Spiritualizing the Facts

A Message for Commencement

A GREAT GAME of football was in progress. The score was a tie. The home team had the ball on the one yard line and one minute to play. Football history for their college must be made. The home fans, as a man, were all on their feet, shouting encouragement in football unison "We want a touchdown." When high above the shout, a childish treble voice piped out, "Daddy, I want peanuts."

All over this broad land of ours, the educational game is on. With a great deal of enthusiasm various advocates of educational "isms," each believing its chosen eleven to be within the yard limit of the ultimate goal of educational practice, are standing and encouraging their team with their "ism" yells, "We want silent reading—We want scientific spelling—We want diagnostic tests—We want the establishment of fact-norms." Then altogether they unite in a great shout, "We want the teaching and the testing and the diagnosis and the mastery of facts, facts, facts."

But over and above the roar of this mass of educators, there comes back to listening ears the high childish treble of our young people, "We want emotions —We want kicks—We want thrills— We want a life over and above the prosaic statement and mastery of facts— We want something that shall motivate our activities and give direction to our energies—We want life. We want life energized, life worthwhile, life that shall give to us an opportunity to mobilize our emotions and set free our energies upon some worthwhile quest."

The most splendid group of young people the world has ever seen are to be found today within our public schools. Only effeminate men and disappointed, aged maidens are crying hopelessly that America is retrograding in its young human product.

The young people of today are beautiful in their physique; the flush of health is in their faces and their eyes. They are splendid in their mentality and they are delightful in their poise and spiritual character. Like the youth of previous ages, however, they must take the world as they find it and through the experiences which it offers today, they must seek that life-balance which, if found,

M. G. CLARK, *superintendent of schools, Sioux City, Iowa, and member of the Executive Committee of the Department of Superintendence, delivered this address on Spiritualizing the Facts before the Department of Superintendence of the National Education Association at Dallas, Texas, March 3, 1927.*

will give to them the poise of worthwhile living, or, if not found, will leave them unorganized, disgruntled, and unsatisfied.

Our social and economic world does not offer—in its present organization—those constructive and natural emotions that the earlier periods of the world's development presented. The thrills of the days of discovery are past. The emotions of the pioneer and the dangers of the hunt and of Indian warfare are over. The spiritualizing problems of the days of constructive patriotism—the days of Washington, of Hamilton, of Lincoln—are gone. The great emotions that possessed the heart of the nation during the war and the years following the war are no longer felt. Our young people are left to seek for themselves as best as they can those emotional reactions which rightfully belong to them.

Since they cannot find these thrills in their social or economic environment, or in some great patriotic call, they are naturally reaching out into every avenue to find a substitute. What blame to them, if, finding nothing more worthwhile, they get their "kick," as they call it, out of jazz music, sensual dances, petting parties, emotional extravaganzas, and even hip pocket stimulants? Such emotional reactions do not necessarily spell immorality, but rather do they indicate that within the normal hearts of our children there resides a great human desire for an emotional reaction that the home life, the social environment, and the education curriculum do not furnish.

A great question before us as educators then is—what can our schools provide to foster a constructive emotional life? How can the curriculum be revised to give to our boys and girls a thrill that is both satisfying and uplifting? How can we blaze a path that shall lead to emotions as constructive as those formerly provided for the pioneer? What can we do to bring them the "kick" that is found in conquering a kingdom of thought and reasoning? How can constructive emotions be provided that shall fill and thrill and throb as did those of the days of chivalry, the days of discovery, the days of conquest, and the days of the pioneer? How can we put to work the emotions of our children so as to give them the normal pleasures of youth and yet train and hold them for *the daily grind of continued days of service*—the normal human life—and yet a life that shall prove satisfying because of the thrill of its significance?

The recent suicide of a dozen or more college students is crying to the educators of America, "Life has nothing to offer us; we have experienced all its thrills; nothing worthwhile is left; let us pass on."

How can we stop this "burning out" of the lives of our eighteen-year-olds?

What answer can we give to their cry?

We have taught facts; we have produced a generation of young people who are encyclopedic in their knowledges, but *we have not spiritualized those facts.* We have not suggested their deeper meanings. Our young people have missed the everlasting values, *the real significance of life itself.* Our facts stand organized into encyclopedic mind knowledges, ready to answer at any moment the diagnostic test, but facts—*merely as facts*—do not give significance, idealisms, and values to life.

Our schools lack atmosphere—that intangible something that leads the child to seek those eternal verities that function in ideals, that spiritualize thinking, that motivate actions and that ennoble life. Our college suicides have failed to grasp through the mere mastery of facts *that no life is sufficiently long to exhaust the worthwhileness of living.* We need in our educational scheme a no less mastery of facts, but *we need greater wisdom in teaching the spiritual significance of facts.*

By spiritual significance we refer neither to the usual religious concept of the term nor to the ordinary idea of moral training.

We mean rather that deeper significance of fact-values, which, when put into action, gives us vision, understanding, and guidance in our attempts to solve our daily problems.

Out of a great wealth of education material, the following values are selected for discussion in the belief that they need a more careful spiritual emphasis in our schools. They constitute values that can well challenge the best thought of our curriculum committees:

The integration or spiritualizing of the community.
The love of law.
The idea of citizenship.
The new significance of work and culture.
Our service for the next generation.

The atmosphere of our public schools should be that of a spiritualized community. The most significant social movement of recent years is to be found in the growth of our civic clubs. The Rotary club, the Kiwanis club, and other civic clubs *are training their members to listen together, to think together, to discuss together, and to act independently but in community harmony.* Their membership is trained toward the establishment of a functioning community mind. They are trained to lay aside prejudices, to discard intolerances, and to do community teamwork.

The public school will never fulfil its function in our American democratic experiment until it shall cause to sink deep into the hearts and minds of its pupils the great democratic principle, "Thou shalt love thy neighbor." There can be no democracy where this principle is not applied. *Our schools are magnifying individualism.* We magnify it in the type of our recitation; we magnify it in our system of marking and grading; we magnify it in the methods of our classroom. Many are magnifying it through some form of individual teaching. These statements do not imply that we need to *minimize individual development.* We would emphasize rather that we need *to magnify to the individual the community he is educated to serve.*

BY WHOLESOME SPORTS *in the open, youth learns poise, builds up reserve energy, and acquires essential habits of regular exercise. A pupil in the Bartlett High School, Webster, Massachusetts, made this poster for the Dallas exhibit.*

The front pages of our newspapers are filled with the history of individualistic wrecks—wrecks that sought individual supreme happiness at the expense of their fellows. The welfare of a community depends upon the desire and the effort of the individuals of that community to think and to act for the community good.

The subordination of the individual to the good of the community is but half the story. The joy of a community in the victories of its individual members—however humble may be their station—are values that need to be taught and practised in every schoolroom. Every classroom is a potential community, dependent upon the work of its individual members and the individuals of such a community will soon learn that *the worthwhileness of their work is to be found in the larger community good.* Here is where the public schools may do much to correct the personal liberty idea of the bootlegger and of his bootlegging patron. The two college-trained criminals of Chicago, of semirecent notoriety, had never learned the lesson of service to others. They had no community service sense. Their overdeveloped individualism demanded service but never sought to render it to others.

Teamwork upon a football field is significant, but it is far more significant in a classroom, a community, a city, a state, or a nation. A half day's visit in any school will reveal whether it possesses or whether it lacks the spiritual reaction of community teamwork.

The love of law is basic to the welfare of a community. We often hear it said, "We need to inculcate a greater *respect for law.*" We need rather to spiritualize law; to get so fundamental an understanding of law that it will take possession of our emotions and *we will affirm that we love law.* Nothing more fundamental can enter the training of the emotional life of the child. Upon the love of law all lasting happiness depends. This is a world of law and law is a manifestation of supreme love. Our very being came into existence through law. Our physical growth and health are dependent upon law. So, too, our mental growth and spiritual life are dependent upon law. Our food, the air we breathe, the water we drink, come to us by law. The sunshine of our day and the starlight of our rest-time, are manifestations of the infinite love that created the law of day and night. Every beat of our heart is a throb of the law.

Let us teach our children that law never punishes. Law always blesses. The observance of law brings happiness; the nonobservance of law brings calamity. Calamity is not a punishment, it is the natural result of a failure to maintain the harmony of laws.

What a wonderful opportunity for the teacher of mathematics, who daily teaches mathematical law, to spiritualize his facts! What a responsibility rests upon every science teacher to teach, with the details of scientific law, *the deeper* spiritual significance of all law! What a wonderful vision can be kept before the pupils of the history community, as they re-live the problems of the past centuries and discover that the causes for the

cataclysms of people and of nations have been that they loved not the law but chose deliberately the paths of destruction.

What shall we in America's schools do about America's problems—the rising tide of the criminal class—the non-observance of laws—the carelessness with which we toss back and forth our contempt for the laws of society? There is a tendency to softness, not only in our courts but also in the discipline of our schools, that breeds a *contempt of law* rather than a *love of law*. We cannot profess a love of law unless we acknowledge the justice with which its nonobservance brings disorganization and sorrow. Let us, likewise, insist that the nonobservance of the statutes of our country, made and provided for the happiness of the individuals of the community and the citizens of the nation, will bring as inevitably some just calamity.

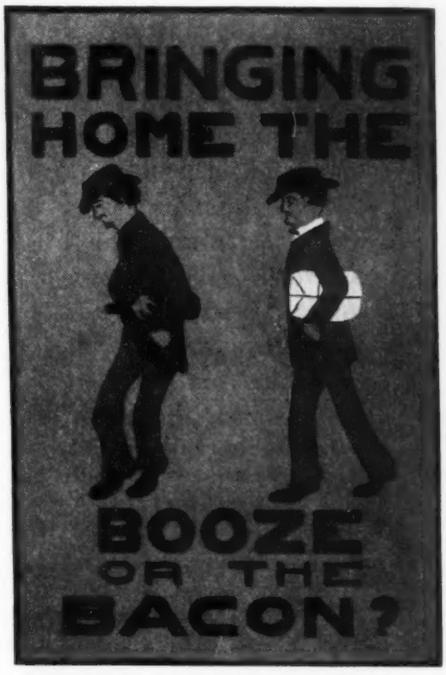
This offers to the teacher a great opportunity for spiritualizing her teaching facts. The facts of education as generally accepted furnish all needed background for her teaching. Perhaps no opportunity is oftener neglected. It is to be hoped that our curriculum committees may help us to establish through our schools a greater *love for law*.

The facts of citizenship need likewise to be spiritualized. The spiritualized school-community will regard citizenship as its greatest community asset. The spiritualization of citizenship includes at least four ideas:

The right of citizenship
The privilege of citizenship
The duty of citizenship
The love of citizenship

In spiritualizing citizenship the history teacher will not fail to connote all that is included in the word "rights." The re-living, the re-thinking, the dramatization of the problems of early history cannot fail to cause the heart to warm and the emotional blood to flow with greater rapidity. For centuries, mankind had been struggling against mights and powers. A new world was discovered, pioneered, and wrested from those same powers that the rights of individual citizenship might be established and maintained for all future generations. The right of citizenship is a sacred thing, dear to the heart of every American. Without it mankind becomes a peasantry, degraded, pauperized in body and soul; with it, mankind has been dignified, purified, and ennobled and has created a new government of services for its citizens.

Let us so teach and spiritualize citizenship that every child will thrill as he stands, uncovered, and proclaims to his fellows: "I am a citizen of no mean country — America — a great nation among all the nations of the world! I have the rights of an American citizenship!"



THE BEST SCHOOLS *are emphasizing with renewed energy the ways in which narcotics harm the individual and society. Here is a poster drawn by Frances Richter of the Jamestown (N. Y.) High School. It was on exhibit at the Dallas convention.*

The American public school has no greater function than to teach American boys and girls that the right of citizenship is too sacred to be lightly forgotten or left to decay from disuse. The *privilege* of citizenship is a far more sacred thing than the right of citizenship. The test of American citizenship is not in the loud-mouthed bragging of rights. It is found, rather, in the pride and the alacrity with which we put this great prerogative, this American privilege, to daily use. Too often we relegate this great privilege to our fellows. We are often too busy to be Americans for an hour or a day. It should never again be said that less than twenty-five percent of American voters determine by their ballots who shall be the president of so great a people.

Election days should be great galadays, emotionalized as days of service for America. Thus, also, jury service proves our American peerage the privilege of American equality. On such days, and in such services, we commemorate the sacrifices and sanctify the blood of all generations that has been shed to guarantee our rights and our privileges.

But citizenship is something more than a right for which we would lay down our lives, if necessary. It is something more than a privilege that points our high distinction as American citizens—we must teach that *it is a duty*. Every loyal citizen of America holds himself ready for defensive service at his country's call. Such service even to the sacrifice of life is glorious. Every loyal American citizen holds himself ready, also, to perform the less applauded peace duties of citizenship, however sordid they may appear and in whatever form such duty may call. To cast one's vote is more than a right or a privilege—it is a duty. To serve upon a jury is more than a privilege—it is also a duty. To pay one's taxes in the support of one's government is a right, a privilege, and also a duty. *To neglect any of these duties should be held before our children as we held before them slackers in time of war.*

But, above all, let us teach our children that *citizenship in a country* is synonymous with *love of country. Love of country is that emotional spirit that day by day seeks, because of love, the peace, the welfare, the health, and the prosperity of our nation.*

It is love of country that subordinates self to the larger national good, the happiness of all people.

America is an experiment in a new sort of national life. It has created a new national standard. A survey of Europe and the older nationalities reveals that the binding cord of their nationality is *blood-kinship*. France is French blood; Spain is Spanish blood; Norway is Norwegian blood; Germany is German blood; England is English blood; Japan is Japanese blood—but *America is all bloods*. What then constitutes the American nation? It is *not blood-kinship, but rather the kinship of ideals, the kinship of established rights.* What is the binding cord of America's nationality? It is not her constitution, not her courts, not her wealth, but it is the heart service, the love of each American citizen *for those ideals which he regards as more sacred than his own life or even the lives of his family.* American citizenship is a citizenship of love.

I name as my fourth and fifth values, the spiritualization of work and of cultures. I name these together because

they have so often been dissociated as though they were essentially antagonistic values.

In our past thinking, labor has been too much thought of as uncultured. The socalled educated group has too often associated labor with the crudities of life. Labor has been regarded as unlettered and uncultured. The democratization of education which has taken place during the past fifteen years is significant. It is significant in that it tends to bridge the gulf that has so long existed between labor on the one hand and education and culture on the other. We are rapidly becoming a nation of schooled people. The high school is taking the place formerly occupied by the eighth grade. It is now a part of the "common" school education. In another decade the junior college will have become the new high school, and we will probably be discussing a 6-4-4 plan of organization. Thus, to all classes of people—laborer, artisan, clerk, and whomso—is coming this general education that makes common the cultures and that will ultimately enlarge our common understanding of life values.

There are certain spiritualized elements, however, that must go hand in hand with this growth in knowledge. Among them is our love and respect for work. Labor must be dignified and established as the peer of the intellectual and the cultural occupations. Labor can no longer be regarded as the crude occupation of necessity, the occupation of the uneducated. It is being deliberately chosen by many of the educated and cultured. It already has been admitted to the halls of higher education. It will soon be found within the salons of culture.

Our child labor laws have accomplished much for the social betterment of the child, but like all good things, the full significance of which was not seen in the period of initiation, these laws *have not been without their dangers*. In the new social order that has come as the result of these laws and as a concomitant economic result, we have nothing *at present to take the place of the home chores of a generation ago*.

If labor is to be spiritualized, then every child must develop within his heart a love and respect for labor. Every child ought to have some duty to perform *for the good of others*. Let us emphasize the good. He should have some real work that keeps him in touch, also, with the *world's great problems of necessity*. He should know from earliest years that *there are problems of necessity*. Drudgery, work that breaks spirit and breaks backs, will, of course, be excluded from the child's curriculum, *but the spiritual value of work should be kept before every child* through some actual work participation. I am not speaking of Boy Scout activities. Scouting is not work. I am speaking, rather, of the direct association of youth with the economics of the world—the world's production. How to accomplish this is one of the education problems of our generation, but we may be certain it can and will be done. Its solution will spiritualize labor and secure for it its proper place in the social, economic, and cultural world.

On the other hand, cultures can no longer be regarded as the birthright of wealth and leisure. The future of the American democracy has no place for the aristocracy of culture. Cultures must contribute to the happiness and welfare of cottage and of cabin. Culture must dignify labor and make work attractive. Remarkable progress has already been taken toward this end. The advent of the telephone, the automobile and hard roads, of the phonograph and radio, are already bringing culture to the more humble homes. We can well believe that the day of a still greater democratization of culture has just begun. The labor of America is already tasting its joys and its privileges. It is a moot question whether, in the next decade, cultures and an understanding of culture, will not be found enshrined within the humble homes, with their longer hours of leisure and removal from the intoxications of urban turmoil, rather than in the more pretentious homes of wealth and of social dissipations.

The schools have their part to perform in this program. Within the classrooms are to be found, side by side, every type of American human. The public schools are annihilating caste. It is for the schools to implant in the hearts of young America, a respect, a love, and a participation in the labors of the world. It is for the schools to enshrine within those same hearts a love for the beauties of life, the secrets of human happiness that only music and art and nature and literature can impart. This will do much toward the spiritualization of labor and of culture.

Finally, may I recommend that our schools assure our young people, "That the world is still at its morn." There is a real danger that our children shall take it for granted through our teaching that the work of the world is finished, completed, that no challenge remains for their spirits to answer. We need to get the message to them that the world has but entered the kindergarten of human progress; that we have as yet but touched the shores of the great continents of human activity and that their valleys of scientific and economic progress have yet to be explored and their mountain peaks of literature, art, music, and philosophy have yet to be scaled.

Humanity has spent the most of its time attempting to live. It has come up through centuries of human quarreling; it has given much of its attention to human jealousies, to the establishment of means of defense and offense, to the building of false economic barriers between individuals and between nations. As yet, it has had but little time and but little inclination to make real investigations into the earth's resources—physical, mental, and spiritual. The great scientific mines of the world's untold wealth await discovery and development. The best and the greatest in all human progress is before us. The world flings a challenge to the virility, the mentality,

YOUR WORK

DEAN BRIGGS

DO your work—not just your work and no more, but a little more for the lavishing's sake; that little more which is worth all the rest. And if you suffer as you must, and if you doubt as you must, do your work. Put your heart into it and the sky will clear. Then out of your very doubt and suffering will be born the supreme joy of life.

PRINTING *is one of the oldest and finest of the arts. Every child should understand the factors that make the printed page beautiful. Here is a reduced facsimile of a poster printed by the Boys Technical High School, Milwaukee, Wisconsin. It is from the printing exhibit at Dallas.*

the spiritual insight of the youth of today. Let the message ring out throughout our elementary schools, our junior schools, our high schools, our colleges, and our universities, "The world today has need of you—what will you do for its betterment? Unborn generations of a million years are calling to you. What inheritance will you leave them?"

Let us tell our young people that only the elementary laws of science have been discovered. What discovery shall we add? The fundamentals of economic production, distribution, and consumption remain yet to be written by some great world economist. Who will write them? The great economic problems are becoming more and more intricate; what new economic source of power; what new source of heat and light; what new and greater methods for the production of foods; what more economic and hygienic methods for consumption shall be discovered and made plain for the children that are yet to be? What new applications of the principle, "Thou shalt love thy neighbor," may be worked out and applied to the physical, the economic, and the social world? How may new cooperative ideals of life be made to enrich all humanity, individually, nationally, and internationally? How may communities and states rid themselves of their present social incubus and breed a new generation that shall take possession of the earth—men and women, who, like the ideals of the ancient Greeks, shall rival the gods of Olympus? How may manhood be standardized as manhood, and how may womanhood be made to maintain its old ideals of regenerating purity and at the same time not lose its present freedoms and sex equalities? How may nations become helpful neighbors rather than jealous and antagonistic aggregations of armed enemies?

I have but touched the hem of the garment of the subject assigned me. Its solution can come only through years of study and of school reorganization. Our rewritten curriculum will, of course, continue to deal with facts, it will continue to teach facts, it will always provide ways for the mastery of facts. But some time in the future, the keystone to the arch of our educational building will be found, not in mere facts, but in the *spiritualization of those facts.* At some time in the future, our schools will cease to be satisfied with testing for the encyclopedic mind and will seek—over and above all else—for those minds that are trained to function in the service of their neighbors, their community, their state, their nations, and their world.

Fellow administrators—the great task of democratizing humanity is still before us!

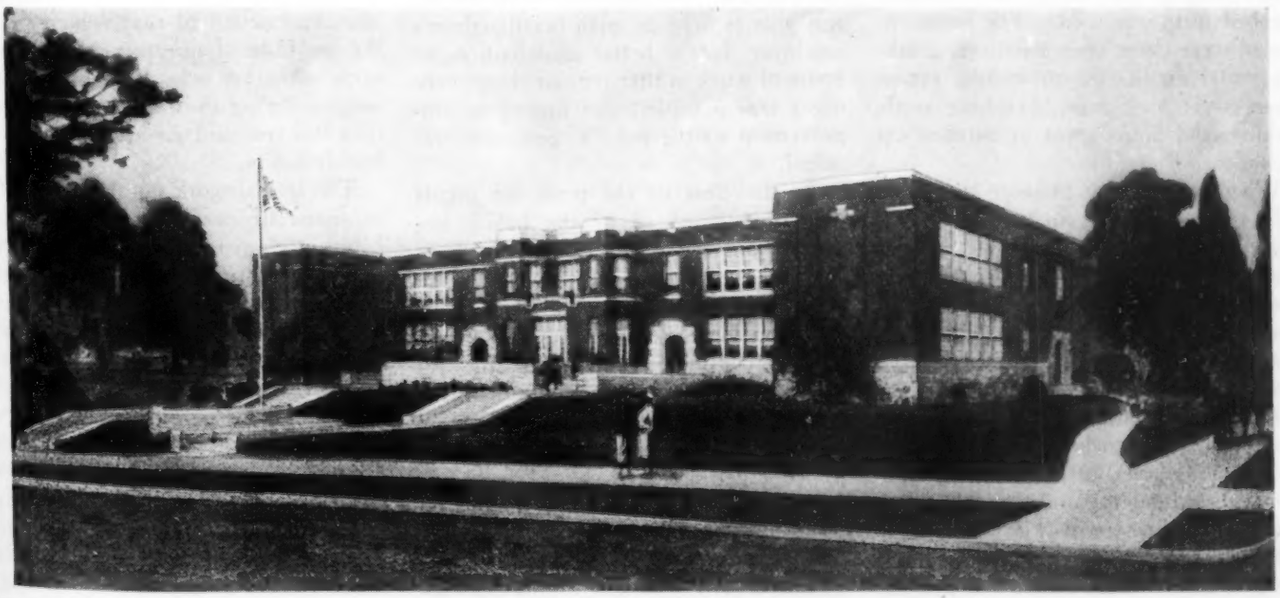
WHEN I GROW OLD

When I grow old
God grant that every child
Will feel the youthful texture of my soul,
And will not turn away from me
As from a shade or shrunken vine,
When I grow old.

When I grow old
God grant that I may have some task
Which must be done or someone fare the worse,
That in some corner of the earth
Someone will need my hand.
When I grow old.

—Selected

HERE *is another gem from President Condon's printing exhibit at the Dallas convention. To teach pupils to build beauty and joy into work is one of the great objectives of education.*



EVERY SCHOOLHOUSE is a prophecy. It suggests the people's faith in greater and finer days ahead. It expresses the ideals and life of the community better than any other building in it. This is a drawing of the Glen Iris School, Birmingham, Alabama, which Superintendent C. B. Glenn had on exhibit at the Dallas convention. D. O. Whilldin is the architect and William B. Ittner consulting architect. The list of books on school architecture which appeared in THE JOURNAL for May, 1927, is rich in useful suggestions to persons working on school building plans. THE JOURNAL is always glad to receive photographs of new buildings or of architects' drawings of projected buildings.

Health Education in a High School

EDNA A. GERKEN

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THE DESIRABILITY of a health training program in the high schools of our industrial centers is generally admitted. To those who are asking what practical health education procedures will work in a large high school with limited facilities, but with a cooperative administration and staff, the experience of Fall River may be of interest.

The school administration has put into operation a plan for placing every pupil entering high school in a compulsory course in health training. The aim is (1) to develop a state of health as manifested by normal growth, alert bearing, wholesome appearance, (2) to establish good habits of living which make it possible to maintain that health, (3) to teach the scientific reasons for certain habits which will give the pupil a more intelligent interest in keeping them.

The classes, which meet once a week, have had an enrolment of 353. The work has centered about the idea of training as practised by athletes and by soldiers. To arouse in the pupils a realization of their need for this training they were asked to keep a record of their health practises for one week. A mimeographed form was used. The habits included were sleep, open windows, drinking water, milk, tea or coffee, eating green vegetables, fruit, brushing teeth, bathing, and hours spent in outdoor exercise.

When shown how to score their records, the pupils' chagrin over their ratings of from 40 percent to 60 percent was very evident. There was an immediate desire to try again and see whether the record could be improved. They forthwith proved to themselves that health habits can be improved by giving them attention. Eventually the classes agreed to go into health training for the remainder of the term to see whether good habits could be established. Pupils kept their records for each day and at the end of the week reported their scores. The ratings steadily improved until few were below 90 percent and many were 100 percent.

To help the pupil in keeping health training each was required to prepare a budget for his day allowing time for all of his health practises. This was in the form of a twenty-four-hour clock, on which were written the day's activities. A circular letter explained what was being attempted in the school and asked that the parent help the pupil to keep training if the work met his approval. His signature on the schedule prepared by the pupil was required before it was accepted. The good results obtained were largely due to the cooperation of the parents. To illustrate—one mother was able to arrange with her daughter's employer for a better distribution of hours of work so that regular sleep every night was possible. An immediate improvement in the pupil's appearance resulted.

Results of Health Training Reported 316 Pupils

Habits	Number Improved	*Percent*
Sleep	188	or 59
Drinking water	167	52
Better food	117	37
More exercise	96	30
Less coffee or tea	77	24
Brushing teeth	68	21
Drinking milk	56	17
Open windows	29	9
Bathing	23	7
Elimination	5	1.6

At the close of the term the pupils were questioned as to the habits improved and the results of the work as shown by their statements would seem to justify the course. Almost without exception they have reported their intention to continue training for the remainder of the year. A large number say they feel better since forming regular habits. One unsolicited statement is, "Since I get sufficient sleep I have improved in weight and strength and do not feel so tired." A mother reported that her daughter has for the first time realized a personal responsibility for taking care of her own health.

To give the pupil some objective evidence of his improvement in health, weighing and measuring was done at the beginning and close of the term. Weight is taught as one of the signs indicating good physical condition along with such others as "pep," physical ability, freedom from illness, good personal appearance. The pupil is also taught that a person free from physical defects and consistently following the health rules need not worry if he is still somewhat underweight. Aside from its value to the pupil, the weighing served as a guide in the selection of those needing special attention, and our most effective work has resulted from this personal interest in individual cases.

Comparison with a control group was not possible, but in certain cases there can be no doubt that the gain in weight is the result of better habits of living. The boy who holds the best record, gaining fourteen pounds in the four months, had always been underweight previously. He was very faithful in keeping health training and his improved appearance tells of the advantage of good habits. Another boy, who gained nine pounds in weight and grew one inch in height, was most earnest in his efforts. That he is a favorite with the girls and had a real motive in wanting to grow tall is just an interesting sidelight. One girl who gained ten pounds learned to like milk. She is as proud of that achievement as she would be of a perfect mark in geometry. Another who has always lost in weight during the fall months held her own this year and she attributes it to her health habits.

The special work for the underweight consisted of personal conferences over habits, trying to arrange a better schedule of activities, and allowing a mid-morning lunch if advisable. Of ninety-six pupils who were 7 percent or more underweight in September, there were only seventy-five still in that class. Approximately 25 percent came out of the underweight group. Seven new ones dropped in, which makes the group only 83 percent as large as it was in the fall.

Nothing spectacular has been done. A conservative development of plans which can be carried through to success is the standard set. The significant facts are found in the ready acceptance and approval of such a program by the high-school students and their parents, the success of the simple devices used, and the ability of this work to touch the lives and happiness of these young people.

Significance of Art in Industry

ROYAL B. FARNUM

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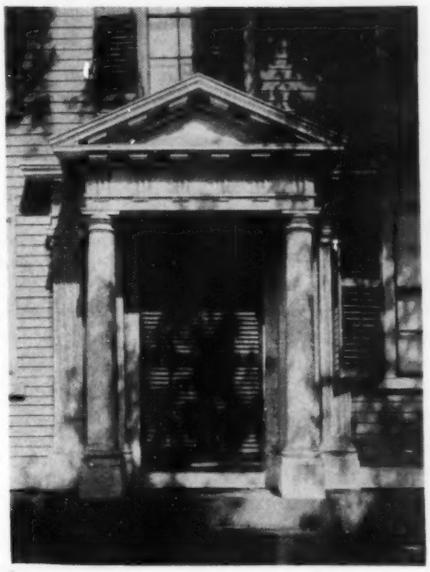
IT IS only within the last three hundred or four hundred years that art has found one of its expressions in the form of the easel or wall painting, and yet I venture to say that nine tenths of the readers of this article quite unconsciously visualize the word "art" in terms of a landscape or a portrait—such has come to be the accepted use of that little and somewhat feared associated group of three letters. But for many thousands of years art found its outlet in forms of far more practical utility. From even prehistoric times we find the art of a people expressed in their clothing, their shelter, their utensils, their weapons, and their religious worship; and not until the art of fresco and oil painting came into extensive use for religious storytelling pictures in the thirteenth and fourteenth centuries did painting as we know it today begin its existence.

Art, therefore, has a much broader meaning and a far deeper significance than we are wont to give it. Perhaps because we did lose sight of this fact in our narrow understanding of art and perhaps because our country only now has arrived at that stage of her existence when she is able to forget her pioneer birth, art is again playing the larger rôle and once more assumes its place as a great vital force in the life of a great nation.

It was back in the middle of the nineteenth century that Napoleon III discovered in the great London Exposition that France was losing in her world trade. Under Louis XIV France had projected design into her commerce and had already recognized the importance of art and the training of artists. Now, she found other nations giving expression to the same thoughts, and her trade was suffering. Forthwith, the emperor ordered drawing and design in all the French schools from the kindergarten through the university; he commanded the establishment of more schools of art and he created subsidies for the advance training of talented boys and girls. In less than one hundred years France is again acclaimed the most artistic nation throughout the world and her fame is not confined to painting, or sculpture, or architecture, but includes the style pace for practically every kind of applied art we have. German, and since the World War American, toys and American shoes are possible exceptions.

Meantime, Great Britain did likewise, and her noted schools of art and her great South Kensington Museum were created, with the result that she, too, took her place as a great leader in ceramics and textiles, wallpapers, and printing.



THIS *old New England doorway (Salem, Massachusetts) is an example of industrial art applied to home making. Attractive houses, comfortably furnished and tastefully decorated, make home life inviting and satisfying.*

Just previous to the World War, Germany realized anew the value of art in a nation's welfare, and the Kaiser likewise ordered the teaching of drawing, the development of art classes and the promotion of art in industry. We all know that the poster art of today is the direct result of Germany's concentrated efforts in this direction.

The time has now come when our own America, as a great industrial nation, must officially recognize the vital importance of art as an essential factor in successful industrial competition both at home and abroad. With our vast natural resources and our exceptional advantages as a free and democratic nation, we must turn our attention to the practical aspects of art, or, in other words, to the practical adaptation of the principles of beauty in our manufactured products. Unquestionably the nation is awakening to the great importance of art in industry and there is no doubt of increased art activity in education.

One state has taken the lead. More than fifty years ago Massachusetts recognized this need, which all industrial leaders today are beginning to support. In 1870 she passed a law requiring the teaching of drawing in all the public schools of the state and three years later established her school for the training of special teachers to teach the new subject. Today these graduates are art leaders throughout the country. Since that time the evergrowing demand for trained designers as well as art teachers has so increased and expanded the service of the school to the state that the old "Normal Art School" has now become by recent act of the Legislature the "Massachusetts School of Art." In Massachusetts it is not only possible to give drawing to all the children in the public schools, but it is also possible to discover the art leaders and send them on at state expense to the advanced professional art school, four years in length beyond the high school.

Similar opportunities should exist throughout the country. Every state should train art teachers for its cities and towns, and every industrial center should train its designers and craftsmen.

We know that all things manufactured *must* be designed. This requires a drawing for each thing designed. We know, further, that given two similar products of manufacture from two different factories the one which sells more readily is the better looking, or more artistic, one, providing the material quality is the same. Finally, in this day and age, when all industry resorts to advertising for the disposal of its products, we know that the art quality of any "ad" is its most important sales factor. The truth of this statement lies in the fact that our greatest artists are employed by industry.

For industry today is the great patron of art. No longer do the kings and queens of the world support the art creators as of old. The psychological force of art and the practical aspect of its successful application to manufacture, even in mass production with standardized

machinery and the highest economic efficiency, both work to the great advantage of industry.

Someone has said that the renaissance of art is now coming in America. Others have said that it is already in the making. The unusual interest displayed by individuals of wealth recently, and by industry since the war, would support these statements. Personally I believe it to be true. It is inevitable. Art has been and is one of the greatest forces in the upbuilding of any nation. Our greatness today assures great art tomorrow. It cannot be stopped; it will not. It is a natural force which bears fruit as the nation develops. And already the evidences of it are numerous, especially in industry.

It behooves us, therefore, to consider the educational aspect of it. It is a sort of "ring-arounder" proposition. We are all consumers of the world's goods. Therefore we all select and purchase art. It may be in clothing, in homes and home furnishings, in magazines, or in the modern packaged goods. Art in education, therefore, should be taught from the standpoint of appreciative understanding to the masses. But the potential art creators should be carefully sifted from the others, skilfully guided, and then trained at public expense to develop the country's greatness in art. The fine arts are fundamental to all art development, but industrial art is equally essential in the life of the nation. Industry turns out art products in quantity, which in turn are brought to the consumer through the merchant.

THE BEAUTY *of simplicity, good proportions, and harmony of line are suggested by this fence in Salem, Massachusetts.*

This brings to the front another field for art training—the salesman of the product of art industry. Thus the circuit is completed. The manufacturer produces an artistic product, it is sold by salesmen trained in art knowledge, to the consumer with art understanding, who in turn thus makes known his demands to the manufacturer.

Art in education is no longer a "frill" or "fad." As it permeates the lives of children at home, in the schools, and in the community, so its study becomes of fundamental importance to better living. For it means an understanding of beauty, that basic element of good taste which we all strive for; and it is as essential to discover the creators of fine taste who are to design the future industrial art products as to train the consumer.

But before we can thoroughly appreciate the need for and the trend in art which is becoming apparent with tremendous velocity in America, we must teach ourselves to remember that art is not confined to painting, and to rich men's tables; but, through industry, it now lives more than ever in lowly as well as high places and in "harrows, trays, and pans" as well as in the desirable but limited expressions of the finer arts.

THE JOY OF CREATING was realized by the students who made these beautiful vessels in silver and copper. Whoever makes a thing of beauty is thereby a more appreciative user of the beautiful. These designs are by the Massachusetts School of Art.

Education and the Larger Leisure

MABEL TRAVIS WOOD

A VISITOR to a middle western city stopped one evening to watch the neighborhood recreation activities at a school playground. Next to him stood a raw-boned man who volunteered the information, "Dis school bigges' in city." The visitor thought that he had seen schools in the city which occupied more space. But the man's further comment revealed that, to him, size was not a mere matter of bricks and stone. "Dis school bigges'. Does most fer der childrens."

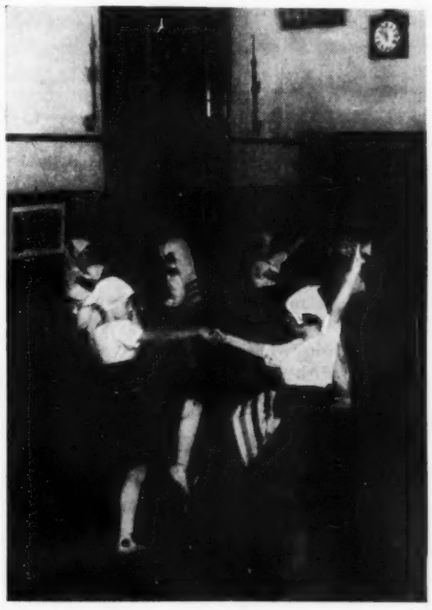
Though he had had little schooling himself, the foreigner had caught something of the spirit of modern education. And as the visitor heard the laughter of the crowd and saw many nationalities learning to play together, he reflected that the school's worth today is measured not only by facts taught in classrooms but by the broader standard of practical citizenship-building.

The problem, "Shall education fit the citizen for leisure time as well as for work?" is as old as pedagogy. The pendulum has swung back and forth through the centuries. In ancient Greece, for instance, education was largely a preparation for the avocations and pleasures of life. In Puritan New England, schooling was a stern duty.

Lately there has been increasing emphasis on vocational training in our schools. But with this more intensive preparation for work has grown a new realization of the importance of training for play. Now, as never before, does the problem of spare time offer a challenge to the community. With the advent of the eight-hour day, leisure forms one third of life in America. Mass production and the automatic machine promise to permit even shorter hours of labor in the future.

The American Federation of Labor in its last convention set as one of its goals for all industry the five-day, forty-hour week, which Henry Ford has already adopted. Charles Steinmetz predicted shortly before his death that within another hundred years the work of the world can be done in four hours daily. Thomas A. Edison makes a similar prediction.

Shall the added hours yield a fruitful return to mind, body, and spirit? In his recent book *The Threat of Leisure,* George Barton Cutten, president of Colgate University, declared, "The result of our unlimited, unorganized, unled, and uncontrolled leisure is the gravest danger to which any nation was ever exposed."



RECREATION *in which children entertain their parents brings delight to both. These children are featuring an Italian dance in the Bryan Hill summer school, Saint Louis, Missouri.*

The solution Dr. Cutten presented in an address to the recent National Recreation Congress was to make training for leisure as strenuous as training for a vocation. "As the majority of people never go to college," he said, "the training for leisure must not only be a part of college education, but perhaps even more so of primary and secondary education; and our night schools, instead of being strictly vocational, must spend some time on education for leisure hours."

The modern community to a growing extent does educate for the use of leisure within the school program. Music, reading, art, craftsmanship, physical education, dramatic play, nature study, all enter the curriculum. But 748 progressive towns and cities now count among their educators more than 17,000 trained recreation leaders, who, with teachers, are working toward a common goal of good citizenship. Often the public recreation system is a branch of the school system; for good results both must work in cooperation.

Public recreation uses the present playtime of both children and adults to form habits of constructive recreation which will carry through life. The physical safety of children and the development of sturdy bodies are among its immediate objects.

Cities are beginning to realize that their children spend as much or more time at play than they do in school. The Cleveland Survey in 1917 revealed that while the average child spends 1000 hours a year in school, he spends 1800 hours a year away from home—either in the playground, vacant lot, water front, or the actual street. Direction of free hours has proved to be as vital to good citizenship as direction of school hours.

Ernest Thompson Seton recently named the school and the playground as the most important of the four agencies which build character today. "The church," he wrote, "lost its power over our affairs generally two hundred years ago; the home, I am sorry to say, has slowly lost ground as far as a determining power is concerned, within the last fifty years. The school has greatly increased its power the last one hundred years, largely because we have much better schools now. The school is very near the front in the formation of character, but is not at the front. The greatest influence is play—recreation. A school has a youngster four or five hours a day, nine months in the year, but play has him each and every day of the year, and it is here that his character is formed."

Public recreation has been a growth of hardly more than the last twenty years. Forty-one cities had opened one or more playgrounds under leadership by 1906. In that year the scattered efforts toward provision for play crystallized into a national movement with the organization of the Playground and Recreation Association of America by Theodore Roosevelt, Luther Halsey Gulick, and others. The Association, through field and correspondence service and by advancing state legislation for recreation and physical education, has helped cities to start, expand, and secure municipal support for programs of rec-

reation. It has stressed particularly the importance of cities' providing trained leadership for recreation the year round, and has conducted local institutes and national schools to train recreation leaders.

An outline of a few progressive recreation systems may serve to indicate how the play activities fit into the scheme of educating for leisure.

Oakland, California, has been called a model for the country in public recreation. It has gone far toward bringing complete cooperation of the playground, park, school, and other departments, thus eliminating duplication and waste. Each furnishes what facilities it has, the Recreation Department organizing all into one large activity.

In organizing play, three major groups are recognized—the small child, who needs vigorous exercise as a basis of health; the adolescent boy and girl, whose character is often made or marred by the use of spare time; and the family unit, who must have opportunities to play together to offset the tendency of modern life to draw the family apart. Educational dramatics, holiday celebrations, storytelling, folk dancing, municipal golf, industrial athletics, women's outdoor clubs, camping, and water sports are featured.

To get every boy and girl into a game, rather than to develop a few star teams, is an objective. Play days have been adopted as a universal activity for girls, and track events for boys. The three types of track meets are school, neighborhood, and city. Every boy in the school competes in the school meets, selected boys in neighborhood meets and the best finally come together each spring in city meets. The total of these "best," however, is about 10,000 boys. The play days are interclass, neighborhood, and city, without, however, the idea of elimination. The city play days open with a parade where girls compete in posture, marching order, and neatness.

The Department of Recreation and Community Service in *Houston, Texas,* serves the city by supplying trained leadership in every phase of recreation. The staff includes specialists in drama, music, athletics, playgrounds, and neighborhood organization, who are available to help churches, clubs, schools, and other organizations with their recreation problems. A six-weeks' institute held in Houston last spring was an achievement in local training of play leaders which won national recognition. Four hundred and fifty students received practical instruction in games, music, and dramatics.

In *Milwaukee,* public recreation is directed by the Division of Extension Activities of the public schools. The school buildings work full time, with the slogan, "The lighted schoolhouse, the great American opportunity." Physical, manual, and cultural activities are offered. Music, dramatics, and handicraft provide the creative selfexpression so necessary to the worker in these days of the automatic machine and the routine job.

Life

HENRY VAN DYKE

LET ME but live my life from year to year
With forward face and unreluctant soul;
Not hurrying to, nor turning from, the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy;
Still seeking what I sought when but a boy,
New friendships, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

From Music and Other Poems, Scribner, 1919.

Milwaukee probably leads all other cities in the use of school buildings as recreation centers. There is a growing tendency throughout the country toward this extended use of the school plant. Two hundred and forty-three cities reported to the 1925 Yearbook of the Playground and Recreation Association of America that 1254 school buildings were used as evening recreation centers. This is more than twice the number reported ten years before.

Still, it is characterized as a "woful lack" by Charles E. Brewer, commissioner of recreation in Detroit, who points out, "There are over 15,000 school buildings, representing an investment of over five billion dollars in the 748 cities reporting to the P. R. A. A., and an average of only one out of ten school buildings in these cities is being used after school hours by the people who invested in them."

Periods of play have been introduced in the school program by some recreation departments, resulting in more alert pupils. Organized recess and noon-time play is eliminating bullyism and making this time count for health and character.

In an eastern town, working boys and girls who had to attend the continuation school on Saturday mornings were rebellious. The recreation supervisor suggested to the principal that a half-hour recreation period during the morning might help. It was arranged and it has. The boys and girls plan the programs, which are simple, but their own.

The superintendent of schools in *Fayetteville, North Carolina,* reports greatly improved discipline in the schools as a result of play organized on the school grounds by a community recreation leader. Boys who did not play at recess, he said, later caused disorder in the classroom. The recreation leader got them all into the game. Before recreation was organized, the superintendent stated, he could not trust a crowd of boys to play peaceably on the school grounds. Now such games as soccer, kickball, and rugby can be played by any number of boys with little confusion and no quarreling.

Beginning with physical recreation, the community play movement has expanded to include such activities as dramatics, music, nature study, camping, reading, social recreation, holiday celebrations, city beautification, and other citizenship projects. Music memory contests have been an aid to education and to forming leisure-time interests in many cities. In *Dallas, Texas,* a novel zoological memory contest, conducted by the recreation department, familiarized school children with the animals, birds, and reptiles in the local zoo.

"Recreation is a device of considerable value in making adaptation between human nature and culture," has said Professor William Fielding Ogburn of Columbia University. The direct acquisition of culture may not necessarily be a painful process. But many a boy and girl, and adult, too, is absorbing it unconsciously through public play. And this is no remote and "highbrow" culture, but leisure-time interests which bring active joy to living and which grow in satisfaction through the years.

We Senior High School Teachers

Our Moods and Tenses

GERTRUDE KLEIN

Philadelphia, Pennsylvania

WE FACE OUR PROBLEMS—Once upon a time I thought that a teacher in a senior high school must be more particularly a student and a specialist than is a teacher in an elementary school. Nowadays this seems to be true to both a greater and lesser degree than formerly. As a whole our profession is broadening its scope all along the line and yet there are certain tendencies and influences which to my mind are needed more in our kind of work than even in other teaching positions. Children before they reach their teens need mothering, the interest that sees physical needs and real wants as to habits and belts and buttons. The adolescent high school pupils, the flapper-sheik types, demand as keen an interest on the part of their teachers, but this insight must manifest itself in sympathetic comradeship. The much needed criticism and direction must be subtly concealed to be truly effective. Senior high school pupils need both men and women comrades to guide their living.

We must be broad-viewed—Speaking generally, we senior high school teachers must be, first of all, people so keenly alive to the possibilities of our specialty that we see it clearly in its relations to the school curriculum and to life. We must be broad-viewed enough to discern the importance or nonimportance of our preoccupation to the various personalities that come under our influence. We must be elastic enough to adjust easily and happily to children and to supervisors and "systems." We must learn when and how to be adamant as well as when and how to compromise. These problems grow increasingly more difficult as we teach older children. For instance there is the matter of truth. To some of us honesty of effort comes naturally. We enjoy it and never realize what temptations and hardships truth might cause a pupil. We were never faced with the humiliation of forging the signatures of parents who could neither read nor write any language. Truth is not a simple matter; it is such a relative thing and who are we, clever scientists though we may sometimes be, to know the exact chemical combinations that will surely always produce it?

Even in so seemingly a simple thing as the usual classroom testing, the technic is peculiarly of the classroom only. In life pupils must and ought to get all the help they can before they attempt their masterpiece. In the routine lock-step classroom, they often have to ask permission even to attempt to get help from a dictionary. Yet, on the other hand, we teachers must be always on guard lest the socialized interesting project fail to prepare our pupils for that severe and lonely testing that every one of us goes through many times before we die.

We must analyze our pupils' needs—Then there is the use of drill. We must question ourselves very seriously as to its place and functioning when we teach children who are definitely reaching toward the more adult reasoning stage. Normal little children are at home best with the "say it again" type of teaching and doing. They are absorbing impressions quickly and memorizing easily. They present interesting but typical psychological problems. We senior high school teachers have to be deeply interested in psychology, for boys and girls at about thirteen start to be very definite persons and the mixed masses who come under our care refuse to fit into classifications. We may classify them as rapid or slow, blond or brunette, student or athlete, serious or frivolous, but they refuse to stay placed; they are definite individuals. It is our business to dig deeper, to help them educe themselves carpenter or surgeon, telephone operator or technician, scientist or manual worker, always hoping that we have given them approximately the right tools and urged them toward their proper places.

We must continue studying—Beside this psychological turn of mind which it seems to me we need more peculiarly even than do other teachers, we must have such belief and interest in our own specialty that we are continually students in our own and allied fields. For the sake of understanding the pupil attitude we must continue to be pupils. There is also another important reason for our continuing to be students. Fortunately there is nothing cut and dried about any high school subject worthy of a place in a curriculum; we must study, therefore, to be able to follow the latest developments and relationships of our specialty. It is often argued that a nearby university has no worthwhile courses which we care to take. It is true that many university courses are not worth the time and energy of the student. Then we must go shopping for our needs. There are some fine stimulating personalities teaching in every college; we must seek them out. At present, too, certain of the leading universities conduct correspondence courses finer than many of the college courses to which we subjected ourselves in our preparatory normal training. Personally I find it of great value once in a while to have the responsibility (or possibly lack of responsibility) of definite study-tasks assigned me. As a result I have been able with greater ease to plan in other years my own leisure study time. It is so easy in our busy lives when the work is not definitely set, and the time not definitely set aside, to postpone for really very adequate reasons our private study time and our own attempt at creative work in our special field.

We must continue living—This next

THE AUTHOR of this article is a teacher of English in the South Philadelphia High School for Girls, which is a Dalton school under the distinguished leadership of Principal Lucy L. W. Wilson.

Miss Klein received honorable mention from the Julius and Rosa Sachs Prize awarded in June 1926, with an essay of unusual vigor and insight on The Promotion of Scholarship in Teachers of the Secondary Schools of the United States. This prize was established at Teachers College, Columbia University, in 1924 for the purpose of promoting the progress of secondary education.

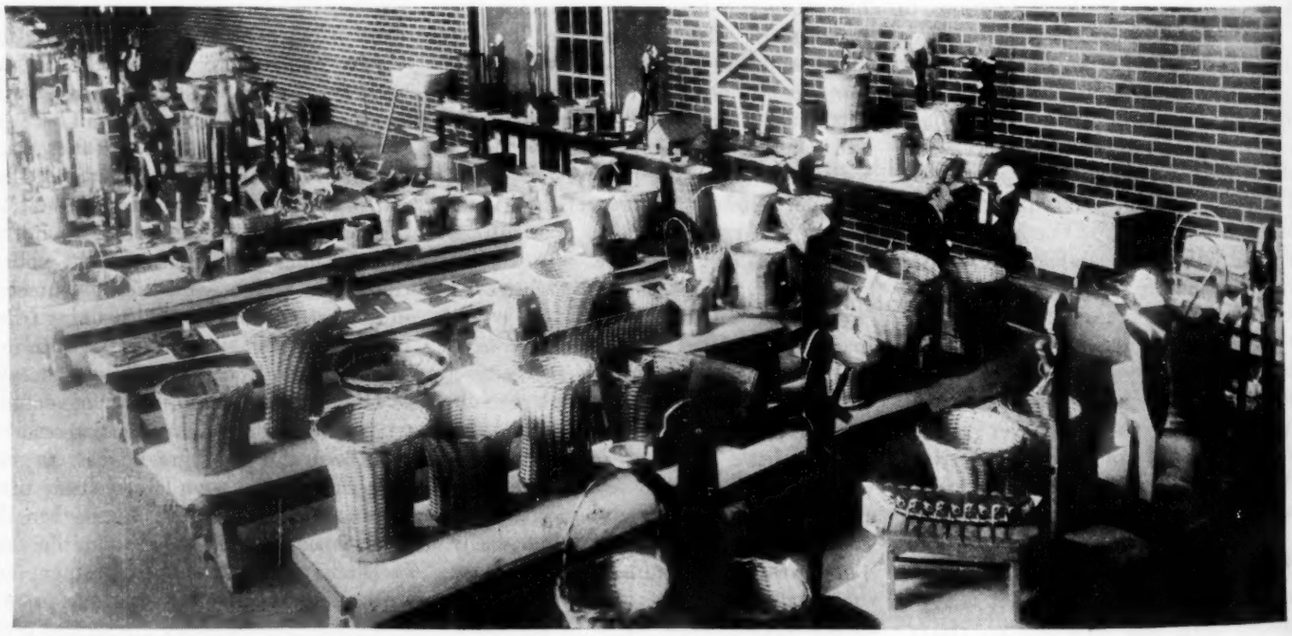
Such articles as this by teachers in the classroom suggest the tremendous gains that will be made in the profession as teachers in increasing numbers think and work on their problems. (Would that editors might have the privilege of seeing more such articles by classroom teachers!)

point may not be the bugbear of high school teachers alone, though it seems to me to hit them particularly. As we meet our pupils and alumni almost everywhere, we are, as it were, on parade all the time. No matter how frivolous we seem, or want to seem, teachers are as a group very conscientious and selfconscious. If we have narrow one-track minds, it is the fault of society, the connotation the word "schoolteacher" has to the community at large. It is no wonder we tend to lose our sense of real values, that we fall into ruts gradually and easily. I always remember with sympathy the uncle, Roebuck Ramsden, in *Man and superman*. He had been a reformer in his youth and was proud of it and now in middle age he thinks himself still the advanced rebel he once was. "I was advanced before you were born," he tells the young people. So in defense from our very first teaching years to our last, we either assume or acquire the dictatorial manner and know it all or we fall into the rut of toying with every new idea seriously for very fear of being thought old and reactionary. The worst of it is with all our tendency toward analysis, we don't see ourselves; we think we are just live people and along comes a United States Customs officer and pricks our bubble of thinking we look clinging-viny and human. "Dress 'em up," he says, "in Paris finery; bob 'em, rouge 'em, I spot a schoolteacher every time." I don't know whether a man teacher feels the blow so keenly, but every woman teacher will sympathize.

We must read widely—Seriously speaking, granted we live part of our own lives on a pedestal, a bird's eye view of everyday living ought to help us somehow. We need to be people among people both at work and at play. We need to know from newspapers and magazines and books the current events in ethics, politics, science, art, literature, music, school affairs. Lectures are helpful but less good. In our quiet reading time we have a better chance to weigh ideas, compare, and think for ourselves. Lecturers so often talk down to their audiences. I believe in shopping about among the magazines, too, whether the *Mercury* or *Harper's, The Saturday Review* or *The Living Age, School and Society* or the N. E. A. JOURNAL meet my definite needs this particular year. Always, however, in addition to anything else, I want at hand the best technical magazines available in my own particular field. This all sounds simpler than it is. Not only dollars and cents and time are necessary; there is so much being printed and we have just twenty-four hours a day and advertisements always are so alluring.

I heard of a high school teacher the other day who said he had read a book last summer. I can't conceive of such a person. Though I know he does exist in our high schools, I hope that he is not conspicuous in any faculty and that he soon gets a job more suited to his tastes and aims. I cannot conceive of a teacher who hasn't his own particular ever changing "five foot book shelf" containing the works of his particular prophets on living in general, his prophets in his own particular field, to say nothing of certain textbooks that in his estimation are "on the road." These last are so peculiarly personal that my list would not be helpful, yet I cannot help mentioning a few of my this year's prophets—William James, John Dewey, Dhan Gopal Mukerji, James Harvey Robinson, Lewis Carroll, William M. Thackeray, William Shakespeare, John Keats, James Stephens, Christopher Morley, Alfred Hitchcock. Can there possibly be among us some teachers who do not have their prophets?

We must educate—As a last word it is my firm belief that we teachers have to assert ourselves as persons. We must rise in our strength from superintendents to kindergartners and demand time and money to do a good piece of work, professional work on a plane with that of the best doctors and lawyers. To quote from myself of last year, I am unwilling to reconcile myself to the fact that parents consult a twenty-thousand dollar a year specialist for their physical defects, a fifty-thousand dollar lawyer for their legal difficulties, and then trust their children's education to craftsmen mostly of the two-thousand dollar variety.



HANDICRAFT CLUBS are now a feature of the summer vacation in many cities. They have high educational value. Here is an exhibit of recreational work in the Woodward School, Saint Louis, Missouri.

Come Into the Garden[1]

HELEN FIELD FISCHER

Landscape Designer, Shenandoah, Iowa

I WANT you to come with me this morning, down the pathway of dreams to your mother's garden. I will open the gate with the magic words of Margaret Widdimer's poem, "The Garden":

There were many flowers in my mother's garden,
Sword-leaved gladiolus, taller far than I,
Sticky-leaved petunias, pink and purple-flaring,
Velvet-painted pansies smiling at the sky;

Scentless portulacas crowded down the borders,
White and scarlet-petaled, satin-rose and gold,
Clustered sweet alyssum, lacy-white and scented,
Sprays of gray-green lavender to keep till you were old;

In my mother's garden were green-leaved hiding places,
Nooks between the lilacs—oh, a pleasant place to play!
Still my heart can hide there, still my eyes can dream it,
Though the long years lie between and I am far away;

When the world is hard now, when the city's clanging
Tires my ears and tires my heart and dust lies everywhere,
I can dream the peace still of the soft wind's shining
I can be a child still and hide my heart from care.

Lord, if still that garden blossoms in the sunlight
Grant that children laugh there now amid its green and gold,
Grant that little hearts still hide its memoried sweetness,
Locking one bright dream away for light when they are old!

Why do these words stir our hearts so deeply? Because they refer to a lost kingdom. Probably an oil filling station stands where your mother's garden once stood and the flowers that "crowded down her borders" are now imprisoned in formal beds in public parks. Even mother's "house plants" have been banished by the gas range.

Few of our modern children will ever understand that poem, and we read it with hungry hearts for we are sick of artificialities and dizzy with the rapid changes of our marvelous age. We long for the real and the elemental.

We want to rest our souls with something that does not change: the simple flower types of the roadside and of our mother's garden; the old fragrance of lilacs and of wild grape blossoms in June; the feeling of soft garden soil in spring. For with all of these blessed elemental things comes the feeling of relaxation and nerve ease, the feeling of being at home.

And this is the kingdom that every child should inherit by divine right. But we have stolen it from him. We have gone mad with excitement over the wonderful, new mechanical toys of our generation and we have insisted that our children share our madness. We have stolen from them every contact with the beautifully elemental and now we stand aghast if they try to find their way back to the realities of life, through avenues that are unbeautifully elemental.

Let me tell you through a parable how I learned my lesson. It happened when my first little daughter was two and a half years old. We had raised her carefully "by the book" and one of the rules was that she must be in bed by twilight. Never had we broken this rule; but at this particular time our little city was going to display some wonderful fireworks. They would represent a sham battle; a picture of the face of Washington in living fire. We thought that it was something that the child should not miss. It was to start at nine oclock. I gathered her little sleeping figure in my arms and we drove far out into the country to a hill overlooking the town, where we could have a perfect view. When the fireworks got really thrilling, I roused the sleeping child in my arms and pointed them out to her. She did not react as we had thought she would. She looked at the spluttering, restless fires almost in distress. She actually turned her face away from them; but by turning her face, she saw for the first time in her life, the black velvet of the night sky with its marvelous display of stars. Instantly she was all animation and joy and she asked eagerly "what birds those were." The fireworks were forgotten for the rest of the evening. Never since then have I tried to give to little children the "fireworks" of life when they were asking for the stars.

God's first plan for getting His children close to the beautiful elemental things, was to give them a garden; and gardens are still the only place in which He works in open partnership with man. Some one has said "I never knew Thee, God, until my garden brought us face to face." We feel Him come into the garden in the dusk of twilight and know the thrill of going back in the morning to see what our Divine Partner has wrought over night.

In the garden we commune with the wind and the skies. In the garden we meet our friends, the birds and the shy creatures of the fields. Nature makes gardens excuses to show us the early morning skies and she sends us out on starlit frosty nights to cover up our little plants. She also has tasks that must be done in the glorious, glowing heat of noonday to teach us the feeling of sweat on our brows. In a very tiny garden, we can experience all of the great elemental tragedies of storm, flood, wind, and frost. We may have a taste of the

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

blessed physical weariness that makes sleep sweet.

But the biggest human lesson that we learn in the garden is that of being master and not slave. The task is hard enough that we must put forth our best efforts if we attain success that will give us the thrill of pride. We must use our keenest wit to learn in what way nature would have us cooperate in the methods of cultivation and irrigation. We must struggle early and late against insect pests and weeds. No sensation in life is sweeter than the feeling of power that comes from the mastering of these elemental forces.

The joy of subduing the earth and making it bring forth fruit and beauty has filled and satisfied the lives of generation after generation in the past and will still satisfy other generations, after our artificial civilization has gone to ruin. To the people who have toiled and mastered the soil, have come the visions that have lifted the race. And "without vision the people perish."

The children now under your training face the most noisy, complicated, and strenuous future in the history of humanity and the only armor that will carry them safely through is that of nerve poise, and if anything can give it to them, the garden can. Some one has wittily said, "One of these days some learned physician will determine just what is in the soil and in the working of the soil, that has such wonderful curative properties." Can you imagine a specialist saying to a patient, "I prescribe a hundred tea roses, two fifty-foot rows of prize zinnias and asters, a choice collection of iris and peonies." The physician would probably be considered mad; but the patient would doubtless recover.

But the garden gives another power, a power so rare that it places a man above his fellows; a power so God-like that we call it the divine fire. This is the power of creative art. No great picture has ever been painted by one who has not spent hours in the open. I have yet to find a great creative writer who did not grow up in a garden. The very soul of music is its power of reproducing the sounds and rhythms of nature and of thus bringing to our minds images of nature's pictures. The great architect thrills us with his reproductions of nature's forms conventionalized in marble. The arched columns of his cathedrals are but copies of the arching branches of the elm trees over the village street. You cannot create unless you have a store of material.

The child who has not been given contact with nature's forms and moods can never hope for original power. He can merely copy. He will create weird books and pictures that are combinations of the artificial and the erotic, but no child raised without a garden ever made literature or music or art that touched our nobler emotions. If he has this dynamic power however, there will linger about his work and his personality, something that we can describe only by the word "glory." We know not why, but it brings a thrill to our hearts and a mist of tears to our eyes.

Unless children are taught to understand nature, they will be as unable to interpret works of art as they are unable to create them. It is useless to teach literature, music, or art in an interpretive way unless the child has within his heart the images we seek to re-awaken.

Children raised on farms can understand and a few fortunate city children who can afford summer camps; but the others listen with deaf ears and it is we who are to blame. When we have as many special teachers for nature study and gardening as we now have for music and art, we shall have made a start. Those of you who believe in it must dare to pioneer. It will be no easy task. How well Kipling understood this. I will quote from his "Glory of The Garden."

Our England is a garden and such gardens are not made
By saying: "O, how beautiful" and sitting in the shade,
While better men than we go out and start their working lives
At grubbing weeds from gravel paths with broken dinner knives.
There's not a pair of legs so thin, there's not a head so thick,
There's not a hand so weak and white, nor yet a heart so sick,
But it can find some needful job that's crying to be done
For the glory of the garden glorifieth every one.

It is not for me to say how you will give back the divine gift. That is your responsibility and your blessed task. I know that the hearts of the children are hungry and receptive. You might consider the subject of landscape architecture a dull one for children, but I have seen an audience of high-school boys and girls give perfect and rapt attention for an hour to a talk that explained the reasons for some of the simplest landscape operations; that we must have as wide and as long a stretch of lawn as possible because the American eye has been trained to long stretches of prairie and sea; that lawns are sensitive to hurrying feet in the spring because grass loves a firm root hold, and after it has been heaved by the winter frost one kick of the careless foot will make a bare place that will ruin the beauty of the whole lawn; that one of the uses of trees in a landscape is to frame our landscape picture with the trunks for the sides, the spreading branches for the top and the dark shadows against the velvet lawn for the bottom of the frame; that the eye unconsciously seeks a sure boundary line of hedge or neatly edged grass and is irritated unless it finds that line; that

FLOWER MASSES add to the beauty of these elementary school buildings in Denver, Colorado. It is easier to respect and care for a building made attractive by this touch of brightness.

a house looks unfinished and barefooted unless its foundation is covered with shrubbery; that it does not have a look of restful permanence until vines reach up from its base and clasp it to the soil; that it takes skill and art to trim a hedge at its very start if it is to grow up into the form that we wish.

I have seen a school ground in a large city, beautifully planted with wild shrubs and trees, each one of which was collected in the woods by children and their parents. In a smaller city, the children were set to selecting its ten most beautiful trees; and people became so interested that when the trees were finally selected and every child in the city could name and locate them, the Daughters of the American Revolution decided to make them the historical trees of the city and gave them permanent markers.

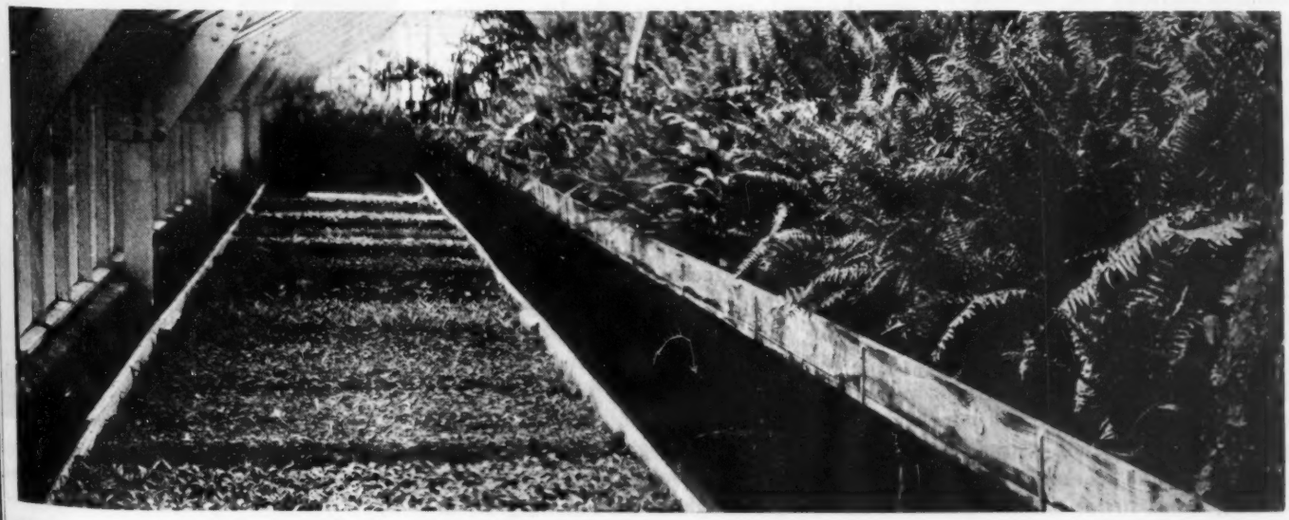
Mr. Kilpatrick, through his work with the paper-white narcissus bulbs in New York City, has brought to thousands the miracle of the flower hidden within the brown bulb. City after city has caught his idea.

A few towns and cities have organized school garden work. It seems that a most wonderful way of getting a vital connection between the school and the parents is through home gardens, directed by a school garden supervisor. It borrows the psychology of the modern advertiser and appeals to the parents through the child. If the child comes home at night eager to try the miracles that he has learned at school, we may get some of the poor lost parents back into the kingdom! But if there is no place at home for a garden, then city plots, where each child may have a portion, are the best substitutes. But in some way furnish him with a bit of sky covered soil and an elemental hearted teacher who still thrills to the miraculous in nature.

You educators tell us that we never really know a thing until we learn it through our hands, and so I plead with you to find a way in which each childish hand may have the thrill of working the fragrant soil; of considering for the first time the marvel of the brown seed that from some force within itself breaks its shell, reaches out and takes hold on the earth and selects the material that will bring forth flowers and leaves of its particular kind. Let him master the delicate art of getting sturdy plants from the tiniest of seeds and of transplanting the seedlings so skilfully and tenderly that they will continue to flourish. Let him dream of bloom and see the bud unfold into flowers, responding to his care. Teach him to know the names of the common flowers and trees. Surely a child, who can so easily learn to know and recognize a dozen makes of automobiles and a dozen movie stars, can learn the names of as many flowers and trees.

Your biggest problem is to find the teachers, for this is one kind of educational work that is utterly useless unless the teacher loves his task and is hand in hand with the elemental forces himself. But you are the men and women whom we have put in this place of responsibility because we feel that you have the ability to find teachers. For this task you will not seek entirely among those of brilliant intellectual attainments. I think a good way to choose them would be by their shoes. Do not exactly look for garden soil on their shoes, but look for shoes that would not be afraid of the garden. Look next for roughened hands and then lift your eyes to the face and see if it is glorified, for those who work long and intimately with God in the garden, learning the great elemental secrets of nature, grow to have glorified faces. You know the look if you have met Luther Burbank or L. H. Bailey; but you can find it just as beautifully written on the faces of some of your teachers in the ranks; and when you find such a teacher, seize upon him, whatever his age and whatever his degree or lack of degree. Get a Smith-Hughes man if you can afford it and if you can find one who fills the spirit requirements. But remember that the eager passion to learn plant lore and to transmit that knowledge to others is often found among those who have had no college training. I have even known a janitor who qualified! When you are sure you have found the right teacher, give him the soil, the seed, and the children and leave the methods he should use to him.

When God wished to punish his children, He drove them out of the garden. And shall we of this generation, who think we are giving to our children the most wonderful opportunities the world ever afforded, inflict upon them this punishment instead! Suffer the children to come back into their heritage and forbid them not their share of this wonderful kingdom and its power and glory.



THE BEST SCHOOLS encourage interest in growing things by supplying children with young plants propagated in school greenhouses. Here is the nursery maintained by the Saint Louis Board of Education.

The **Journal** *of the*
National Education Association

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

***President,* Francis G. Blair**
***Secretary,* J. W. Crabtree**

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The payment of $5.00 instead of $2.00 entitles an active member, in addition to the privileges of the $2.00 membership, to receive the complete bound volume of *Proceedings*, all committee reports, and other regular publications of the Association.

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A Great Convention

IN THE ST. LOUIS CHRISTIAN ADVOCATE following the Texas convention, R. H. Cooper makes this comment:

> The National Education Association has just closed its annual convention in the city of Dallas. It is by far the biggest thing that has come to Texas in many moons. It is the grand army of the republic with an enrolment of 25,000,000 children officered by a million teachers, marching against the strongholds of ignorance, superstition, and sin. We take off our hats and salute it!

Statements like this in magazines and newspapers in every section of the country suggest the majestic sweep of the educational advance and the large interests that center in a convention of the National Education Association. These meetings give teachers a fuller appreciation of the important task in which they are engaged.

Just now many a teacher is trying to decide whether or not to go to the Seattle convention. Located in a section of the country that has peculiar fascination and charm, this convention will have a program equally attractive. President Blair plans to visualize in this program the services of America's vast teaching army to the nation and the world. In this convention many a teacher will find himself —will catch a new vision of the bigness and nobility of the work of the schools, and will go back to the children with a new eagerness, enthusiasm, and faith that will make life brighter and happier for all.

Commencement Time

EDUCATION has been in the past, and will continue to be in the future, the sunlight of civilization, diffusing light and warmth to millions who are groping for it—the soul of progress, the heart of life, the need of humanity." Thus spake Evelyn Brenner, valedictorian of a graduating class at Newport News, Virginia, in February, in a talk that was unusually rich in significant truths. This search for values is a feature of the commencement season that cannot be too much magnified.

The quest for values is really the heart of all education, merely coming to a natural climax as pupils face graduation. To this end the orientation courses that have been developing in the colleges should be brought down into the high schools. No education is really liberal that does not develop appreciation of the scientific method and some understanding of the contribution it has made to human progress. No education is really liberal that does not show how the great achievements of the learned world are applied in the realities of life day by day. A student is not oriented until he has discovered his own talent and knows how to approach the accumulated knowledge bearing on that talent.

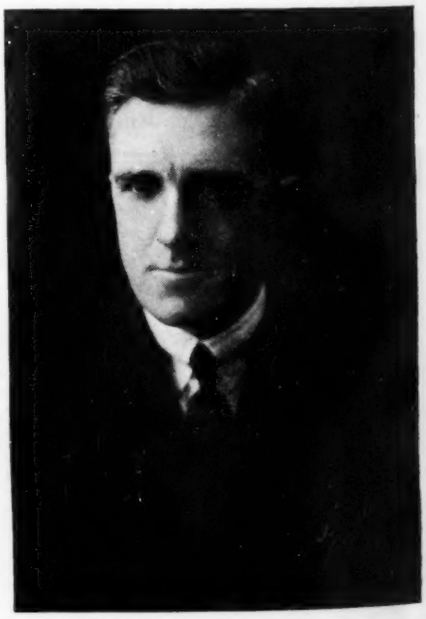
A superintendent of a large system of schools always talks at commencement time on the values involved in the seven cardinal objectives of education. He says they are an unusually fine plan for a well-balanced life and that it will take twenty years of persistent effort to make America appreciate their importance to education. Let us then make sure that the graduates of our schools appreciate sound health; worthy home membership; the tools, technics, and spirit of learning; faithful citizenship; vocational efficiency; wise use of leisure; and ethical character.

Underpaying Leaders

DURING this period when school needs are particularly pressing no policy could be more shortsighted than underpaying leaders. Our chief state school officers have suffered especially from this evil. The most recent case is in California. State Superintendent Will C. Wood, recognized for the effectiveness of his leadership both within the state and throughout the nation, gave up the position to which he had been recently reelected to become state superintendent of banks in California. This loss of a valuable professional leader followed the failure of a proposed constitutional amendment to increase the salaries of certain state officers. It is expensive economy of a kind that would not be tolerated in ordinary business.

The underpayment of this position in California which now carries a salary of five thousand dollars is again emphasized by the fact that William John Cooper gave up the superintendency of the San Diego schools at a salary of nine thousand dollars to accept a position with this lower income. Is Will C. Wood worth more to the banks of California than to the children? Is not William John Cooper worth more to the state of California than he was to the city of San Diego?

These are questions that the citizens of California must decide if they wish to keep the strongest educational leadership in the state office. Similar questions are facing citizens of other states that wrote the salaries of their state offices into the constitution, where they have tended to remain fixed during the period when standards of living have risen greatly and competition for leadership in business and commerce is constantly bidding for the services of men and women of established professional ability and reputation. Education needs coordination, integration, and inspiration. The schools cannot afford to lose tried and tested generalship to less important fields.



SUPERINTENDENT THOMAS R. COLE *of Seattle presides over one of the great school systems of America. Mr. Cole is both genial and efficient and his presence as chairman of the Seattle committee on arrangements is a guarantee that every teacher who goes to Seattle will be well cared for.*

American Education Week

Suggestions for Making a Program

THE FOLLOWING SUGGESTIONS are offered by the American Legion, the National Education Association, and other organizations to aid in the preparation of programs for American Education Week.

All national organizations and other agencies in sending messages to their members to aid in the observance of the week will see that their advice is in harmony with the suggestions contained in this announcement.

IDEALS AND PURPOSES—*Let us not forget that the purpose of American Education Week is to acquaint the public with the actual work of the schools, with their ideals, their achievements, and their needs.* This purpose should be held in mind in the preparation of every program in every school. Let the aim be to have every parent visit his child's school at least once during this week. Many schools may find it necessary to substitute evening sessions for afternoon sessions on certain days, so that parents employed during the day may see their children at work in school. For some time preceding American Education Week, let there be articles in local papers on the work of the schools and on the purposes of education.

The schools aim to benefit the entire life of the child and the whole life of society by working toward the following cardinal objectives, which provide fitting subjects for articles in newspapers and magazines:

1. Sound health
2. Worthy home membership
3. Mastery of the tools, technics, and spirit of learning
4. Faithful citizenship
5. Vocational effectiveness
6. Wise use of leisure
7. Ethical character

Monday, November 7, 1927

Health Day

BUILD THE PROGRAM for this day around the fact that sound health is the foundation of individual happiness and community wellbeing. Let the program outline particularly what the schools are doing to promote health. The regular work of the school can be carried forward and citizens encouraged to visit classes. Have a special program or programs on the topic of the day, in which the public participates.

To promote health, schools emphasize hygiene and health habits, regular exercise in gymnasium and out of doors, competitive athletics, the correction of physical defects, nutrition clinics, and special instruction for the handicapped child. An adequate school plant—sanitary, spacious, cheerful—built around the needs of the child and the school, preserves the health of school children and helps to improve individual and community life and to insure a better race.

DURING this week let every community study not only its educational plant, but also its educational ideals and the community atmosphere in which children are brought up. Let parents visit teachers and teachers visit parents in an effort to solve the common problems of children. Let the week be a time of deeper understanding on the part of the people of the rôle education has played, is playing, and must play in the life of our great democracy. That nation is greatest that puts the child first in its thinking, in its statecraft, in its business, in its ideals of conduct. The nation that has the highest regard for childhood will lead all others in health, intelligence, morality, efficiency, and happiness. It will reach the greatest heights of national prosperity, both material and spiritual. The race moves forward through its children.

Tuesday, November 8, 1927

Home and School Day

IN WORKING OUT the program for Home and School Day let the central thought be that the home is the most fundamental institution among all civilized peoples. The school work for this day may go on as usual except that the teacher should, at some appropriate time, talk to the class or the school on the home, letting the children know what each of them can do to help in making better homes. This is another good day for citizens to visit the school.

To develop better homes, schools teach regard for the interest and welfare of others; give practise in cooperation; teach children how to cook, to sew, to manage home budgets, and to appreciate the meaning of home life in its relation to individual and race welfare. The American home and the American school work together to develop a finer and richer human life. That school is best where all teachers take honest pride in serving the community and in building up its home life. That community is best in which parents appreciate the teachers and magnify the work of the schools.

Wednesday, November 9, 1927

Know Your School Day

THE CENTRAL THOUGHT of this day's program is the school itself. No one will dispute the statement that the schools are the first and biggest enterprise in nation, state, county, or city. The school aids the child to adapt himself to the difficult life of our time. To accomplish this work it needs these essentials:

1. A competent, conscientious, and well-trained teacher in every classroom.
2. A vital curriculum, changing to meet social and individual needs.
3. An effective form of school and class organization.
4. A school term of reasonable length, with high regularity in attendance.
5. An efficient, well-trained, administrative and supervisory staff.
6. An adequate building, well equipped, with ample provision for libraries, laboratories, physical education, gardens, and other school activities.
7. An intelligent and appreciative public support.

The education of the whole child is the goal of education. To teach children how to learn, to think, to develop vision, to weigh, and to judge and to give them some appreciation of the spirit of the learner—these are the great tasks before the educational forces of our day. A little invested in education saves much expended on poverty, disease, and crime.

Let the regular work of the school be carried forward and citizens urged to visit classes. Evening programs by organizations.

Thursday, November 10, 1927

School Opportunity Day

BUILD THE PROGRAM for this day around "Opportunity," stressing particularly the opportunity which the

school should offer the child. Teachers will on this day inspire pupils to take advantage of the opportunities before them. Citizens will seek to determine whether adequate opportunities are offered to all the children of the community. Let consideration be given the educational needs of the children of the state and the nation.

To help every child find his opportunity for service and to prepare him for it is a primary responsibility of the school. Schools promote vocational efficiency through courses in agriculture, trades and industries, commerce, and home economics. Special classes, evening schools, opportunity schools, and continuation schools are means of giving a reasonable opportunity to all. By emphasizing joy in work, efficient technics, and application of art and science to daily life, the schools help to raise the standard of living.

Friday, November 11, 1927

Armistice Day

ARMISTICE DAY provides the opportunity for a program of the highest patriotic quality. It marks the date when the thought of the world changed from war duties to the peaceful pursuits of life and to the duties of citizenship. Let the memory of the joy over the news received nine years ago today by the folks at home and the boys abroad serve as an inspiration for promoting education throughout the nation.

The success of democratic government depends upon the faithful performance by each citizen of his public duty. By living as citizens of the school, children learn to be citizens of the larger society. School study in geography, history, current events, and social civics prepares children for citizenship duties. Schools aid immigrants to understand and meet the problems of everyday American life. Schools eliminate race hatreds and develop that mutual sympathy, respect, and understanding essential to loyal citizenship.

It is significant that the men who conquered by the use of arms in the world war are the ones to lead in the movement to avoid future wars through education, which is the foundation of understanding and cooperation.

Saturday, November 12, 1927

Community Day

THE PROGRAM for this day should emphasize the value of schools in the improvement of community life. The schools should participate in the various community activities of the day. Encourage athletics, other sports, and public programs.

Education is a lifelong adventure. The ability of the individual to improve himself is influenced by the ideals and practises of the community as a whole. To improve community standards, schools cultivate tastes in art, music, literature, and sports, which help to make leisure time an asset rather than a liability. Wise communities provide facilities for wholesome leisure activities—libraries, museums, parks, playgrounds, auditoriums, and art galleries. They make the schoolhouse a community center. Good roads unify a community.

Suggestions for Cooperating Agencies

THE SUPERINTENDENT or chief school officer is, by common consent, to serve as director of the week's activities.

The American Legion calls on every local official to offer his services on committees and in every way possible to promote the proper observance of the week.

Request the mayor to issue the proclamation setting aside November 7-13 as American Education Week. Do this in September.

Let churches, chambers of commerce, labor organizations, women's organizations, fraternal bodies, luncheon clubs, and other agencies plan to give attention to the work of the schools—each in its own way. Have speakers talk a few minutes on the necessity of education.

Let the newspapers give space to articles, editorials, and news about education, including the printing of the local program in full during education week.

Let the merchants recognize American Education Week in their window displays and newspaper advertisements. Begin doing this the preceding week.

Ask the moving picture theaters to use slides urging people to visit the schools and study educational issues.

Ask radio broadcasting stations to feature educational addresses and school programs. Make early requests.

Sunday, November 13, 1927

For God and Country Day

ON THIS DAY let ministers of all denominations address their audiences on the higher values of education and on the work of teachers and the schools. Let them base their words in part at least on knowledge gained from personal visitation. Let these sermons be a fitting climax for the week's activities. Invite every citizen to attend both the morning and evening services on this day.

The virtues that underlie human happiness and welfare are practised in the daily relationship that children have with each other and with their teachers.

Ethical character—simple, positive, harmonious—is the supreme objective of the school and of life. It gives the foundations for the higher values in life. By emphasizing ideals of right conduct the schools seek to maintain the moral and spiritual fiber of our people.

NOW IS THE TIME for teachers clubs and school faculties to appoint committees to carry forward plans for the observance of American Education Week. By working well in advance much material can be gathered that shows what schools are actually doing. The back files of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION contain a wealth of material bearing on each of the days. For example, THE JOURNAL during 1926 and 1927 has published the following articles which contain material useful in connection with Health Day, November 7:

Better Health Habits—C. E. Turner; Jan. 1926. 15: 15

Department of School Health and Physical Education, Jan. 1926. 15: 23

Teach Them How to Save Their Sight—Kirk M. Reid; March 1926. 15: 71-2

The School Lunch—Mather M. McCord; March 1926. 15: 78

Fresh Air and Ventilation in Schools—Wood and Hendriksen; March 1926. 15: 81

Adventures in Health Education—C. E. Turner; April 1926. 15: 129

The Summer Round-Up of the Children—Margaretta W. Reeve; May 1926. 15:143-5

May Day for Health—Mrs. Ernest R. Grant; May 1926. 15: 158

Physical Education in High Schools—Carl L. Schrader; Dec. 1926. 15: 287-8

School Health and Physical Education at Philadelphia, Jan. 1927. 16: 31

Research Improving Health Education—Margaret M. Alltucker; May 1927. 16: 149

What do Parents Think?—C. E. Turner; March 1926. 15: 84

Preschool Training at Iowa City, April 1926. 15: 123-24

The Challenge of Childhood—Mary McSkimmon, Oct. 1926. 15: 201-5.

Files of THE JOURNAL are kept by most schools and libraries. Where duplicate sets are available the articles may be clipped and grouped together by subject. Subcommittees may be appointed for each of the seven days of American Education Week.

The Wonderland of Washington

JULIA A. SHOUREK

Head of the Department of Elementary Science and Visual Education, Seattle Washington

A WOMAN LECTURER who has spent much of her time in Alaska and is a resident of Seattle recently returned from a lecture tour in the east. One of her choice stories is of the Boston lady who, after a lecture, asked if Seattle had any street cars.

And three or four years ago, a Seattle teacher in London read in the newspaper of a decision handed down by a woman judge in Seattle, Alaska!

Alas, how little the world in general and our own country in particular knows of this wonderland of ours—of our climate, our mountains and lakes, our orchards and wheatfields, our cities and their industrial progress! In Pittsburgh, recently, an enthusiast from the northwest had evidently been a little overenthusiastic for, in passing a fruit stand one of the Pittsburghers remarked (was it a trifle sarcastically?) "Now, my dear, the next thing you'll be telling us is that you grow cherries like these in Washington." And the northwestern enthusiast, much to the dismay of the fruit vender, lifted the box of Bings from the shelf and showed to the doubting spectators the legend "Wenatchee, Washington."

The National Education Association holds its annual convention in Seattle this year. Our fellow teachers from east and south and north (for our Canadian colleagues will avail themselves of the opportunity) will come to Washington, and it will be the privilege of Washington teachers to introduce them to the beauties of this wonderful commonwealth.

Where shall I take my eastern friend who has made the long trip across the continent into the wilds of Seattle to attend the N. E. A.? No matter what her tastes, she must see Seattle first. She must wander along the waterfront, and fill her lungs with salt air, and see the great and small boats, the fish markets, the municipal cold storage plant. She must go to Smith's cove and see the great boats for the Orient load their cargoes of northwest products. She must be driven over the boulevards, around Lake Washington, over Beacon Hill where, particularly at night, she can see the splendor of the Queen City, with all her ropes of jewels aglow! She must see our splendid elementary and high school buildings and the University of Washington. She, who is so proud of the campus of her own Alma Mater, must

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THE NEWNESS *of Seattle is suggested in the architecture of its homes. Its tree-lined residential sections are the pride of their owners and the foundation of the city's greatness.*

see what nature can do in the way of helping beautify a campus. She must see the stadium, where some of the N. E. A. meetings will be held, at night when the great Nature Pageant "Forest Trails" is given. She must get the touch of the orient in our lovely oriental shops and the touch of the occident in our department stores. She must gasp at the extent and beauties of our many public markets, and carry about an armload of flowers.

If the gods be kind, and it looks as if they were preparing to be very kind this summer, my friend must be taken along Phinney Ridge to see the two great mountain chains which engirdle this Queen City on east and west. If the gods be kind, she may see them—but if the gods withhold the view, I shall show her the truck farms in the valley.

I shall drive my eastern friend to Tacoma. Possibly the great dome of Mt. Rainier may thrust itself above the clouds and smoke for her eyes to behold. She, being a teacher, needs to see our sister city. She may need to stop to catch her breath, for there are so many surprising things to see, not the least surprising being the fact that thirty miles, and not a river, separate these "twin cities" of the west. From Tacoma, with its many lovely homes, its fine new schools and its mountain girt harbor, with its lumber laden vessels, we shall drive to the "Mountain that was God." And she may have the thrill of snow in July, with myriads of flowers, such as only Alpine meadows may grow! Or I may take her through Maple Valley and Auburn and along the lovely Green Water to the north side of Mt. Rainier. We will drive over the miles, enjoying the hush of woodland road, or the velvety smoothness of the highway, with hills and forests and streams visible (for our good lawmakers have blessed us with highways free from unsightly billboards, screaming "hot dog" signs, and other evils so common in some states); we will pass through the little towns with their comfortable homes and gay gardens, enjoying them all as we go and then—the mountain! Oh, what joy to come upon it, all unheralded; to see its snow-covered crest, its sunlit snow fields, its majestic grandeur.

I may take her by boat to the San Juan Islands. In that case I shall linger for a few days at Friday Harbor, for my friend will be a nature lover, and a landlubber as well, and I shall introduce to her the many little denizens of the sea by day and the fairy phosphorescence by night. If she loves the roar of the surf, I shall take her to Kanaka—if she prefers to rest in a quiet hotel, we shall find any number to choose from. We may visit Victoria, with its quaint old world atmosphere, and we may go to Mt. Tolmie to hear the English skylark sing. Then, indeed, can she read Shelley's ode and enjoy it all anew.

Does she prefer to tramp? Then we will take the Olympic Highway along Hood Canal. We can find interesting spots at which to stay overnight. Or we may take the car, and a side tent and a frying pan, and do the whole Olympic peninsula, gipsy fashion, until we view the Pacific at Mora. My friend may

never have had the thrill of a sleeping bag under the stars, nor have broiled over glowing coals the fresh caught salmon, or boiled the toothsome crab such as only Puget Sound can supply.

Or shall I take her over the Sunset Highway to marvel at the giant trees, to listen to the rush of falling water, to stop for cherry pie at the summit, to float down the wonderously winding road along Lake Keechelus as the sunset colors paint its waters with crimson? Shall we camp on the prairie, along the Yakima River, with its deep murmur to lull us to sleep? And then go on to Lake Chelan, with the wonderful orchard land, and the fruits just ripening? The Okanogan country may interest her, so we'll replenish our commissary and go on into Canada, west to Vancouver over the newly opened Banff Highway, and then to Bellingham and Mt. Baker. We will enjoy the view of the waters from Chuckanut drive on our way back to Seattle.

Or does my friend, being interested in history, want to follow the old Lewis and Clark Trail and view Bryant's "Mighty Oregon," which we call the Columbia. Very well, then we will retrace our way to Tacoma, and stop long enough in Olympia to view the new capital buildings.

Then on south, to Longview and Kelso, to Portland, to let her decide for herself the truth of what her fellow passenger on the train said about the difference between Seattle and Portland, and to the east over that magnificent Columbia River Highway. She has seen the fall country of Western New York and Niagara. She has driven over the Mohawk Trail and through the Poconos in Pennsylvania. I shall give her a chance to make comparisons. No, truly, we haven't the only beauty spots in the country. Every state can boast, whether it be the New England states, with their softened loveliness, or New York with its palisaded Hudson, or Wisconsin with her lakes, or the Dakotas with their mystic "bad lands" and exquisite Black Hills. We sometimes make the mistake, we western enthusiasts, of losing sight of these facts. But no point in the east can give us the view we will get from the Vista House—if the gods will!

TO THE NORTH *of Seattle are these towering snow-capped peaks of Mount Baker, competing with the Olympics bordering Puget Sound on the west, the mighty Cascades on the east, and the splendor of Mount Rainier on the south.*

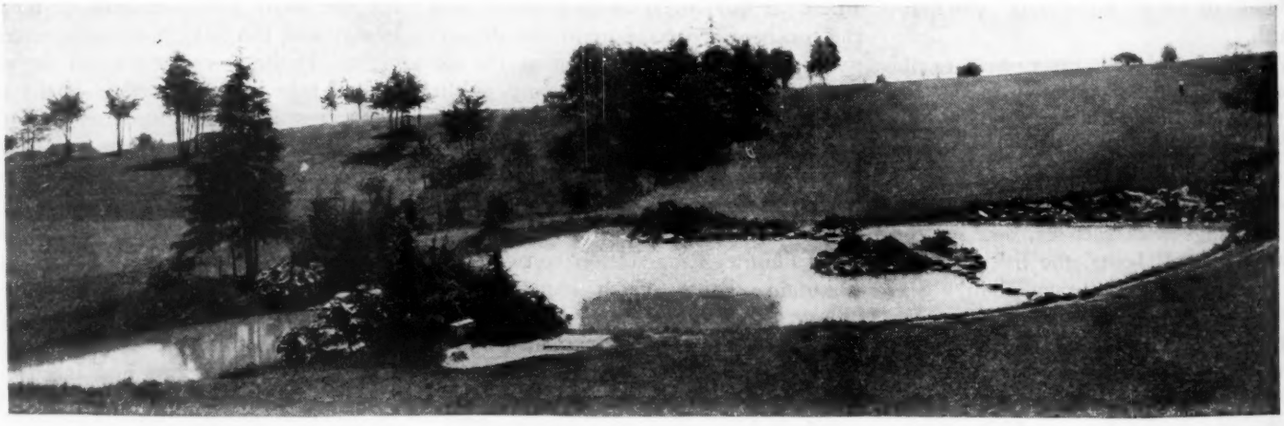
Mt. Hood, Mt. St. Helens, Mt. Adams, Mt. Rainier—oh, turn slowly, eastern friend of mine, for never in any other place will you see such distance, such majestic grandeur.

And we'll follow the highway to Emigrant Pass and marvel at those intrepid explorers who braved the perils of an unknown wilderness that the east might know the west. And we'll talk of the Oregon Trail, of our own Ezra Meeker, who is the link that binds that past with our present, and then we'll wonder what Gray, the discoverer of this great river which stretches before us and which bears the name of his vessel, might have thought if he could have seen into the future: of Vancouver and Davidson and Menzies: of Nuttall and Douglas and Muir and the many other explorers, geographers, and scientists who have made our country out of the wilderness.

Does she long for the lure of Waikiki? The way begins here. Does she crave for the fjords of Alaska? Presto—the boats leave from Seattle! Has she been told of the wonders of California and longs to satisfy herself? You may go, friend of mine, by rail, by stage, by auto, by boat! Is she anxious to see our sister country, Canada? Boats and trains leave daily! The University can help her brush up a little along educational lines if she enrols either for the first or the second term of the summer quarter.

Whatever your tastes, whatever your strength, whatever your purse, however long your time, oh, eastern friend of mine, I am ready to introduce you to this "open sesame"—Seattle.

I can offer you cool breezes and nature's unsullied loveliness for next summer. Just give me the chance—you may make the choice.



SEATTLITES enjoy golf as much in January as in July. The easterner whose courses are sometimes burned and hot in July will enjoy the cool evergreen fairways of the Puget Sound city.

Our State Associations, 1926-27

STATE and territorial associations affiliated with the National Education Association are here listed with important information about each. The associations employing full-time secretaries are indicated by an asterisk.

*Alabama Education Association, Janet C. Simpson, President, professor of English, State Normal School, Florence; R. W. Cowart, Secretary, 415 First National Bank Bldg., Montgomery. Annual meeting:

Alaska Educational Association, Conrad Henry Bowman, President, superintendent of schools, Petersburg; Ella Hill, Secretary, Petersburg. Annual meeting:

Arizona State Educational Association, John D. Loper, President, superintendent of schools, Phoenix; W. T. Machan, Secretary, principal, Creighton School, Phoenix. Annual meeting: December 29-30, 1927.

*Arkansas Education Association, W. C. Davis, President, county superintendent of schools, Lonoke; H. L. Lambert, Executive Secretary, Box 1086, Little Rock. Annual meeting: Little Rock, Nov. 10-12, 1927.

*California Council of Education, Mark Keppel, President, county superintendent of schools, 504 Thorpe Bldg., 132 N. Broadway, Los Angeles; A. H. Chamberlain, State Executive Secretary, 933 Phelan Bldg., San Francisco. Division meetings: North Coast Section, Sept. 26-28, 1927; Northern Section, Oct. 17, 1927; Central Section, Nov. 22-24, 1927; Central Coast Section, Dec. 12-15, 1927; Bay Section, Dec. 19-22, 1927; Southern Section, Dec. 21-23, 1927.

*Colorado Education Association, George E. Brown, President, superintendent of schools, Greeley; W. B. Mooney, Secretary, 530 Commonwealth Bldg., Denver. Division meetings: Western Division, Grand Junction, Nov. 10-12, 1927; Southern Division, Pueblo, Nov. 10-12, 1927; Eastern Division, Denver, Nov. 10-12, 1927.

Connecticut State Teachers Association, Gordon C. Swift, President, Watertown; Samuel P. Willard, Corresponding Secretary, State Capitol, Hartford. Division meetings: Bridgeport, Hartford. New Haven, Norwich, Oct. 28, 1927. Legislative Assembly, December, 1927.

Delaware State Education Association, W. H. Jump, President, Wyoming; Robert E. Shilling, Secretary, superintendent of schools, Milford. Annual meeting: Dover, November 10-11, 1927.

Education Association of the District of Columbia, Harry English, President, Franklin School Bldg.; Grace Gettings Meyer, Secretary, Park View School. Annual meeting: October, 1927.

*Florida Education Association, Charles M. Fisher, President, superintendent of public instruction of Dade County, Miami; T. W. Lawton, Secretary, superintendent public instruction of Seminole County, Sanford. Annual meeting: Tampa, December 28-30, 1927.

Georgia Educational Association, Jere A. Wells, President, Court House, Atlanta; Kyle T. Alfriend, Secretary, 400 Vineville Ave., Macon. Annual meeting:

Hawaii Education Association, G. H. Webling, President, 531 South Hotel St., Honolulu; Secretary, Mrs. Phoebe Heen Amoy, Pohukaina School, Honolulu. Annual meeting:

*Idaho State Teachers Association, Ira Tweedy, President, superintendent of schools, Rupert; John I. Hillman, Executive Secretary, Box 407, Boise. Annual meeting: Boise, Dec. 28-30, 1927.

*Illinois State Teachers Association, Walter P. Morgan, President, Western Illinois State Teachers College, Macomb; Robert C. Moore, Secretary, Carlinville. Annual meeting: Springfield, Dec. 27-29, 1927: Division meeting: Illinois Valley Division, LaSalle, Oct. 12-14, 1927; Eastern Division, Charleston, Oct. 14, 1927.

*Indiana State Teachers Association, C. W. Boucher, President, Valparaiso; Charles O. Williams, Secretary-Treasurer, Room 205, Hotel Lincoln, Indianapolis. Annual meeting: Indianapolis, Oct. 20-22, 1927.

*Iowa State Teachers Association, F. T. Vasey, President, superintendent of schools, Mason City; Charles F. Pye, Secretary, 415 Shops Bldg., Des Moines. Annual meeting: Des Moines, Nov. 3-5, 1927.

*Kansas State Teachers Association, W. E. Gowans, President, Hutchinson; F. L. Pinet, Secretary, 315 West Tenth St., Topeka. Annual meetings: Topeka, Salina, Wichita and Pittsburg, Nov. 3-5, 1927.

*Kentucky Education Association, J. L. Foust, President, superintendent of schools, Owensboro: R. E. Williams, Secretary, 4518 Southern Parkway, Louisville. Annual meeting.

*Louisiana Teachers Association, C. B. Turner, President, Baton Rouge; P. H. Griffith, Secretary, Baton Rouge. Annual meeting: New Orleans. Nov. 17-19, 1927.

Maine Teachers Association, Helen M. Robinson, President, deputy superintendent of schools, Portland; Adelbert W. Gordon, Secretary, State House, Augusta. Annual meeting: Portland, Oct. 27-28, 1927.

Maryland State Teachers Association, John Coulbourn, President, assistant superintendent of education, Baltimore; Walter H. Davis, Secretary, principal, Havre de Grace High School, Havre de Grace. Annual meeting:

Massachusetts Teachers Federation, Annie C. Woodward, President, 144 School St., Somerville; Stanley R. Oldham, Secretary, 15 Ashburton Place, Boston. Annual meeting:

*Michigan Education Association, Frank Cody, President, superintendent of schools, Detroit; Ernest T. Cameron, Secretary, 1010 Prudden Bldg., Lansing. Annual meeting: March, 1928.

*Minnesota Education Association, C. H. Barnes, President, county superintendent of schools, Duluth; C. G. Schulz, Secretary, Room 919 Pioneer Bldg., St. Paul. Annual meeting: Minneapolis, Nov. 10-12, 1927.

*Mississippi Education Association, J. C. Windham, President, Cleveland; W. N. Taylor, Secretary, 425 Edwards Hotel Bldg., Jackson. Annual meeting:

*Missouri State Teachers Association, Genevieve Turk, President, principal, Scarritt School, Kansas City; E. M. Carter, Secretary-Treasurer, Columbia. Annual meeting: St. Louis, Nov. 9-12, 1927.

*Montana Education Association, Payne Templeton, President, principal, Flathead County High School, Kalispell; R. J. Cunningham, Executive Secretary, 9 Kohrs Block, Helena; District meetings: Oct. 27-29, 1927, Bozeman, Great Falls, and Miles City. Winter meetings: Delegate Assembly and Administrators Conference, Dec. 28-30, 1927.

*Nebraska State Teachers Association, Robert I. Elliott, President, president of State Teachers College, Chadron; Everett M. Hosman, Secretary, 511 Richards Block, 11th and O Sts., Lincoln. Annual meeting: Nov. 2-5, 1927. District meetings: Omaha, Lincoln. Scottsbluff, Norfolk, Grand Island, and Holdredge.

Nevada State Teachers Association, H. A. Whiteneck, President, Las Vegas; Eva M. Wilson, Secretary, Las Vegas. Annual meeting: Oct., 1927.

New Hampshire State Teachers Association, John Gault, President, Franklin Street School, Manchester; Florence H. Hewitt, Secretary, 24 Chauncey St., Portsmouth. Annual meeting:

New Jersey State Teachers Association, George R. Gerard, President, High School, Belleville; Charles B. Dyke, Secretary, Room 304, Stacy-Trent Hotel, Trenton. Annual meeting: Atlantic City, Nov. 10-12, 1927.

New Mexico Educational Association, E. A. White, President, Hagerman; John Milne, Secretary, Albuquerque. Annual meeting: Albuquerque, Nov. 3-5, 1927.

*New York State Teachers Association, Horace H. Lamberton, President, superintendent of schools, Malone; Richard A. Searing, Secretary, 617 North Goodman St., Rochester; Harlan H. Horner, Field Secretary, 212 State St., Albany. Annual meeting: Troy, Nov. 21-22, 1927. District meetings: Northern District, Potsdam, Oct. 6-7, 1927; Central District, Syracuse, Oct. 27-28, 1927; Eastern District, Troy, Oct. 27-28, 1927; Southeastern District, New York City, Nov. 17-18, 1927; Central Western District, Rochester, Nov. 3-4, 1927; Western District, Buffalo, Nov. 3-4, 1927; Southern District, Elmira, Nov. 17-18, 1927.

*North Carolina Education Association, T. Wingate Andrews, President, High Point; Jule B. Warren, Secretary, Box 887, Raleigh. Annual meeting: Spring, 1928; Sectional meetings: Oct. 14-Nov. 19, 1927.

*North Dakota Education Association, Minnie J. Nielson, President, Valley City; M. E. McCurdy, Secretary-Treasurer, Washburn. Annual meeting: Bismarck, Oct. 26-28, 1927.

*Ohio State Teachers Association, Charles S. Meek, President, superintendent of schools, Toledo; Frank E. Reynolds, Secretary-Treasurer, 428 Chamber of Commerce, Columbus. Annual meeting: Executive Committee, Cedar Point, June 20-22, 1927, and Columbus, Dec. 28-30, 1927.

*Oklahoma Education Association, S. C. Percefull, President, Alva; C. M. Howell, Secretary, 708 Continental Bldg., Oklahoma City. Annual meeting: Oklahoma City, Feb. 9-11, 1928.

*Oregon State Teachers Association, Susanne Homes Carter, President, Jacksonville; E. F. Carleton, Secretary-Treasurer, 301 Behnke-Walker Bldg., Portland. Annual meeting: Portland, Dec. 28-30, 1927.

*Pennsylvania State Education Association, George D. Robb, President, Altoona; J. Herbert Kelley, Secretary, 400 N. Third St., Harrisburg. Annual meeting: Lancaster, Dec. 28-29, 1927.

Rhode Island Institute of Instruction, Charles Carroll, President, 119 State House, Providence; Clarence W. Bosworth, Secretary, 33 Blackamore Ave., Auburn. Annual meeting: October 27-29, 1927.

*South Carolina Teachers Association, J. D. Fulp, President, Greenwood; J. P. Coates, Secretary, 314 State Office Bldg., Columbia; L. P. Hollis, Greenville, President after July 1, 1927. Annual meeting.

*South Dakota Education Association, Harold W. Foght, President, president of Northern State Teachers College, Aberdeen; N. E. Steele, Secretary, Room 3, Perry Bldg., Sioux Falls. Annual meeting: Aberdeen, Nov. 20-23, 1927.

*Tennessee State Association of Teachers, John S. Ziegler, President, superintendent of schools, Chattanooga; P. L. Harned, Secretary, State House, Nashville. Annual meeting:

*Texas State Teachers Association, R. D. Green, President, superintendent of schools, Abilene; R. T. Ellis, Secretary, 708 Neil P. Anderson Bldg., Fort Worth. Annual meeting: Houston, Nov. 24-26, 1927.

*Utah Education Association, B. A. Fowler, President, superintendent of Weber county school, Ogden; D. W. Parratt, Secretary, 316 Vermont Bldg., Salt Lake City. Annual meeting, Oct. 20-22, 1927.

Vermont State Teachers Association, Robert N. Millett, President, principal, Springfield High School, Springfield; Bertha P. Lambert, Secretary, 310 Gage St., Bennington. Annual meeting: Burlington, Oct. 13-15, 1927.

*Virginia Education Association, J. J. Kelly, Jr., President, Wise; C. J. Heatwole, Secretary, 420-421 State Office Bldg., Richmond. Annual meeting: Richmond, Nov. 22-25, 1927.

*Washington Education Association, V. K. Froula, President, principal, Roosevelt High School, Seattle; Arthur L. Marsh, Secretary, 707 Lowman Bldg., Seattle. Annual Division Meetings: Longview and Wenatchee, Oct. 26-28, 1927.

*West Virginia State Education Association, W. H. S. White, President, Shepherdstown; W. W. Trent, Secretary, Rooms 403-5 Capital City Bank Bldg., Charleston. Annual meeting: Charleston, Nov. 3-5, 1927.

*Wisconsin Teachers Association, Elisabeth McCormick, President, Superior Hotel, Superior; E. G. Doudna, Secretary, 717 Beaver Bldg., Madison. Annual meeting: Milwaukee, Nov. 3-5, 1927.

Wyoming State Teachers Association, A. S. Jessup, President, superintendent of schools, Cheyenne; B. H. McIntosh, Secretary, principal of High School, Cheyenne. Annual meeting, Cheyenne, Oct. 12-15, 1927.

Deans of Women at Dallas

ONE OF THE most striking papers read at the convention of the National Association of Deans of Women, in Dallas, Texas, February 23-26, was that by Elsie M. Smithies, dean of girls in the University High School, Chicago. Through her efforts a study was made to ascertain what differences students find between high school and college and what helpful suggestions to deans in both institutions can be made to enable students to make the transition with fewer fatalities. Miss Smithies said, "According to these young people, the greatest gap between high school and college is due to five factors: first, the work in college; second, the personal responsibility; third, the social life; fourth, the attitude on the part of the faculty; fifth, the attitude of students."

Perhaps the most valuable suggestions to deans from these students were the following: Help freshmen to budget their time. Organize freshmen discussion groups to talk over campus problems. Someone, a dean or a faculty member, should help that girl . . . to see excitement in an idea as well as in an action. Dean Smithies concluded: "There is an urgent demand for real guidance—that type of guidance which is thorough and scientific; there is a craving for sympathetic and intelligent understanding."

The "rediscovery of the individual" as an educational movement was emphasized also by Mabelle B. Blake, personnel director of Smith College. Said Dr. Blake:

> In many colleges the administrators are beginning to make it possible to understand each student, his resources, his training, his mental capacity, his environment, his difficulties, his physical equipment, and his aptitudes. They are attempting to meet each individual need in order to enable the student to acquire the fundamental preparation for his part of cooperative living in community life. In some instances it is necessary to preclude social breakdowns in order to enhance academic progress.

Closely allied with the subject of individual adjustment to college life was the subject of student health, ably discussed by LeRoy A. Wilkes, who said:

> A study of health activities in various colleges and universities shows considerable diversity in the programs now in operation; but it is possible to classify the different activities under three main headings: (1) Activities to *restore* health; (2) Activities to *preserve* health; (3) Activities to *promote* health.
>
> The methods which are most generally used in colleges and universities to accomplish these aims in an orderly and progressive fashion I shall leave to those better fitted to discuss this subject. It is my aim to suggest some of the needs as they appear to a physician who is closely identified with the study of the physical needs of students in schools and colleges. Physical activities should relieve the mental tension and strain of the academic work, improve the muscular and nervous control, stimulate the circulation, promote coordination, deepen respiration and provide healthy diversion, and this can all be presented in the form of play and not appear to the student as disagreeable work.

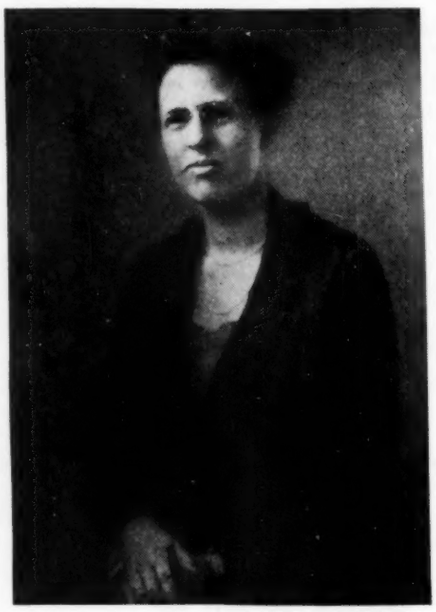


Photo by Bachrach

DOROTHY STIMSON, *president of the Department of Deans of Women, 1927-28, and Dean of Women at Goucher College, Baltimore, Maryland.*

The manifold responsibilities that naturally come to the offices of deans necessitate nice organization within the office. Much attention was paid to this subject at the convention. Grace Hull, dean of girls in Wichita, Kans., presented a plan of organization for the office of dean of girls which could well be adjusted to the office of dean of women. Mrs. Hull quoted Professor Elbert K. Fretwell as saying:

> It is the business of the educator to arrange the whole school situation so that there is a very favorable opportunity for every member of the school, singly and in groups, to practise the qualities of the good citizen here and now, with results satisfying to himself.
>
> Vision of the task necessitates a program of work whereby deans of girls may live up to their ideals. Fine folks are rare and costly, but a group of "key people" has a distinctive place in every school and a wise dean will recognize such a staff in her faculty. Personnel work requires that special cases be referred to experts, the visiting teacher, the school nurse, the medical inspector, the psychiatrist, and the psychologist. Such problems involve delicate adjustments of social right and duties, tremendous interests of health and education, and demand, therefore, that the most patient and intelligent study be given them. These specialists may be counted assistants to the welfare of girls. A staff of experts organized and headed up by the dean of girls may execute a piece of personnel work which would be impossible of accomplishment by one person.

The whole emphasis of the convention indicated that deans in high school and college are taking their work very seriously. They are realizing that the office demands high powers and life-long preparation and are making honest and intelligent effort to meet the demands made upon them.

Honorary membership was conferred by unanimous vote upon Mrs. Lois Mathews Rosenberry, former dean of women at the University of Wisconsin, and upon Mrs. Gertrude Shorb Martin, former dean of women at Cornell University. Dorothy Stimson, dean, Goucher College, was reelected *president;* Florence Purington, dean, Mt. Holyoke College, was elected *second vice-president,* and Estella G. Hefley, dean of women, Texas State College for Women, was elected *treasurer.* The *first vice-president,* Margaret S. Morriss, dean, Women's College, Brown University, and the *secretary,* Elizabeth M. Hause, dean of girls, West Chester High School, Pennsylvania, remain in office for another year to complete their terms.

The chairmen of the sections for the year 1927-1928 are: University, Virginia Judy Esterly, dean of women, University of Oregon; College, Anna E. Many, dean, Sophie Newcomb College, New Orleans; Teachers College and Normal School, A. Evelyn Newman, dean of women, Colorado State Teachers College, Greeley; High School, Edith J. Stauffer, dean of girls, High School, Bronxville, New York.

Experiences in Citizenship Training

JESSIE DUFF

Cleveland, Ohio

WOULDN'T everyone agree that the steady, law-abiding, public-spirited citizens, be they rich or poor, are the most valuable people in a community?

Shouldn't our education train our boys and girls in citizenship, not for some future time, but for today, every day? Shouldn't the development of character be the essential? Train in citizenship, develop character, then the subjectmatter will become a means, not an end. It is only the character training that abides.

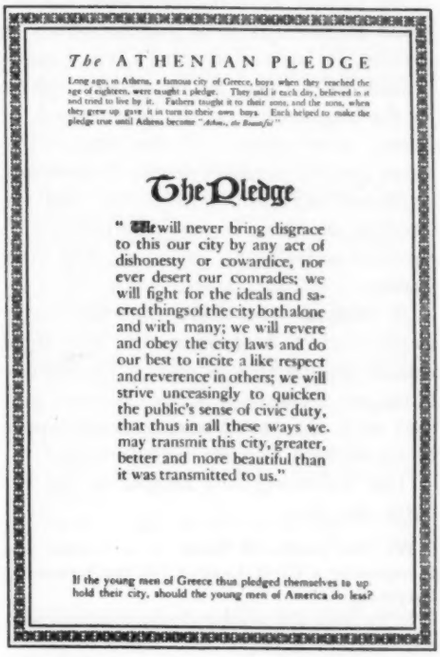
The first experience of a teacher in one building was with a fourth-grade class. When the principal assigned the class, he said, "It is the worst group of pupils in the building, especially the boys. Some of them have been the bane of every teacher they've ever had." Indeed, they seemed like a young mob ready for invasion.

To win their confidence and friendship became the teacher's objective, for after all there is no such thing as a bad boy if you respect him and get him to work because he likes it. When taking charge of the class the teacher simply stated: "I *like* boys and girls. I want to be your *friend*. I hope we can learn a great deal and have some fun."

Nature work seemed to be a good beginning, so the room was kept attractive with autumn leaves, flowers, and berries. From this beginning their project, preparations for winter, developed. A huge chart was placed on the wall where all specimens were exhibited. This involved research in field and library. When a pupil brought in a specimen or a picture he told about it before placing it on the chart. Thus the study of English, art, peoples, bugs and other insects, animals, birds, and plants was correlated. An appeal to beauty and the intricate workings of nature rarely fails. It is easier to do right when surrounded with the beautiful.

In the beginning some were a bit scornful, and "the gang," composed largely of boys with high mentality, tried to be troublesome. They were, in common parlance, "smarties."

So a democratic honor roll was started. At a given time each week the names of eligible pupils were proposed and the class voted on them, three votes against meaning defeat. Honor roll pupils were privileged to come into the room whenever the teacher was there and to help. In connection with this honor roll, a lesson on honesty, or one of the virtues, was given daily in poems, story, or dramatization. *Selfcontrol* was the watchword. One day during one of these moral-civic lessons a youth was overheard to say, "She likes us."



The ATHENIAN PLEDGE

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

The Pledge

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

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

THIS *is a product of the print shop of the Baron de Hirsch School, 222 East 64th Street, New York City. This school is a monument to a philanthropist of the old world who believed in the dignity and beauty of honest labor and the work of men's hands.*

The honor roll proved a great success due to its democracy. It was not a case of "teacher's pets." It was class majority and fair, for children are inexorable. Every pupil who hadn't the right attitude was given a confidential talk and the theme of those talks was similar to this:

God gave you your brains. They are a gift. It is no credit to you if you have the brains and the power to learn. The credit to you comes in the way you use them, and you are not using them in the right way. You are not *bad*. You just don't understand, and as your *friend* I want to help you to understand, so you will use your power to do right, and to become a good citizen. Every time you salute the flag and give the pledge, you solemnly promise to obey the laws of the home, the school, the city, the state, and the nation, and to try to be a good citizen. Think it over and see if you don't want your name on the honor roll.

In these conferences the teacher was firm, but patient and sincere. She tried to make the pupils feel her interest and her friendship. At the end of the first semester it was customary to change teachers, but the class on its own initiative secretly asked the principal for the same teacher, and as he was delighted with their development and in keen sympathy with the work, the request was granted.

An incorrigible truant was transferred to the class. When shown the honor roll and informed how it worked he volunteered, "I heard about that on the playground." Later when his name was placed on the roll he remarked, "I used to play hooky all the time, but I like this room."

It was interesting to note the difference in the carriage of the head of these honor roll pupils. Their new respect for themselves was obvious. Another noteworthy aspect was their acquired love of poetry. The librarian said that never before had she heard boys name books of poetry as their favorite books.

The next year a fourth-grade class organized a Primary Safety Council as a vehicle for citizenship work. Knowledge of and obedience to the following pledge admitted a pupil to the council and entitled him to a safety badge:

The policeman is our friend. Respect him! Obey him! Never bother him! As a member of the Primary Safety Council of ——— School, I will obey the policemen and the traffic laws. I will think of Safety First.

The meetings, held weekly, were conducted by the children and the interest and enthusiasm was intense, every child doing his part. A policeman attended each meeting and talked to the group about proper conduct on the streets, and various phases of safety, never failing to report improved conditions in the district as a result of this organization.

There were some interestingly stub-

born cases: One bright fine looking chap, "spoiled" at home, was given a confidential talk every day for seven successive days without avail. On the eighth day, he walked into the schoolroom, like the young prince he was, stopped at the teacher's desk and informed her in a low voice, "I've made up my mind to be a good boy." He was a picture worthy of a master's brush as he marched with head erect to his desk and began his work midst the subdued jeers and satirical glances of some of his pals. He kept steadfastly to his purpose in spite of the jeers and at the end of the week he was unanimously voted on the honor roll. The next day he said with proud demeanor, "My father shook hands with me when I told him I was on the honor roll."

On the last day of school he stayed after all had gone, and finally after much hesitation, he timidly said, "I'm happier than I ever was before. My mother and father say I have the best reports I ever had in my life." Then this inquiry was ventured, "Why didn't you work like that before?" to which he replied: "*You* are my *friend*."

At the end of the first week of school the next year that boy said, "The first few days of school I didn't use my brains in the right way with my new teacher, and then I remembered our talks and I made up my mind to control myself." A month later a report was obtained from his teacher, who said that he was doing well, and his reports have continued good. Later when asked to think of a way to help a truant boy who had no family backing, he said, "I think the best way to help him is to be his *friend*." Then he and one of his pals volunteered to call for the truant every day on the way to school and thus become his friend.

The following year this teacher's work was in the sixth grade. Psychologists designate this period as the plastic, impressionable age. At this time children are sensitive to the opinions of their classmates, the main problem being to control self for the sake of the group. A Civic League was organized with the sixth-grade pupils as active members, and delegates from other grades attended meetings and reported to their classes. For many of the ideas used in the formation of this organization, credit is due *Training in Citizenship in the Horace Mann School* and *Lessons in Civics for the Six Elementary Grades of City Schools* by Hannah M. Harris.

A general meeting of sixth-grade classes was held, a temporary chairman chosen, and *Training in Citizenship* was presented, followed by a general discussion on the value of forming a Civic League. What is education? What are the qualifications of a good citizen? Why go to school? These were some of the questions under discussion and the group was led to think that education is to teach boys and girls how to serve the world to the best advantage and at the same time to have all the good, clean, wholesome fun possible, and thus become valued citizens; if school doesn't teach them selfcontrol and happiness in service, it has failed; the Civic League would help them to be good citizens, in the classrooms, on the playground, at home, everywhere, all the time. The three specific purposes were: *Inspiration, Information,* and *Participation,* and the greatest of these is participation, for it involves selfreliance, initiative, and originality.

A motion was made that the sixth-grade teachers be requested to give their classes opportunity to discuss the advisability of forming a Civic League and that each class send in a written report of its decision for the next meeting.

The following is a sample of the reports sent in:

> We, the pupils of Room ——, would like to organize a Civic League for the following purposes:
>
> 1. To help the principal, the teachers, and the boys and girls to make ——— School a better school by assuming some of the responsibility for promoting its activities.
>
> 2. To help each of us to be a better citizen, by leading us to form ideals of right and wrong, and by training us in selfcontrol.
>
> 3. To use this training in every classroom and in every subject we study, because education means good citizenship, and good citizenship means good behavior.
>
> 4. To find out and support worthy causes outside of our school.

Ten well-prepared, scientific charts, portraying various activities and phases of good citizenship, were purchased from the National Child Welfare Association and proved invaluable.

In due time the Civic League was in full swing. The officers were elected and trained in parliamentary law to conduct the meetings. Active standing committees on scholarship, safety, hygiene and physical education, nature work, and civics were appointed with a member from each sixth-grade room on each. The classes competed to see which would have the best showing in the reports. The scholarship committee compiled the worthwhile news events in each room and made its report in the form of a newspaper. The slogan, "Be of use," was adopted, and in the "Watch this Spot" bulletin was always found some useful reminders; for instance, "Character is what you are when no one is looking." Cards were printed, listing thirty-one habits classified under three headings: personal, social, and work or study habits. Twice a month these cards were discussed by each class and the pupils graded themselves. Sometimes the class was asked to pass judgment on the way a pupil rated himself, thus giving opportunity for the opinion of the group, for which they had great respect. On the official monthly report card the teacher graded the pupil on *Citizenship*. He could then compare his own rating of himself with his teacher's.

The work and purpose of the organization were explained to the parent-teacher association of the school and their cooperation sought and secured. Many cases of discipline, some from the lower grades, came up before the league and were disposed of satisfactorily. The knowledge that the group would recommend what was to be done with a wrongdoer proved very effective.

During rehearsal for an entertainment the president of the Civic League, an upright, manly boy, became a bit lax, and was not the example he should have been. He was admonished thus, "I thought I could trust you anywhere." He was completely crushed. He waited in the room looking penitent until all had gone and then in a shaky voice said, "I'll ask the group if they want me for president any more." The next morning he looked sad and crestfallen as he brought in the following note and pitifully requested: "Please read this. I can't say it."

> Dear Miss ——: I feel ashamed about yesterday. I couldn't sleep at all and I hope the class will forgive me. I am suffering more than you think I am.

He was truly suffering. He was sent out on an errand and while he was gone the note was read to the class. They voted to excuse him. When he returned and was informed of their decision he thanked them and never "fell from grace" again. That was citizenship training in a real social situation.

A great deal of credit must be given to subtle influence. There isn't an hour in the day that something doesn't arise bearing on the training in citizenship. It seems to be, outstandingly, the most important work in education and the only training that has lasting value. A subject that doesn't modify behavior has no place in the curriculum.

Research in the Social Studies

EDUCATION HELPS PEOPLE TO LIVE TOGETHER JUSTLY AND CHARITABLY. The public school seeks to develop in pupils an appreciation of the full significance of living together. The major objective of public education is good citizenship—an attitude of mind which makes for right living in an organized society. Teachers have learned that attitudes of mind are not of spontaneous origin; they result from vivid experiences. And since there can be no growth apart from selfactivity, the modern curriculum is made a series of pupil activities—activities which afford not merely training *for* citizenship, but training *in* citizenship. Those pupil activities which emphasize social-civic attitudes most directly are found in the social studies.

What are the social studies? Social science is the science of getting on with people. The social studies, according to the Saint Louis course of study, are that body of subjectmatter which includes the present acts of men, their background, and their outlook. Geography, as such, has to do with man's relation to the natural environment in which he lives. History, as such, deals with man's relations as they have been controlled by the growth of community consciousness. Civics as a formulated subject is the study of community cooperation and the practise of group activity.

These subjects may be highly integrated so that they form a series of social problems; or, on the other hand, each subject may retain its independent identity and present a single phase of life. In the past, the latter was the case, largely because each subject was taught from separate textbooks, the contents of which were memorized. Little attention was paid to the interdependence of peoples, the inter-relationship in commerce and communication, and the ways in which such geographical factors as climate, soil, and topography modify the drama of history.

Ten Contrasts Between the Old and the New Method of Teaching Social Studies

Carefully selected content *vs.* encyclopedic materials.
Vivid oral presentation *vs.* book teaching.
Study *vs.* memorizing.
Discussions and work periods *vs.* recitations.
Pupil initiative *vs.* explicit teacher directions.
Pupil incentive or compelling interest *vs.* merely meeting school requirements.
Learning where and how to find facts *vs.* trying to learn all facts.
Correlation of subjectmatter *vs.* watertight compartments.
Vivid, dramatic idea of time, space, and events *vs.* dull, disconnected facts.
Basis for interpretation of present life *vs.* lack of discovery of relation of cause and effect.

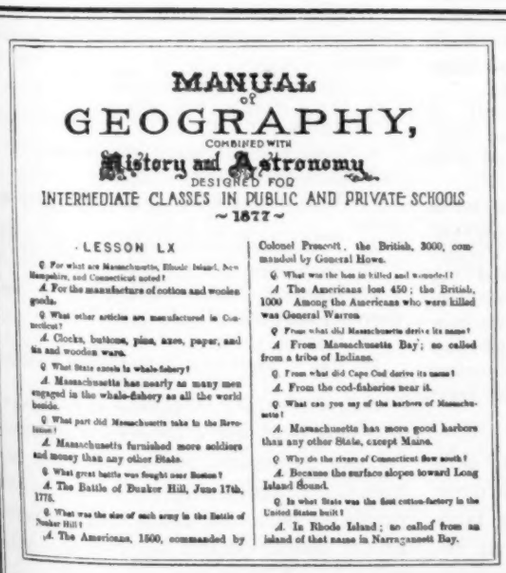
How can the curriculum be made a reflection of the ideals and needs of society? No one can know everything, and even if all known facts could be taught, the school would still have the responsibility of developing right habits, attitudes, and ideals. There are those who know, but do not do.

Extensive research has indicated certain trends as to what facts, topics, and problems are of greatest social value. Experimentation has also shown that certain methods of teaching develop a strong social consciousness and a spirit of service in pupils.

To select the minimum facts which every intelligent citizen needs to know, research workers have used these methods:

Asking laymen what facts should be taught.
Analyzing political platforms.
Using the judgment of "frontier thinkers."
Listing social problems discussed in periodicals.
Compiling evidence as to what historical and geographical facts are needed in the intelligent reading of current books and magazines.

What topics do representative citizens want emphasized in the teaching of citizenship? Out of 247 suggestions made by approximately 600 people, representing the leading professions and vocations as to the topics which should receive greatest emphasis in civic teaching, Cocking found that the ten most frequently mentioned were these:



MANUAL
OF
GEOGRAPHY,
COMBINED WITH
History and Astronomy
DESIGNED FOR
INTERMEDIATE CLASSES IN PUBLIC AND PRIVATE SCHOOLS
~ 1877 ~

LESSON LX

Q. For what are Massachusetts, Rhode Island, New Hampshire, and Connecticut noted?
A. For the manufacture of cotton and woolen goods.
Q. What other articles are manufactured in Connecticut?
A. Clocks, buttons, pins, axes, paper, and tin and wooden ware.
Q. What State excels in whale-fishery?
A. Massachusetts has nearly as many men engaged in the whale-fishery as all the world beside.
Q. What part did Massachusetts take in the Revolution?
A. Massachusetts furnished more soldiers and money than any other State.
Q. What great battle was fought near Boston?
A. The Battle of Bunker Hill, June 17th, 1775.
Q. What was the size of each army in the Battle of Bunker Hill?
A. The Americans, 1500, commanded by Colonel Prescott, the British, 3000, commanded by General Howe.
Q. What was the loss in killed and wounded?
A. The Americans lost 450; the British, 1000. Among the Americans who were killed was General Warren.
Q. From what did Massachusetts derive its name?
A. From Massachusetts Bay; so called from a tribe of Indians.
Q. From what did Cape Cod derive its name?
A. From the cod-fisheries near it.
Q. What can you say of the harbors of Massachusetts?
A. Massachusetts has more good harbors than any other State, except Maine.
Q. Why do the rivers of Connecticut flow south?
A. Because the surface slopes toward Long Island Sound.
Q. In what State was the first cotton-factory in the United States built?
A. In Rhode Island; so called from an island of that name in Narragansett Bay.

Right Ideals and Attitudes of Mind to Be Developed Through the Social Studies Course of the Junior High School—1927

1. Appreciation of the necessity for government; the meaning of liberty, of citizenship, and of cooperation.
2. Thinking patriotism of our country and its institutions.
3. Thorough-going tolerance and respect for the other races and people—their institutions, ideals, and beliefs.
4. Belief in the rule of the majority and respect for the rights of the minority.
5. Recognition of civic responsibilites and a willingness to respond to them with appropriate action.
6. Respect for the rights of others.
7. Sincere appreciation for truth and power of discrimination.
8. Appreciation of the dignity of labor and its part in the development of character.
9. Attitude of open-mindedness toward all problems.
10. Realization and practical use of the fact that we must abide by the law or use the proper channels to change it.—*Social Studies, Junior High Schools, Grades 7, 8, 9, Oakland Public Schools.*

Individual duties, responsibilities, and privileges as a citizen.
Duty to vote.
Respect and obedience for law.
Responsibility of the individual to the community.
Cooperation in community affairs.
Public health.
Honesty.
Government, its purpose, importance, growth, benefits, and principles.
Payment of taxes willingly.
Respect for the rights of others.

What traits are most essential to efficient citizenship? To answer this question Bobbitt analyzed eighteen books of essays for the purpose of discovering socially approved activities and characteristics of human behavior. These were the six qualities of human conduct which were mentioned with approval most frequently in the eighteen books:

Obedience to standards of virtue.
Acceptance of the world's highest valuations.
Friendly attitudes, feelings, and reactions.
Courtesy, graciousness, magnanimity.
Vision, intelligence, alertness, wisdom.
Original, not secondhand, vision.

In another attempt to discover the characteristics of a good citizen, 8541 statements relative to this subject were accumulated; 1234 specific duties were listed, which shows that efficient citizenship is a matter of great complexity and innumerable details.

Upon what questions have people most frequently been called to vote? Basset thought that the answer to this question would give him a clue as to what civic instruction would make intelligent voters. His analysis of the political platforms of all parties since the first national convention in 1832, as well as many state platforms, shows that these were the twenty-four problems most frequently mentioned in party platforms: Finance, office, foreign relations, moral reform, immigration, natural resources, labor, monetary system, defense, works, legislation, commerce, territories, personal rights, suffrage, constitution, pensions, parties, states rights, education, postal system, justice, industry, health

What social problems are discussed in current magazines? The high school, if not the elementary school, should prepare boys and girls to read current magazines intelligently. This means that pupils must have some background relative to the topics most frequently discussed. An analysis of 205 issues of twenty-one standard magazines and the Readers' Guide in 1920 and 1921 showed that the "world state" was the topic mentioned most often. Other social science topics frequently mentioned were these: Congress, immigration, Bolshevism, costs, Asiatic exclusion, expansion and imperialism, employers' organizations, unemployment.

These studies show that courses in the social sciences have to cover a wide range of economic, sociological, and political topics to be of value in giving students the necessary background to read understandingly current periodicals.

The Teacher's Part

A SUCCESSFUL TEACHER must have more than mere accurate information and professional knowledge. He needs to have a living sympathy with the tale which he tells. He must know how to bring out the dramatic aspects of his story. He must know how to awaken the interests and attention of his pupils, who will always be alert and eager if they feel that they are learning of the actual struggles and conflicts of men. He must have had his own imagination fired and his enthusiasm kindled—he must know how to illumine and brighten the page by readings from literature and by illustrations from art.

Do history texts put emphasis where it belongs? Several research studies have been made in which widely used history textbooks were analyzed for references to persons, dates, and topics. Comparisons were also made to see to what extent socially valuable materials were included, and whether textbook materials were organized in accordance with the laws of learning. These were the findings:

1. The material presented in elementary American history textbooks is predominantly political and military history. The economic phase of history has been often overlooked.
2. In the accounts of more recent wars, less space is devoted to battles and campaigns and more to causes and results.
3. The persons named most frequently in elementary history textbooks are those associated with political developments and with military and naval affairs.
4. Most of the books mention a much larger number of names than the average pupil will be likely to remember. Certain names, however, are made to stand out through repetition. A careful frequency count in one study revealed the fact that eight current histories mention 1409 different persons, but that only 109 of these historical characters are common to all eight textbooks.

Which is more important, facts or a right attitude of mind? Which is more important, to teach pupils all the facts of the Revolutionary War without regard to the spirit that animated our forefathers, or to have them know less of the facts, but to be enthused by the spirit of sacrifice and patriotism? Can the child be acquainted with concepts of time, place, and change by learning lists of dates, memorizing a succession of kings, and learning the names of great cities and locating them on the map?

History is more than a series of events; it is a series of causes and effects. It is a drama and the world is the stage. The teacher's concern is "the setting of the stage"—to show how the stage was set at different epochs in the world's history, and how the stage has been set for the act of the drama now being played. How shall the child see in imagination the houses, the people, the industries, the modes of communication and transportation of past ages? How can he visualize the beginnings, the spread, and the later growth of civilization? How can he gain a concept of the part each country and its people have contributed? It cannot be done by questions and answers memorized by the pupil.

Osburn's recent analysis of 2250 sets of elementary and secondary examination papers in history, involving more than 56,000 questions, shows that the dominant emphasis is upon the training of the memory and upon organization of the essay type. A technic of history teaching is needed that will require the pupil to think for himself rather than memorize the thought of the author or teacher.

Social studies made graphic, dramatic, real—The newer methods of teaching the social studies include such pupil activities as these:

1. Dramatizations, pageantry, impersonations.
2. Excursions and imaginary journeys.
3. Construction, handwork.
4. Special reports by pupils on assigned topics.
5. Sandtable representations.
6. Maps, graphs, and posters.
7. Debates.
8. Making relief maps and models.
9. Club organizations.
10. Collecting pictures and illustrative material.
11. Making notebooks and scrapbooks.
12. Arranging holiday programs.
13. Keeping bulletin board up to date, current event activities.
14. Games, group drills.
15. Use of stereopticon and motion picture.

Supplementary reading—The history textbook is at best a condensed statement relative to persons, dates, countries, and topics. Supplementary books enable pupils to get at the heads and the hearts of the people behind the events.—Margaret M. Alltucker.

President Blair's Seattle Program

THE TEACHERS OF AMERICA, THE REPUBLIC'S FIRST AND LAST LINE OF DEFENSE, has been announced by President Francis G. Blair of the National Education Association as the general theme of the Association's 65th annual convention to be held in Seattle, July 3-8. Those who attended the Philadelphia convention last summer and revelled in its historic atmosphere will find much in Seattle to remind them of the dauntless spirits who pushed across the mountains and plains to the western shore line.

In recent years a spirit of unity has gained momentum among the teachers of America. The Seattle convention, having as its keynote their professional selfimprovement, will magnify their economic, social, and professional welfare as the chief concern of state and nation. Two general sessions on Tuesday morning will be entirely devoted to teacher welfare and teacher relationships.

The week of meetings will begin with an open-air vesper service, Sunday afternoon, July 3, in Volunteer Park. The Representative Assembly will convene in its four regular sessions on the forenoons of Tuesday, Wednesday, Thursday, and Friday, July 4-8. The afternoons of Tuesday, Wednesday, and Thursday will be given over to meetings of departments, allied associations, and other features. General sessions will be held Tuesday, Wednesday, and Thursday evenings in the stadium of the University of Washington.

In preparing this program, President Blair has taken as his theme one of the central purposes of the National Education Association—to elevate the character and advance the interests of the profession of teaching. Through the wealth of significant talent enlisted, America's army of 900,000 teachers will receive fresh inspiration and help for their rôle as friends, leaders, and instructors of America's 25,000,000 public school children. As tentatively arranged, the programs follow:

Sunday, July 3. A vesper service will be held at four oclock in Volunteer Park, with an address by Dr. Mark A. Matthews of the First Presbyterian Church, Seattle, Wash. The Amphion Society will furnish the musis.

At the Sunday evening meeting there will be an address by Bishop Edwin Hughes on "The Master Teacher" and music by St. Olaf's Choir, one of the country's famous musical organizations.

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FRANCIS G. BLAIR, *president of the National Education Association 1926-27 and State Superintendent of Public Instruction in Illinois.*

Monday, July 4. The day's program includes a general morning session in the University Stadium, where greetings by Mrs. Bertha K. Landes, the mayor of Seattle, and State Superintendent Josephine Corliss Preston of Washington, and a response by Superintendent R. L. Jones of Memphis, Tenn., will be followed by an address, A Declaration of Independence for the American School System, by Henry Suzzallo, Seattle, Wash., and by the President's address, The American Melting Pot.

The remainder of the day will be given over to excursions to nearby points of interest. A complete schedule of these Fourth of July excursions, with all necessary information, will be furnished to all who register at the Convention.

Tuesday, July 5. The day's program includes the first business session of the Representative Assembly and two general sessions during the forenoon, a score or more of meetings of departments and allied organizations in the afternoon, and a general session in the evening.

At the Representative Assembly there will be reports of the Committees on Credentials and Elections, and a discussion of the policy of the Association toward its departments and the World Federation of Education Associations. Superintendent Jesse H. Newlon, Denver, Colo., will discuss the Association's special committees on investigation and research; Arthur H. Chamberlain will speak on State Associations. President Augustus O. Thomas of the World Federation of Education Associations will speak.

At the General Session A, meeting in the forenoon, the teacher's economic, social, and professional welfare as related to tenure, pension and retirement funds, clubs and associations, vacations and sabbatical year, and the teacher and the course of study will be discussed.

The speakers who will present these subjects include Superintendent Fred M. Hunter of Oakland, Calif.; Principal E. Ruth Pyrtle of McKinley School, Lincoln, Nebr.; Principal Jessie M. Fink of the Buchanan School, Grand Rapids, Mich., and Superintendent William F. Webster of Minneapolis, Minn.

The topics to be discussed at General Session B include the teacher and his relation to the school board, the social affairs of the community, the legislature, political parties, and the parent.

The speakers include Secretary J. Herbert Kelley of the Pennsylvania State Education Association, Harrisburg, Pa.; Mrs. Victor H. Malstrom, president of Washington State Parent Teacher Association, Tacoma, Wash.

The program of the Tuesday evening general session, held in the University Stadium, will include Greetings from the Canadian Teachers; The Teacher: Being, Knowing, Doing; The Teacher of Tomorrow; The Superintendent and the Teacher; The Teacher's Work and Play.

Among the speakers are Livingston C. Lord, president, Eastern Illinois Teachers College, Charleston, Ill., and Principal Mary McSkimmon, first vice-president of the National Education Association.

Wednesday, July 6. The day's program includes the second business session of the Representative Assembly and a general session in the forenoon, meetings of departments and allied organi-

zations in the afternoon, and a pageant, The Forest Trails, under the direction of the Department of Music, Seattle Public Schools, in the evening.

At the Representative Assembly there will be reports by Secretary Crabtree, Washington, D. C.; Cornelia S. Adair, Richmond, Va.; Principal Olive M. Jones of Public School 120, New York City, and Superintendent P. P. Claxton, Tulsa, Okla., covering recommendations of the secretary, expenses of delegates and directors, plans and policies for homes for retired teachers, and a new basis for delegate representation.

The General Session on Wednesday morning will feature contributions to American life by teachers of special subjects. Among the speakers are President Henry W. Shryock, Southern Illinois State Normal University, Carbondale, Ill.; O. L. Manchester, Illinois State Normal University, Normal, Ill.; Erna Grassmuck, Director of Geography, State Department of Education, Harrisburg, Pa.; Cora Mel Patton, principal of Albany School, Albany, Calif., and other well-known leaders.

Thursday, July 7. The day's program includes the third business session of the Representative Assembly and a general session in the forenoon, meetings of departments and allied organizations in the afternoon, and a general session in the evening.

At the Representative Assembly there will be accounts of the work which the Association is doing through the headquarters' office.

The general session will feature the services rendered state and nation by the teachers of abnormal children and the economic and professional status of American teachers in university, teachers college, high school, elementary school, and rural school. Among the speakers are President David Felmley, Illinois State Normal University, Normal, Ill.; Jane Neil, Spalding School, Chicago; President Annie C. Woodward, Massachusetts Federation of Teachers, Somerville, Mass.; Florence M. Hale, state agent for rural education, Augusta, Maine; President Lotus D. Coffman of the University of Minnesota, Minneapolis; and Clara Jahnke, grade teacher, Spokane, Wash.

The program of the Thursday evening general session will feature great teachers and leaders of yesterday. Editor A. E. Winship of the *Journal of Education*, Boston, Mass., will speak on Charles W. Eliot; Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, Calif., on Ella Flagg Young; Superintendent P. P. Claxton, Tulsa, Okla., on Governor George E. Aycock; and J. J. Tigert, U. S. Commissioner of Education, on William T. Harris. Music by the Hawaiian delegation will appear on this program.

Friday, July 8. The day's program includes the fourth and final business session of the Representative Assembly. There will be reports by the secretary, treasurer, chairmen of the board of trustees, board of directors, the Executive Committee, the Necrology Committee, and Resolutions Committee. Election of officers will be announced.

Tentative Programs of Departments and Allied Organizations

NATIONAL COUNCIL OF EDUCATION will hold three sessions, Tuesday, Wednesday, and Thursday afternoons, July 5, 6, and 7. On Tuesday a business session will be followed by Our American Program in Education, by George D. Strayer, professor of educational administration, Teachers College, Columbia University. On Wednesday, Mrs. Susan M. Dorsey, superintendent of Los Angeles schools, will talk on Progress in the Elementary Schools, and Homer H. Seerley, president of the Iowa State Teachers College, Cedar Falls, Iowa, will give a Review of Educational Progress in Elementary Teacher Training Work during the Past Year. At Thursday's session the program includes Henry Suzzallo, Seattle, Wash., who will talk on Breadth and Specialization in Educational Theory; an address by Harry Charlesworth, secretary of British Columbia Teachers Federation, and vice president of the World Federation of Education Associations, Victoria, B. C.; and a Review of Educational Progress in the High Schools during the Past Year by J. T. Giles, state high school supervisor, Madison, Wis.

Department of Adult Education will meet on Tuesday, Wednesday, and Thursday afternoons, July 5, 6, and 7. The theme of the first session will be Adult Education under Public Auspices—What Has been Done—What Can be Done; Our Progress. The program will be: The Department of Adult Education—Its History, Its Status, and Its Future, Robert C. Deming, president of the Department; The Field of Adult Education—Its Coordination and its Objectives, by Ethel Richardson, assistant state superintendent of public instruction in charge of adult education, Los Angeles, Calif.; Some Outstanding Contributions to Adult Education as Seen in Different Parts of the United States, L. R. Alderman, specialist in adult education, U. S. Bureau of Education, Washington, D. C.; The Necessity for a State Program for Adult Education, J. N. Kniseley, principal of Green Lake School, Seattle; What California Offers in Adult Education.

Our Problems will be the theme of Wednesday's session. Immigration and Emigration—Pan-Pacific Problems will be one topic, followed by State and City Systems and Problems in Adult Elementary Education, by Mrs. Agnes M. Bacon, state supervisor of Americanization, Providence, R. I. The Registration of Aliens—A Premise and a Pitfall, Albert Johnson, United States Representative from Washington, Hoquiam; State Legislation Affecting Education for Adults, A. W. Castle, state director of extension education, Harrisburg, Pa.; Economic Aspects of Immigration, Erle F. Young, University of Southern California, Los Angeles. A business meeting will close the session.

Our Practices will be the theme for Thursday, with the following addresses: What the Library Can do in Adult Education, Judson T. Jennings, librarian, public library, Seattle; The Psychology of the Adult Mind, Elaine Swenson, University of Washington; Tests for Progress in Adult Alien and Adult Native-Born Classes, Ethel Swain, California state department of education; A Different Technic for Beginners' Classes—The Detroit Method, Mrs. Nina J. Beglinger, Detroit Teachers College. Round table discussions will close the meeting.

A dinner will be held on Wednesday, July 6, at 5:30 P.M., at which Fred W. Park, state director of Americanization, Salem, Oregon, will preside, and Normal F. Coleman, president of Reed College, Portland, Oregon, will speak.

Department of Business Education will meet on Tuesday and Thursday afternoons, July 5 and 7. The first session will be a luncheon conference with the Seattle Chamber of Commerce, J. W. Spangler, president of the Seattle Chamber of Commerce, presiding. New Aspects of Commercial Education will be the theme and the following topics will be discussed: Qualifications Expected of Secondary School Pupils for Admission to Business; The Relation of Academic Education to Business Training in Establishing such Qualifications; Study of Employment Opportunities in Business; Prognostic Tests as a Determinant in Commercial Education Guidance; Employment Tests for Business Services; Responsibility

of Business for Promotional Opportunities and Advancements; Junior Commercial Curriculum.

The second session on Thursday will have as its theme Improvement in Classroom Instruction, with addresses on the following: Improvement of Instruction in Shorthand; Recent Trends in Typewriting; The Value of a Retail Selling Course in High School; Improvement of Instruction in Bookkeeping.

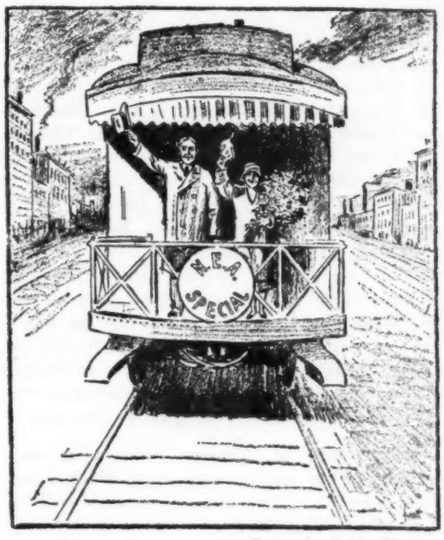
Department of Classroom Teachers will hold meetings on Tuesday and Thursday afternoons, July 5 and 7. At the meeting on Tuesday there will be greetings from Mrs. Bertha K. Landes, Mayor of Seattle, and Edith Post, president of Seattle High School Teachers League, followed by addresses by Augustus O. Thomas, president of World Federation of Education Associations and state commissioner of education for Maine, on The Social Aspect of Teachers; three minute speeches by classroom teachers on Outstanding Benefits Conferred Upon Teachers by Our Boards of Education; The Economic Welfare of Teachers, by Carl Croson, attorney at law and former member of Seattle board of education; The Professional Welfare of Teachers, by Florence Hale, state agent for rural education for Maine. Committee on resolutions will be appointed.

Thursday afternoon will be a business session, with reports of the officers, Committee on a Departmental Fee, Committee on Sectional Groups, Committee on Resolutions, followed by the election of officers.

The annual dinner will be held Thursday, July 7, at 6 oclock in the Olympic Hotel.

Department of Deans of Women will hold a luncheon conference of girls' advisers on Wednesday, July 6, at 12:30 P.M. in the Women's University Club. A tea for deans of women will also be given by the Women's Federation of the University of Washington, Wednesday, July 6, at 4 P.M. at the Faculty Clubhouse.

Department of Elementary School Principals will hold meetings Tuesday, Wednesday, and Thursday afternoons, July 5, 6, and 7. At the meeting on Tuesday, the following program will be given, with President E. Ruth Pyrtle presiding: Greetings from President Francis G. Blair; Greetings from Joseph M. Gwinn, president of the Department of Superintendence, and superintendent of schools, San Francisco; International Gossip, William F. Russell, dean, Teachers College, Columbia University, followed by discussion from the floor of concrete ways of applying principles of international goodwill in elementary education.



From the *Dallas News*

The meeting will close with announcements of the committees on resolutions and nominations.

At the Wednesday meeting, Worth McClure, assistant superintendent of Seattle Schools, will preside. Anna Thompson, president of the Department of Classroom Teachers, will bring greetings, followed by ten-minute speeches on Cooperative Supervision by: Mrs. Susan M. Dorsey, superintendent of Los Angeles schools; Elizabeth McCormick, principal of Timothy O. Howe Schools, Superior, Wis.; Grace M. Swan, supervisor of elementary education, Pittsburgh, Pa.; Cornelia S. Adair, junior high school teacher, Richmond, Va. M. E. Peterson, principal of Twentieth Street School, Los Angeles, will give the report of the Committee on Revision of Bylaws.

President Pyrtle will preside at the third session, on Thursday, when the following committee reports will be given: Standards and Training of Elementary School Principals, W. T. Longshore, principal, Greenwood School, Kansas City, Mo.; Resolutions; Nominations; Enrolment, Mrs. Jessie M. Fink, principal, Buchanan School, Grand Rapids, Mich.; Educational Progress, F. H. Duffy, principal, Harding Junior High School, Steubenville, Ohio; Report of Secretary, Warren A. Roe, principal, Belmont Avenue School, Newark, N. J.; Report of Treasurer, Courtland V. Davis, principal, Franklin School, Plainfield, N. J.; Report of President, E. Ruth Pyrtle, principal, McKinley School, Lincoln, Nebr. Following the program will be election of officers.

The annual dinner will be held at the Olympic Hotel, Tuesday, July 5, at 6:00 oclock. Breakfast discussion meetings and committee reports open to all interested members will be held each morning at 7:30 A.M. at the Olympic Hotel: Monday, July 4, Enrolment Committee Report, Mrs. Jessie M. Fink, chairman, and Report on All Year Round Schools, Warren A. Roe, leader; Tuesday, July 5, Committee on Educational Progress, F. H. Duffy, chairman; Wednesday, July 6, Committee on Standards and Training, W. T. Longshore, chairman; and Thursday, July 7, Executive Committee meeting.

Department of Kindergarten-Primary Education will hold sessions on Tuesday and Wednesday afternoons, July 5 and 6. The Nursery-Kindergarten-Primary Span will be the topic for Tuesday's meeting, with the following addresses: The Significance of the Increasing Emphasis on the Education for Young Children, Frank E. Willard, assistant Superintendent of schools, Seattle, Wash.; The Nursery School Child and His Needs, Helen Christiansen, director of nursery-kindergartens, Golden Gate Association, San Francisco; The Kindergarten—a Link in the Steady Development Plan, Mary Dabney Davis, specialist in nursery-kindergarten-primary education, U. S. Bureau of Education, Washington, D. C.; The Primary

Heroism in the Teaching Service

Francis G. Blair in *Educational Press Bulletin* to Illinois teachers.

TEACHERS, like any other professional group, are exalted through every heroic act of any member of that group. No one liveth unto himself. The good he does, like the leaven, tends to leaven the entire lump. Some of the noble, heroic work of teachers is done in such obscure surroundings that the world never hears of it. Even the teacher's own associates may not be conscious of what has been done. In the end, however, every forward look, every forward movement, every noble achievement in the work adds to the standing and influence of the entire profession. But it is not given to the members of our calling very often to perform a heroic act so courageous, so commanding as to challenge the approbation of the people of a community or state or nation.

When Annie Louise Keller, in a one-room school in Greene County, Illinois, saw the coming storm, she divined its meaning. Nothing in the books of pedagogy she had read, nothing in the lectures she had taken in institutes and institutions of learning had dealt directly with such a situation. However, her entire training and experience had given her the power of command, the presence of mind, the courage to meet emergencies which arose on every hand in almost every day of her school work. How simple it must have seemed to her just before the crash of the storm to say in that commanding, but reassuring way, "Crawl under your desks and stay there." How simple and natural it must have seemed to her as the responsible person, as the only one present who could care for them, to stand by the door while all the children were crouched beneath the desks, quieting their fears with her presence and encouraging words. The storm broke, the brick building was practically demolished, the bricks piling high upon the desks above the children's bodies, but without a single child being hurt, but those tumbling, hurling bricks piled high upon the body of the teacher, crushing out her life. No soldier on the battlefield ever met a great crisis more nobly, more bravely than she. No patriot celebrated in history and song is more deserving than she of all the praise that her act has brought to her name.

Grades—A Continuation of Opportunity for Creative Selfexpression, Etta Tessmer, principal, Taylor School, San Francisco.

The session on Wednesday will have as its theme Outgrowths of a Unified Activity Program for Young Children, with these addresses: A Study of the Interests and Activities of Children, J. L. Merriam, professor of education, Southern Branch, University of California; Judging the Worth of Activities, Helen Reynolds, director of Kindergarten and primary education, Seattle public schools; Enlarging Community Experience Through the use of Excursions in Primary Grades, Mildred Miller, primary supervisor, Cleveland public schools; Creative Rhythm, Mary Anne Wells, School of the Dance, Seattle.

On Thursday, July 7, the Department will hold a get-together luncheon at 12 oclock at the Chamber of Commerce.

Department of Lip Reading will meet on Tuesday and Wednesday afternoons, July 5 and 6. At the first session, Joseph M. Gwinn, superintendent of schools, San Francisco, and president of the Department of Superintendence, will speak on The Hard of Hearing in the Public Schools of San Francisco; Maria P. Templeton, head teacher, School for Deaf, Seattle, on Lip Reading in the Seattle Schools; E. E. Oberholtzer, superintendent of schools, Houston, Texas, on What is Being Done for the Hard of Hearing Child in Houston, and Martha E. Bruhn, founder and principal of the Müller-Walle School of Lip Reading, Boston, will give a demonstration.

At the session on Wednesday, Alice G. Bryant, Otologist, Boston, will speak on the Problem of the Deafened Child; and Coralie N. Kenfield, co-principal, California School of Lip Reading, and teacher of adult lip reading, San Francisco, will speak on The Why of Adult Lip Reading Classes in Our Public Schools.

Department of Music Education will hold a luncheon conference on Wednesday, July 6, at 12 oclock, with Letha L. McClure, director of music for the Seattle schools, presiding. Frank E. Willard, assistant superintendent of schools, Seattle, will give a toast—The Chamber of Commerce and Education—to which Alfred H. Lundin, president of Seattle Chamber of Commerce, will respond. There will be music by the Chamber of Commerce Chorus and ensembles from Seattle high schools. Visiting supervisors will give five-minute talks and Karl Krueger, director of the Seattle Symphony Orchestra, will give an address on The Art of Conducting.

Department of Rural Education will hold meetings on Tuesday and Wednesday, July 5 and 6, with the following addresses: America's Debt to the Rural Teacher, C. C. Swain, president, State Teachers College, Mayville, N. Dak.; The Rural School—A Teacher of Cooperation, Thomas H. Gentle, director of training course, Oregon Normal School, Monmouth, Oregon; Address by Mrs. Blanche A. Nagel, assistant state superintendent of public instruction, Olympia, Wash.

Department of School Health and Physical Education will hold two meetings—Tuesday and Thursday, July 5 and 7. At the Tuesday session, the following addresses will be given: Schools and Community Athletics, W. A. Kearns, Oregon Agricultural College, Corvallis; an address by a representative of the National Society of College Directors of Physical Education for Women; The Administration of Health Education, Alice Wilmarth, head of Health Education Department, State Normal School, Ellensburg, Wash.; Attitude of School Procedure—short talks on home economics, natural science, social science, English, and physical education; an address by John F. Bovard, dean of School of Physical Education, University of Oregon; and the Report of the Committee on Health Problems in Education, Thomas D. Wood, Teachers College, Columbia University, chairman.

At the Thursday session Lorraine Cadwell, Girls Collegiate School, Los Angeles, will talk on Swimming for Girls; Alvin C. Pelton, supervisor of physical education, Seattle public schools, will give an address; William Burdick, state supervisor of physical education, Baltimore, Md., will talk on State Athletics in Maryland; and Walter Brown, director of Child Health Demonstration, Salem, Oregon, will give an address.

Department of Science Instruction will hold meetings on Tuesday and Wednesday, July 5 and 6. The Tuesday session will be a joint meeting with the American Nature Society. See program on page 195. On Wednesday the following addresses will be given: The Chains of Prometheus, Benjamin C. Gruenberg, American Association for Medical Progress, New York City; Junior College Science Teachers, Guy Van de Bogart, Hibbing Junior College, Hibbing, Minn.; Study of Preparation of Physics Teachers in the State of Washington, Frederick A. Osborn, Professor of Physics, University of Washington; Five Years of Experimentation with Objective Tests in Science, Earl R. Glenn, Teachers College, Columbia University. A general discussion will follow.

Department of Secondary School Principals will hold a meeting on Wednesday afternoon. July 6, which will be devoted to the discussion of junior high school problems, and a meeting on Thursday afternoon, July 7, to be devoted to a discussion of senior high school and junior college problems.

Department of Social Studies will meet Tuesday and Wednesday, July 5 and 6. The first session, a joint meeting with the faculty of social sciences of the University of Washington, will have for its theme Citizenship and the Social Sciences. The program includes: Social Science in the High Schools of the State of Washington, Read Bain, lecturer in sociology, University of Washington; Requirements for Civics in Elementary Schools, Edgar Randolph, professor of education, University of Washington; an address by Jesse H. Newlon, superintendent of schools, Denver, Colo.

The Teacher, a Factor in Social Studies Teaching will be the general topic of the Wednesday meeting, when the following will be given: The Teacher's Opportunity through the Social Studies, Frederick E. Bolton, dean, school of education, University of Washington; The Creation in the Teacher of the Social Viewpoint, Crystal Harford, assistant supervisor of social studies, University High School, Oakland, Calif.; The Place of Ethics in Teacher Training, Milton Bennion, dean, Department of Education, University of Utah; address by Arnold Bennett Hall, president, University of Oregon; reports of committees.

Department of Superintendence will hold a roundtable conference for its members on Wednesday afternoon, July 6. J. M. Gwinn, chairman.

Department of Visual Instruction will meet Wednesday and Thursday afternoons, July 6 and 7. The first session will be given over to a showing of the motion picture, Thirty Years in Motion Pictures. On Thursday will be a business session.

Department of Vocational Education will meet Tuesday and Wednesday afternoons, July 5 and 6. Addresses will be given by O. Small, director of vocational education for Massachusetts; A. M. Goldberger, principal of Pittsburgh Continuation School, Pittsburgh, Pa.; Edwin A. Lee, president, American Vocational Association, Berkeley, Calif.; W. G. Hummel, director of Vocational Education for Washington, Olympia; O. D. Adams, state supervisor of trades and industries, Salem, Oregon; Benjamin Johnson, specialist in vocational education, University of California; Anna L. Richardson, field worker in child development and parental education, American Home Economics Association, Washington, D. C.

American Classical League will hold two sessions on Wednesday and Thursday afternoons, July 6 and 7. At the Wednesday meeting David Thomson, acting president, University of Washington, will give an address of welcome, to which Anna P. MacVay, dean, Wadleigh High School, New York City, and vice-president of the American Classical League, will respond. The report of Director Frances E. Sabin of the Service Bureau for Classical Teachers, Columbia University, will be read by Lela M. Hendricks, Spokane, Wash.; Gretchen Kyne, High School, Crockett, Calif., will give the Effect of the Investigation Report on Classical Teaching; and Frederick S. Dunn, of the University of Oregon, will give an Evaluation of Some Modern Novels.

On Thursday, Mrs. Susan M. Dorsey, superintendent of Los Angeles schools, will talk about the Classical Center of the Los Angeles City Schools; Elizabeth McJ. Tyng, Castillega School, Palo Alto, Calif., will talk on Significance of Recent Changes in Latin Requirements of the College Entrance Examination Board; Claire Thursby, University High School, Oakland, Calif., will speak on A New Latin Program for the Junior High School; and Thomas K. Sidey, University of Washington, will give an address on Advantages to Teachers from Travel in Mediterranean Lands.

American Home Economics Association will hold its meetings on Wednesday and Thursday, July 6 and 7. The following speakers will be present: Cora M. Winchell, Teachers College, Columbia University; Adelaide S. Baylor, chief, Home Economics Education Service, Federal Board for Voca-

tional Education, Washington, D. C.; Essie L. Elliott, Manual Arts High School, Los Angeles, Calif. Round table discussions will be held on Home Projects; Tests and Measurements in Home Economics; and Responsibility of Home Economics Teachers for School Lunches. On Wednesday evening, July 6, a dinner will be given.

American Nature Study Society will hold a joint meeting with the Department of Science Instruction, Tuesday afternoon, July 5, when the following program will be given: An Outdoor Museum as a Means of Nature Education, Floyd W. Schmoe, National Park Service, Mt. Rainier National Park; The Second Mile in Training Teachers in Nature Study, Karl Hazeltine, professor of nature study at the San Jose State Teachers College, San Jose, Calif.; Need in Research in Elementary Science Teaching, Frank A. Sipe, instructor in botany, Oregon Agricultural College, Corvallis; Nature Education through Motion Pictures, William L. Finley, director of Wild Life Conservation, American Nature Association, Washington, D. C.

Conference of Advisers to Student Councils will meet on Thursday afternoon, July 7, to discuss Pupil Participation in School Management. The discussion will include: What type of council or government organization is most common; what apparently is the most satisfactory; what powers are granted the students; what they actually have accomplished; dangers of such organizations, etc.

Conference of Corrective Speech Teachers will meet Tuesday and Wednesday afternoons, July 5 and 6. At the first session five-minute reports from corrective speech teachers will be given, followed by a report by Edna Cotrel of the work carried on in the San Francisco schools. Reports from other cities will also be given.

On Wednesday at 12:30 a luncheon conference will be held, in which the following will take part: Nellie A. Goodhue, supervisor, child study department, public schools, Seattle, Wash.; Mrs. Mable Gifford, of the California State Department of Education. Five-minute reports on the problem of stammering will be given by teachers from Seattle, Los Angeles, and San Francisco.

Conference on Art Education will be held Thursday afternoon, July 7. Immediately following the session, tea will be served by the Art Department of the Seattle schools. A series of responses will be made to the question of Introducing Parents to our Modern Art Curriculum.

National Congress of Parents and Teachers will hold a session on Wednesday afternoon, July 6. The following program will be given: The Educational Platform of the National Congress of Parents and Teachers, Frances S. Hays, extension secretary, Washington, D. C.; Teacher Power Plus Parent Power, Joy Elmer Morgan, Editor, THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION; The School, the Home, and the Community, Mary McSkimmon, principal, Pierce School, Brookline, Mass.; The Parent-Teacher Association as Seen from the Field, Charl Williams, field secretary, National Education Association.

National Council of Administrative Women in Education will hold a luncheon conference on Tuesday, July 5, at 12 oclock at the Olympic Hotel. Greetings will be given by Mrs. Josephine Corliss Preston, state superintendent of public instruction, Olympia, Wash., with responses by Mary McSkimmon, principal of Pierce School, Brookline, Mass.; Charl O. Williams, field and legislative secretary of the N. E. A.; Minnie Jean Nielson, formerly state superintendent of public instruction in North Dakota. A series of brief addresses will be given by: Mrs. Susan M. Dorsey, superintendent of Los Angeles schools; Cornelia S. Adair, Richmond, Va.; Mrs. Lillian M. Rogers, principal, McKinley School, Tacoma, Wash.; Olive M. Jones, principal, Public School No. 120, New York City; E. Ruth Pyrtle, principal, McKinley School, Lincoln, Nebr.

On Wednesday afternoon, July 6, the council will meet to discuss Achievements of Women in Education in the Various Fields.

Seattle Programs

SUNDAY, JULY 3

4.00 P.M. Vesper service in Volunteer Park.
7.45 P.M. General Session.

MONDAY, JULY 4

9.00 A.M. General sessions.
Afternoon and evening—Excursions.

TUESDAY, JULY 5

9.00 A.M. First business session of the Representative Assembly.
General sessions A and B for persons not participating in Representative Assembly.
2.00 P.M. Meetings of departments and allied organizations.
7.45 P.M. General session in University Stadium.

WEDNESDAY, JULY 6

9.00 A.M. Second business session of the Representative Assembly.
General session for persons not participating in Representative Assembly.
2.00 P.M. Meetings of departments and allied organizations.
7.45 P.M. Pageant, The Forest Trails, in University Stadium.

THURSDAY, JULY 7

9.00 A.M. Third business session of the Representative Assembly.
General session for persons not participating in Representative Assembly.
2.00 P.M. Meetings of departments and allied organizations.
7.45 P.M. General session in University Stadium.

FRIDAY, JULY 8

9.00 A.M. Fourth business session of the Representative Assembly.

National Council of Geography Teachers will meet Wednesday afternoon, July 6. The program will include talks on The Place of Geography in American Education; Some Definite Basal Outcomes from Geography Lessons; A Demonstration Lesson with Pupils. There will be an exhibit of pupils' work in various parts of the United States and of some geographic materials.

National Council of Teachers of English will hold two sessions, Tuesday and Wednesday, July 5 and 6. The Tuesday afternoon meeting will be devoted to direct consideration of subjectmatter and methods in the teaching of English; the Wednesday program will include talks by O. B. Sperlin, Moran School, Rolling Bay, Washington, and W. Wilbur Hatfield, Chicago Normal College, Chicago, Ill.

National League of Teachers Associations will meet Wednesday and Friday afternoons, July 6 and 8, at the Olympic Hotel. At the Wednesday meeting, following the reports of the president and the secretary-treasurer, there will be reports of standing committees and special studies. The second session will be a luncheon conference, at which the members of the Seattle Grade Teachers Club will be hostesses. The program follows: Teacher Rating in the United States, Katherine Morrison, Classroom Teachers Association, Minneapolis, Minn.; The Radio and Education, R. R. Smith, Chicago Teachers Federation, Chicago, Ill.; Ethics of Leadership, Dayton Classroom Teachers Association, Dayton, Ohio.

National Organization of Secretaries of State Education Associations will hold a luncheon conference on Tuesday, July 5, at 12:30 P.M. at the Gowman Hotel. Arthur L. Marsh, secretary of the Washington Education Association, is in charge.

School Garden Association of America will meet Tuesday and Thursday afternoons, July 5 and 7. The Tuesday session will feature the place of school gardening in the educational program. The program follows: Culture of Flowers in Relation to the Education of the Child, Harvey H. Kenyon, superintendent of schools, Smyrna, Del.; Possibilities of Indoor Gardening in the Classroom, Albert M. Shaw, Los Angeles, Calif.; The Vocational Value of School Gardening, D. F. Weideman, superintendent of schools, Bellingham, Wash. The Thursday session is a conference of the National Committee on Nature Education. The program follows: Reports of Committees: School Laboratory for Nature Education, M. I. Smith, director of nature gardens, public schools, Hibbing, Minn.; Equipment for Nature Education, Katherine E. Dolbear, director of Nature Study, public schools, New Rochelle, N. Y.; Nature Course of Study, Will H. Sherzer, head, department of natural science, State Normal College, Ypsilanti, Mich. D. S. Hartline, teacher of biology and nature study, Bloomsburg, Pa., and Julia A. Shourek, director of elementary science, public schools, Seattle, Wash., will speak on Better Nature Teaching.

Builders of Our Profession

THIS GENERATION of teachers has the privilege of working in an era of enlarging professional vision and enterprise. The level of training is rising. Nearly one teacher in three attends summer school. Normal schools are becoming teachers colleges. Victories are being won for tenure, higher salaries, and better working conditions. Professional organizations are winning recognition as the policy determining agencies of education. The demand which these organizations make on the time and resources of the teacher is small indeed as compared with the educational advance that grows out of their activities.

New Life Enlistments

TO BE a life member of the National Education Association and wear the beautiful gold pin which such members receive is one of the greatest honors that can come to a teacher. It is a mark of professional vision and enthusiasm. Persons whose names appear on this list are leaders in the nation and in their various states and communities. They have a life interest in the Association and after they have passed from the field the hundred dollars which their life membership brings to the permanent fund remains as a memorial to their professional service. The following life members have been reported since the list appeared in the May JOURNAL:

ALABAMA—Elmer E. Smith.
ARKANSAS—G. E. Hedrick.
CALIFORNIA—J. Carl Bowman, Mrs. Maude Weaver Erickson, Harry G. Hansell, Edward W. Hauck, Mrs. Antoinette Montgomery, Emily M. Pryor.
COLORADO—Sarah Elizabeth Crouch.
GEORGIA—Kyle T. Alfriend, Katharine Dozier, E. G. Elcan, J. E. Purks.
ILLINOIS—Mrs. Helen B. Anderson, David E. Walker.
INDIANA—Etelka Rockenbach.
MINNESOTA—Elizabeth M. Fish.
NEW YORK—Laura Bryant.
NORTH CAROLINA—Jesse R. Rhue.
OHIO—Charles Edward McCorkle, Beulah Townsend.
TEXAS—Irma Faye Stokes, Pearle Tallman.
VIRGIN ISLANDS—Amadeo I. Francis, Claude O. Markoe, Juan E. Rivera.

New Affiliations

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

MASSACHUSETTS—*Lynn*, The Lynn Teachers Club, James H. Dunn, President.
OHIO—*Mingo Junction*, Mingo Junction Teachers Association, Walter L. Kocher, Superintendent.

THE GREAT MAP in Secretary Crabtree's office which shows the schools with completed enrolments is growing richer in the colored tacks that stand for individual schools. It presents an inspiring picture of professional ambitions realized and of school faculties united in professional service. 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 May JOURNAL. Many of the schools also have a complete enrolment in state and local associations.

Six years or more

HAWAII—*Oahu*, Ewa.
MASSACHUSETTS—*Gloucester*, Rogers.
MICHIGAN—*Battle Creek* Number 2, Number 4, Number 9, Number 10, Number 13.
NEVADA—*Las Vegas*, Las Vegas Public Schools.

Four years

ALABAMA—*Birmingham*, Ensley High.
WYOMING—*District Number Two*, Junior High, Opal.

Hundred Percent Counties

THE FOLLOWING COUNTIES have reported the enrolment of all of their teachers in the National Education Association for the year 1926-27:

State	*County*	*Superintendent*
Florida	Dade	Chas. N. Fisher
Florida	Pinellas	R. S. Blanton
Maryland	Queen Anne's	Thos. G. Bennett
Ohio	Cuyahoga	A. G. Yawberg
Ohio	Wood	H. E. Hall
Ohio	Logan	Glenn Drummond
Pennsylvania	Berks	A. F. Kemp
Pennsylvania	Bradford	J. Andrew Morrow
Pennsylvania	Delaware	Carl G. Leech
South Carolina	Laurens	Kate Wofford
Tennessee	Shelby	Sue M. Powers
Utah	Grand	D. S. McCorkle

As teachers in rural communities become more highly trained professional spirit increases in vigor. County superintendents of vision encourage teachers to organize and work on the problems of the profession. At no point does American education need this gift of leadership more than in rural districts, which have most to gain from a united profession working for the improvement of the schools and the elevation of teaching.

Three years

DELAWARE—*Wilmington*, Number 18.
FLORIDA—*Dade County*, Hialeah Junior High, Holleman Park Elementary.
ILLINOIS—*Rock Island*, Washington Junior High.
INDIANA—*Fort Wayne*, Lakeside, Junior High.
MICHIGAN—*Battle Creek*, Number 1.
NEW JERSEY—*Stelton*, Public.
OREGON—*Portland*, Atkinson, Duniway, Peninsula, Vernon; *Wolf Creek*, Number 27.
PENNSYLVANIA—*Eddystone*, Grammar; *Logan Township*, Logan Township Public School District, Baker, Baker's Mines, Brush Mountain, Coleman, East End, Eldorado, Endress, Glen White, Hamilton, Jefferson, Kittaning Point, Lincoln, Logan, Madison, Martz, McKinley, Mill Run, Newburg, Roosevelt, South Lakemont, Washington, Webster.
VERMONT—*Brattleboro*, Canal Street.

Two years

ALABAMA—*Birmingham*, Kennedy.
MAINE—*South Berwick*, Berwick Academy.
MARYLAND—*Chevy Chase*, Public.
MASSACHUSETTS—*Brookline*, Longwood; *Newton*, Eliot, Stearns.
NEW JERSEY—*Camden*, E. A. Stevens; *Trenton*, Gregory; *Williamstown*, Maple Grove.
OHIO—*Columbus*, Mount Vernon Avenue.
OREGON—*Portland*, Glenhaven, Holman; *Washington County*, High-District Number 48, District Number 69, District Number 92.
PENNSYLVANIA—*Crum Lynn*, Leiperville; *Pittsburgh*, Open Air.
WASHINGTON—*Vancouver*, Washington.

Current year

ARIZONA—*Humboldt*, Public.
ARKANSAS—*Paris*, Short Mountain.
CALIFORNIA—*San Bernardino*, Washington; *San Francisco*, Hospital Teachers Class; *Yosemite*, Elementary.
FLORIDA—*Dade County*, Dade County Public Schools, Allapattah Elementary, Andrew Jackson Junior High, Arch Creek, Citrus Grove Elementary, Coral Gables Elementary, Hialeah Junior High, Holleman Park Elementary.
ILLINOIS—*Champaign*, Central; *Chicago*, Dewey, Marshall, Walter Scott; *Dakota*, Community High; *East Saint Louis*, Bluff View, Eighty-first Street, Oak Park, Seventy-fourth Street, Signal Hill; *Mount Carroll*, Mount Carroll Public Schools; *Rockford*, Hoskell.
INDIANA—*Fort Wayne*, Nebraska; *Greencastle*, Mary Emma Jones.
KENTUCKY—*Louisville*, Grayson Street.
MARYLAND—*Royal Oak*, Public.
MASSACHUSETTS—*Plymouth*, Knapp; *Somerville*, Morse.
MICHIGAN—*Battle Creek*, Fremont, Junior High, Number 3, Number 8, Number 12; *Bay City*, Whittier; *Ypsilanti*, Zone One Public Schools.
MINNESOTA—*Minneapolis*, Alice Cary, Roosevelt High.
MISSOURI—*Kansas City*, Morse.
NEVADA—*Carson City*, Carson City Public Schools.
NEW MEXICO—*Pearl*, Lone Star.
NEW YORK—*Ithaca*, Fall Creek, West Hill, Wyckoff.
OHIO—*Mingo Junction*, Mingo Junction Public Schools, Central, Harmony, Lincoln, Logan.
OREGON—*Portland*, Buckman, Collins View, Williams.
PENNSYLVANIA—*Gettysburg*, Gettysburg Public Schools; *Redstone Township*, Brier Hill.
TENNESSEE—*Knoxville*, Lonsdale.
TEXAS—*Houston*, Sherman.
UTAH—*Box Elder District*, Bothwell, Honeyville, Willard; *Moab*, Grand County Public Schools; *Sevier District*, Richfield High.
VIRGINIA—*Faber*, Junior High; *Norfolk*, Ocean View; *Richmond*, John B. Cary.
WASHINGTON—*Mossyrock*, District Number 206; *Seattle*, Olympic Special, Special Teachers Association.
WEST VIRGINIA—*Charleston*, Bigley, Elk.
WISCONSIN—*La Crosse*, Lincoln; *Two Rivers*, Two Rivers Public Schools, Washington High.

FIND something to praise every day. In its effort to become critical, exact, and scientific, education must not forget to be human. Values that govern our daily lives are determined by what people think. Beauty and goodness are everywhere about us if we have eyes to see them. By praising the thing we wish to stand out in the lives of children, we create values for them.

By showing faith in children, we help them to have faith in themselves. Faith somehow releases hidden energies that not even the child knows are his. This is no mere sentiment. It can be demonstrated. It is one of the great truths. Commend something in the work or life of everyone you deal with as often as you can. If you cannot speak or write about it, think the kindly thought and it will add to your own life.

Praise is like the quality of mercy in Shakespeare's *Merchant of Venice*. It blesseth him that gives and him that takes. Better that ten children be commended unduly than that one child needing praise be overlooked. Every expression of praise is like a ballot at an election; it helps to shape the popular will and ideal. Praise—intelligent, critical, persistent, sympathetic praise—is the most powerful tool in the hands of a skilful teacher.