamton Public Schools, Continuation, High, Woodrow Wilson; Ithaca, Junior High, South Hill; New Rochelle, Stephenson.

NORTH DAKOTA—Minot, Senior High.

OHIO—Bowling Green, Wood County Public Schools; Cleveland, Sackett, Columbiana, Fairfield Centralized; East Liverpool, McKinley; Toledo, Arlington; Warren, First Street.

OREGON—Washington County, Banks, Buxton, Cornelius, District Number 10, District Number 27, District Number 29, District Number 38, District Number 54, District Number 55, District Number 82, District Number 95, District Number 97, District Number 106, Gales Creek, Gaston, Hillsboro, North Plains, Scofield, Sherwood, Tigard, Timber, Union High Number 1.

PENNSYLVANIA—Chester, George Jones, Wetherill; Greenville, Greenville Public Schools, Penn Junior High, Washington, West Side; Harrisburg, Calder,

Downey, Lincoln, Open Air, Penn, Pleasant View, Reilly, Woodward; Kane, Central, Clay Street, Sub-High, Welsh, West Side; Middletown, Grammar; Pittsburgh, Sunnyside.

TEXAS—Dallas, Ben Milam, City Park, Cumberland, David Crockett, Fair Park, Forest Avenue High, James Bowie, James Hogg, John Henry Brown, Mount Auburn, North Dallas High, Obadiah Knight, O. M. Roberts, Rosemont, Sam Houston, Stephen F. Austin, Stephen J. Hay, Sunset High, T. G. Terry, Thomas J. Rusk, Trinity Heights, Vickery Place; Houston, Eastwood.

UTAH—Logan, Webster; Salt Lake City, Edison; Sevier, Cove.

VIRGINIA—Lynchburg, Lynchburg Public Schools, E. C. Glass High, John W. Wyatt, Robert E. Lee Junior High, West End; Richmond, Robert Fulton.

WASHINGTON—Seattle, Alki, Bagley, Cascade, John Hay, Laurelhurst, South Seattle, Van Asselt; Walla Walla, Baker.

WEST VIRGINIA—Charleston, Thomas Jefferson Junior High; Clarksburg, Alta Vista, Linden; Martinsburg, High Street.

WISCONSIN—Appleton, Roosevelt Junior High; Eau Claire, Eau Claire Public Schools, Administrative Building, Development, Eighth Ward, Fourth Ward, High, Ninth Ward, School for the Deaf, Second Ward, Seventh Ward, Sixth Ward, Tenth Ward, Third Ward, Vocational; Madison, Doty, Randall.

Current year

ALABAMA—Birmingham, Bush.

CALIFORNIA—Fresno, Edison Technical, Jefferson; Galt, Joint Union High; Hawthorne, Hawthorne Public Schools, Ballona Avenue, Eucalyptus Avenue, Fifth Avenue, Washington Avenue; Los Angeles, Annandale Boulevard, Bridge Street, Brooklyn Avenue, Canyon, Classical Department, Clifford Street, Fourth Street, Glassell Park, Horace Mann Junior High, John Burroughs Junior High, Magnolia Avenue, Manchester Avenue, Ninety-ninth Street, Normandie Avenue, Primary Manual Arts Department, Ramona, Riggan Avenue, Sawtelle Boulevard, Shenandoah, Soto Street, Visual Education Department, Winnetka, Wonderland; Oakland, Campbell, Chabot Public School Observatory, Clawson, E. Morris Cox, Fruitvale, Golden Gate, Horace Mann, Lafayette, Lincoln, Montclair,

Parker, Part Time, Prescott Junior High, Sequoia, Swett, Washington, Woodrow Wilson; Ontario, Lincoln, South Euclid; Redondo Beach, Malaga Cove; Richmond, Fairmont, Harding, Pullman; San Diego, Florence, Franklin, Washington; Santa Monica, Madison; Sawtelle, Westwood; Walnut, Public.

COLORADO—Cheyenne Wells, Central, County High, Kit Carson; Denver, Asbury, Dora E. Reynolds; Englewood, Lowell; Las Animas, Cornelia.

CONNECTICUT—Torrington, Southeast.

DISTRICT OF COLUMBIA—Washington, D. A. Payne, Giddings-Lincoln.

FLORIDA—Dade County, Ada Merritt Junior High, Buena Vista Elementary, Central Elementary, Coconut Grove Elementary, Comstock Elementary, Florida City, Fullard, High, Homestead Elementary, Homestead High, Kinloch Park Elementary, Larkins, Little River Junior High, Miramar Elementary, Northside Elementary, Orange Glade Elementary, Riverside Elementary, Santa Clara Elementary, Shadowlawn Elementary, Shenandoah Junior High, Silver Bluff Elementary, Fort Lauderdale, Oakland Park; Miami Beach, Junior-Senior High; Pinellas County, Anona, Belleair, Dunedin, Forest Hills, Gulfport, Harris, Junior High, Largo, Lealman, North Ward, Norwood, Ozone, Pasadena, Passagrille, Pinellas Park, Rio Vista, Safety Harbor, South Ward, Tampashores, Tarpon Springs.

GEORGIA—Americus, McKay Hill (Colored); Dublin, Calhoun Street.

HAWAII—Paahaw, Paahaw.

ILLINOIS—Batavia, High; Belleville, Douglass; Carbondale, Southern Illinois State Normal University; Champaign, Columbia, Marquette; Chicago, Farragut Junior High, Shields, Whitney; Cicero, Burnham, Columbus, Drexel, Grant, Jones, Morton Park, Roosevelt, Wilson; De Pue, Public; East Alton, East Alton Public Schools; Flora, Harter Stamford Township High; Harvel, Community High; Oak Park, Whittier; Raymond, Public; Shabbona, Community High and Consolidated Grade; Springfield, Palmer, Ridgely, Stuart; Stillman Valley, Stillman Valley Public Schools; Willitsville, Willitsville Public Schools.

INDIANA—Knian, High; Martinsville, Central; Rushville, High; Seymour, Third Ward.

(Continued on page A-112)

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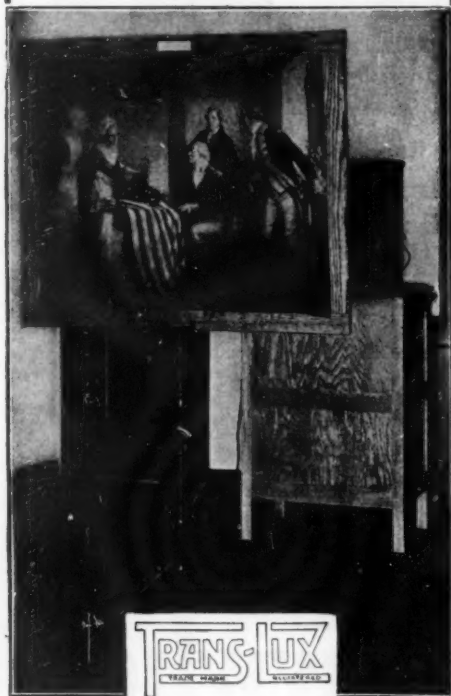
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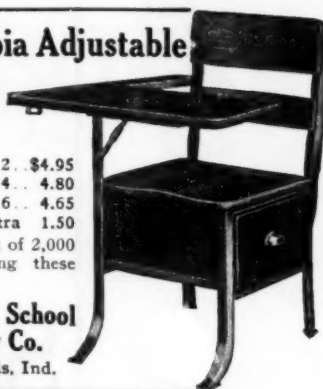
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(Continued from page A-110)

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KENTUCKY—Eastview, Ford High.

LOUISIANA—New Orleans, L. F. Schwarz.

MAINE—Hodgdon, High and Elementary; Rockland, McLain, Purchase Street, Tyler; Waterville, North Grammar.

MASSACHUSETTS—Revere, Governor Bradstreet, Henry Waitt, Julia Ward Howe, Louis Pasteur, Max Achenbach, Theodore Roosevelt; Waltham, Pond End; West Springfield, Senior High.

MICHIGAN—Adrian, Adrian Public Schools, Senior High; Dearborn, Garrison Street, Oxford Avenue; Muskegon, Angell, McLaughlin; Pontiac, Baldwin.

MINNESOTA—Duluth, Irving; Minneapolis, Bryn Mawr, Emerson, Lafayette, McKinley, Miles Standish, Phillips Junior High, Riley, Robert Fulton, West High.

NEBRASKA—Omaha, Brown Park, Cass, Train, Washington.

NEW HAMPSHIRE—Groveton, High.

NEW JERSEY—Bridgeton, High; Camden, Senior High; Elizabeth, Lafayette Junior High Number Three; Gloucester, Broadway; Kearny, Roosevelt, Washington; Passaic, Public Number Six; Port Norris, High; Trenton, Cadwalader.

NEW YORK—Rye, Public Number Three; Saratoga Springs, Saint Faith's; Schenectady, Woodlawn.

NORTH DAKOTA—Mohall, Mohall Public Schools.

OHIO—Arcadia, Washington Township Centralized Schools; Arlington, Public; Burton, Burton Public Schools; Cleveland, Almira; Cleveland Heights, Canterbury; Coal Grove, Rural High; Grand Rapids, Grand Rapids Public Schools; Huntsburg, High; Marietta, High; Newark, East Main; Saint Paris, Johnson-Saint Paris District; Toledo, Samuel Jones Junior High; Waynesburg, Waynesburg Public Schools; West Alexandria, Lanier Township; Youngstown, East High.

OREGON—Bandon, Bandon Public Schools.

PENNSYLVANIA—Bradford, Fifth Ward, Fourth Ward, Senior High; Chester, McCay; Easton, High; Harrisburg, Paxtang, Riverside; Jersey Shore, High, Walnut Street; Kane, Kane Public Schools, Central, Clay Street, Special Teachers, Sub-High, Welsh, West Side; Lebanon, Burrows, Fairview, Franklin, Harding, Henry Houck, Highbee, Lincoln, Lindley Murray, Mifflin; Redstone Township, Braznell, Herbert, Royal.

TENNESSEE—Knoxville, Belle House, Marble City, Pickle, University Avenue.

TEXAS—Buda, Goforth; Columbia, Public; Dallas, James Fannin, John H. Reagan, Lida Hooe, Maple Lawn, M. B. Lamar, Richard Lagow, Robert E. Lee, Ruthmede, Deaf and Blind, William B. Travis, Winnetka; Fort Worth, Alice Carlson, Oak Lawn; Houston, Janowski, Magnolia Park; Mission, Junior High; Palestine, Crockett Junior High; Wortham, Independent.

UTAH—Box Elder District, East Garland, Elwood, Garland, Park Valley, Penrose, Snowville, Union, Washakie; Mossa, Public; Salt Lake City, Columbus, Longfellow, Monroe.

VERMONT—Brattleboro, High.

WASHINGTON—Bellingham, Columbia, Franklin, Larabee, Lincoln, Lowell, Roeder, Sehome, Washington; Brush Prairie, Hockinson; Centralia, Centralia Public Schools, Junior High, Edison, High; Jefferson, Lincoln, Logan, Oak View, Roosevelt, Washington; Cheney, Cheney Unit of the N. E. A.; Kent, Kent Public Schools, Bowen, High; Onalaska, Union High; Rosalia, Public; Seattle, Adams, Bailey-Gatzert, Beacon Hill, B. F. Day, Boys' Parental, Brighton, Bryant, Central, Cleveland Intermediate, Colman, Columbia, Concord, Crown Hill, Denny, Detention, Dunlap, E. C. Hughes, Emerson, Fairview, Frantz Coe, Gatewood, Georgetown, Girls' Parental, Greenwood, Hawthorne, I. I. Stevens, Interbay, Interlake, Irving, Jefferson, J. J. McGilvra, John Muir, Lafayette, Lakewood, Latona, Lawton, Leschi, Longfellow, Lowell, Loyal Heights, Madrona, Mercer, Montlake, Opportunity, Pacific, Parkland, Ranier, Ridgewood, Ross, Ruth, Salmon Bay, Seward, Sight Saving, South Park, Summit, T. T. Minor, Warren Avenue, Washington, Webster, West Woodland, Whittier, Whitworth, Youngstown; Walla Walla, Lincoln, Washington; Yakima, McKinley.

WISCONSIN—Ashland, Ashland County Rural Normal; Maunton, Grade, Shorewood, Atwater, Elementary; Two Rivers, H. P. Hamilton, Roosevelt, Washington Grade; Wausau, Marathon County Normal; Wauwatosa, Senior High.

WYOMING—District Number 19, District Number 19 Public Schools, Alton Grade, Auburn, Bedford, Etna, Fairview, Freedom, Grover, Smoot, Star Valley High, Thayne, Turnerville; Mount View, Public; Sheridan, High.

Notes and Announcements

FOUR HUNDRED former pupils of Edith A. Parkhurst, of Roxbury Highschool, Boston, gathered from all parts of the country to honor their teacher on her seventieth birthday, and presented her with a check for five thousand dollars. Among the guests were Mary McSkimmon, State Superintendent Payson Smith, and Superintendent Jeremiah E. Burke of Boston. Miss Parkhurst has served fifty years in the classroom, but will retire in June.

R. W. FAIRCHILD, superintendent of schools, Elgin, Ill., writes: "Again Elgin has a one hundred percent enrolment with its 180 teachers in both grades and highschool, this being true for the third consecutive year. We do not find difficulty in interesting our teachers since they appreciate the value of the increased efficiency of the National Education Association."

THE NATIONAL UNION OF TEACHERS (London, England) has established a Home and Foreign Travel Bureau in order to assist its members in making suitable arrangements for their vacations. It is hoped by means of the Bureau to encourage teachers to widen their experience by visits to other countries.

THE FACULTY of the State Normal School, Indiana, Pa., gave a banquet on February 12 for its former president, John A. H. Keith, who resigned to become state superintendent of public instruction for Pennsylvania. M. J. Walsh of the Normal School presented Dr. Keith on behalf of the faculty with a life membership in the National Education Association.

C. C. PAYNE, principal of Grand Cane Highschool, Grand Cane, La., reports that 91.5 percent of the graduates of that school during the five-year period from 1921 to 1926, have entered higher institutions. 25.5 percent received two year teaching certificates. Grand Cane is enrolled one hundred percent in the National Education Association.

THE EUROPE OF OUR DAY, by Herbert Adams Gibbons, is the twentysecond course in the "Reading with a Purpose" series, published by the American Library Association. Mr. Gibbons challenges the reader with a discussion of modern

(Continued on page A-119)

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(Continued from page A-117)

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AN INTERNATIONAL Press Exhibition will be held at Cologne, Germany, May to October, 1928. The aim of the exhibition is expressed by its intention to show the press in its entirety as a "union of intellectual, technical, and economic processes."

A SUMMARY of an extensive survey of city teachers' salaries throughout the country for 1926-27 was published by the Research Division of the National Education Association in its March, 1927, Bulletin.

The Research Division also has available special sets of salary tabulations for individual cities of all population groups over 2500. These tabulations, arranged in five sets, are sold at \$5 each.

For further information address the Research Division, National Education Association.

THE AUSTRO-AMERICAN Institute of Education, under the auspices of the America-Austria Society of Vienna and in cooperation with the Institute of International Education, New York City, will offer a summer school for Americans, from July 18 to August 28, 1927. Information may be had from the Institute of International Education, 522 Fifth Avenue, New York City.

MONTANA ratified the Child Labor Amendment to the Constitution on February 8. Other states which have ratified this amendment are: Arkansas, Arizona, California, and Wisconsin. It is reported to be gaining rapidly in strength as the public comes to understand it better.

THE HARMON FOUNDATION has donated \$46,000 to be administered by the Playground and Recreation Association of America for the purchase of twenty-three \$2000 playgrounds. To be considered for an award a community must show a growth of 30 percent or more since 1900 and must have a permanent population of 2500 at present. Rapidly growing suburbs where there are 2500

(Continued on page A-120)

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Tacoma Teachers Invite You

In harmony with the Seattle convention committee, Tacoma teachers and citizens are planning these features for the entertainment of N. E. A. delegates and visitors while in the Northwest—

Before the Convention—July 2, 3, 4: A committee of Tacoma teachers will have autos in Tacoma for sight-seeing and pleasure trips for those who stop en route—headquarters, Winthrop Hotel and Tacoma Hotel.

During the Convention—Sight-seeing Day: Tacoma teachers sponsor a free boat trip, Seattle to Tacoma and return (limited to 400). Entertainment at Tacoma includes auto rides and a complimentary dinner by the Tacoma Parent-Teacher Association at Point Defiance Park. (See official convention program for exact date.)

After the Convention—July 9, 10: A committee of Tacoma teachers and mountaineers will meet N. E. A. visitors at Paradise Inn, Rainier National Park. This committee will act in conjunction with the Rainier National Park Company to insure visitors the fullest enjoyment of the outing amid snow fields and glaciers.

All summer excursion tickets allow stop-overs at Tacoma, gateway to Rainier National Park. The Rainier National Park trip, by stage or rail, can be included in your round-trip ticket. Address the Rainier National Park Company, Tacoma or Seattle, for complete information about this trip. Visit the Tacoma Teachers' Booth at the convention.

Tacoma Teachers' Federation

Tacoma, Wash.

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(Continued from page A-119)

or more within a radius of one mile of the proposed playground may apply. For official application blanks and details address the Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

IN THE INTERESTS of the safety first movement, recreation executives and playground directors throughout the country are advocating the fencing of school and public playgrounds.

THE FAMILY BUDGET—What it is and What it Does is the subject of the fourth annual scholarship essay contest sponsored by the Union Trust Company, Detroit, Mich. The competition is open to all highschool seniors, both public and parochial, in Detroit and the three adjacent counties. Five winners will be awarded \$1000 university scholarships.

NATIONAL CONFERENCE of Social Work will hold its fiftyfourth annual meeting at Des Moines, May 11-18. Some of

the subjects to be discussed are: What the schools can do to prevent delinquency, organization of parent school cooperation, mental hygiene and the school, and industry and education.

THE OREGON State Teachers Association has an active committee on Disabled Children. A successful conference was held by this committee in connection with the annual meeting of the State Association at which the educational needs and problems of all classes of disabled children were discussed by prominent speakers.

STILL THEY GROW! Incomplete figures of this year's registration show the great universities breaking all records for enrollment. California's two branches have 17,101 fulltime students; Columbia, Illinois, and Minnesota also top the 10,000 mark. Including parttime and summer students Columbia has 30,526; California 24,756; New York University 20,504, and the College of the City

of New York, Minnesota, Pennsylvania, Illinois, Chicago, Michigan, Wisconsin, Ohio State, Harvard, Boston, and Northwestern all more than 10,000. Colossal figures! Never in history has a nation shown such a passion for education; never have such multitudes had the opportunity for education. But are we sure that we really know in what education consists? Do the mass universities produce men who think, or just mass minds?—Editorial *The Nation*.

THE DRAMA LEAGUE OF AMERICA will conduct four national contests in playwriting this year. For detailed information write Mrs. A. Starr Best, chairman, National Playwriting Contest, Drama League of America, 59 East Van Buren Street, Chicago, Illinois.

THE METROPOLITAN MUSEUM OF ART, New York City, is doing notable work in connection with the schools of New York City. It offers special ad-

(Continued on page A-122)

THE University of Washington



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July 21-Aug. 24
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1927
June 17th to July 29th**

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Story Telling. Large demonstration school.
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for summer study and recreation. There is a
unique spirit of good fellowship in a delightful,
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elor degree.

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Rural Teacher's Prob-
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ods of Teaching in Eleme-
ntary Grades," "The Junior
High School Movement,"
"Elementary School Ad-
ministration and Supervi-
sion," "Educational Meas-
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For announcement of the 1927
Summer School address

SECRETARY OF
George Washington University
WASHINGTON, D. C.

University of Vermont Summer Session

At Burlington On Lake Champlain
July 5, 1927 to August 12, 1927

Courses are offered for graduate students,
those desiring credit toward college de-
grees, and teachers wishing certification
credit, as well as for those studying only
for professional or self-improvement.

Subjects include:

Arithmetic	Rural Education
Art for Public Schools	Secondary Education
Fine Arts	English
Commercial Subjects	Mathematics
School Administration	Modern Languages
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tion	tal Music
Educational Measure-	Public School Music
ments	History
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Write for further information and il-
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(Continued from page A-120)

vantages for teachers in the public
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ducting their own classes through the
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and the present, museums are increasing
in importance.

WISCONSIN FEDERATION of Branches
of the American Association of Univer-
sity Women adopted the following reso-
lution:

Be it resolved, that the removal of the
stigma of illiteracy from the State of Wis-
consin be made a matter of immediate con-
cern to the branches of the American Associ-
ation of University women in this state, and
that they begin at once either to inaugurate a
crusade or actively to assist the agencies en-
gaged in combating this condition.

Therefore, be it resolved, that the presi-
dent of each branch shall appoint a person
or persons whose interest shall be in this
matter; and that each branch pledge itself
to undertake some share in this work. Be it
further resolved, that the superintendent of
public instruction be advised of our action,
and be urged to make the removal of illiter-
acy in this state by 1930, a part of his splen-
did program for the educational welfare of
this state.

NATIONAL FEDERATION OF MUSIC
CLUBS will hold its fifteenth biennial
convention in Chicago, April 18 to 25.

NATIONAL MUSIC WEEK will be ob-
served May 1-7. National Music Week
Committee, 45 West 45th Street, New
York City, will send pamphlets and sug-
gestions free of charge.

COURSES OF STUDY FOR ATYPICAL
CLASSES is the title of a pamphlet re-
cently issued by the public schools of
San Francisco, prepared by Nellie V.
Eager, assistant director of Atypical
Classes of the San Francisco school de-
partment. Copies of the course may be
obtained from Superintendent of Public
Schools, City Hall, San Francisco,
Calif., at 40 cents each.

NATIONAL CONGRESS OF PARENTS AND
TEACHERS will hold its thirtyfirst an-
nual convention in Oakland, Calif., May
21-28, 1927.

REGULAR faculty meetings in a large
number of schools, which use this and
other educational journals as the basis of
weekly discussions led by the teachers
themselves, are helping to put the entire
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