The American Melting Pot[1]

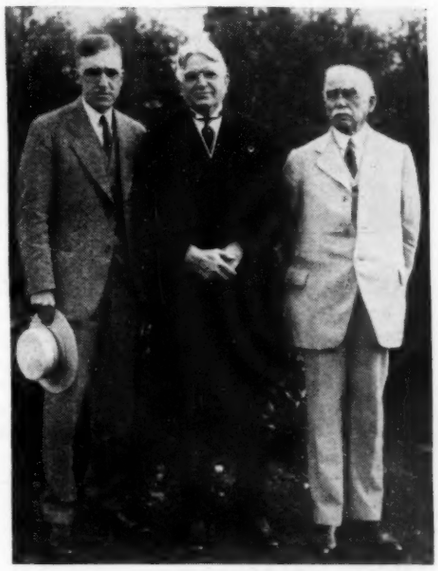
Francis G. Blair

America is the melting pot of the world.

That statement has been declared by one of our literary critics to be the greatest figure of speech ever coined in this country. The man who uttered it, though born upon foreign soil, had become a truly, soundly American citizen. Some doubting Thomases who, seeing the influx of foreign elements into our country, feared their disorganizing influences, knowing that every European war had found its response in America as something of the bitterness and hatreds were wafted across the ocean. They feared that these latent prejudices would endanger the unity, the solidarity of American life. To these doubters this foreign-born American citizen made his famous statement, "Fear not, for America is the melting pot of the world."

Everyone knows the concrete background of this figure. He has seen the junk man as he goes about collecting old iron. Here he picks up an old sewing machine, with its bearings worn out, here an old hay rake, a threshing machine, a stationary engine, no longer fit for service. He loads them on the flat car, carries them to the foundry, where they are broken into little bits and heaved into the great caldron. There in that sparkling, sputtering mass we cannot tell where sewing machine begins or hay rake leaves off. This molten stream is run through conduits into new molds to fashion new sewing machines, new hay rakes, new threshing machines, new stationary engines, after a more modern model, to do a larger quantity and a better quality of work within a given time.

The gentleman who coined this figure no doubt saw these human machines coming from the four corners of the earth, bringing with them their ancestral differences, their national prejudices, their difference in religious creeds; he saw them all cast into the great caldron of American life, melted down and molded into his conception of the new American citizen, who should live and work with his fellows in a spirit of good sportsmanship and in unity of effort toward the achievement of American ideals.



International Newsreel Photo

In the center *stands State Superintendent Francis G. Blair of Illinois, whose Seattle program was pronounced good by conventionites both old and new. At the left is Superintendent Thomas R. Cole of Seattle, whose efficient management was everywhere in evidence. At the right is President Livingston C. Lord of the Eastern Illinois State Teachers College, whose address on The Teacher was one of the inspirations of the convention.*

Of course, every figure of speech has its limitations. We do not want to melt out of these foreign elements those great qualities which have contributed so much to the upbuilding of our republic. We do not want the melting pot to take out of the Lindberghs those transcendent qualities that prepare them for preeminent American citizenship.

If this figure is a true expression of American influence, what is it in this country that does the melting? No doubt the great expanse of our country with its diversity of climate and natural resources does something in this line. No doubt the spirit of our form of government as expressed in its Declaration of Independence and its Constitution has something to do with it. No doubt our great principle of religious freedom has wrought mightily in this unifying process. But, speaking without any prejudice, I believe that the great American school system is the very pit of this melting pot. Here the ancient foreign prejudices are melted out of the youth and the best that is brought and the best that is here are fused together.

What in the American school system tends toward this accomplishment? First, the playgrounds in connection with our schools. I believe that the American school playground is the greatest kindergarten of democracy ever conceived. Here children of native and foreign-born citizens meet and mingle together under the most favorable circumstances.

To illustrate: In one of our central Illinois cities there lived a gentleman of English extraction, of great wealth and high social standing. He owned the major stock in one of the large banks, large tracts of farm land, and blocks of city property. Having an Englishman's prediliction toward a private school, he had his three children in a small private school, where there were six teachers for the seventeen pupils enroled.

One day this gentleman approached a schoolmaster who had come to the city the year before. "You may or may not know," he said, "that I have my two daughters and my son in a small private school. I believe it is good for my daughters, but I fear it is not good for my son. I fear certain snobbish, aristocratic tendencies which are appearing. I want to put him in a larger school where he will have contacts with a larger number of boys. I have decided to put him in a public school, and have

[1] Stenographic report of the presidential address before the National Education Association, Seattle, July 4, 1927.

come to you to ask your advice as to what school I should choose."

The schoolmaster said that on coming to the city the year before he had been given the option of sending his two sons to one of two central elementary schools, and that he, after a study, had chosen a certain one. The gentleman said, "That is the reason I came to you, and my preference is for the school you have chosen for your sons, but my wife has heard that the boys are inclined to be rough on the playgrounds, and she desired that I should ask you particularly about that point." The schoolmaster assured him it was true, that there had been some rough practises upon the playgrounds, but that he felt that some of the best lessons his sons had learned had been learned in their contacts with the boys in their games and plays.

The gentleman thereupon said, "I am going home to tell my wife that my son will have to deal with these boys when they are grown to be men, and if he cannot hold his own with them, we had better find it out now."

The next Monday morning, some three weeks after the school had begun, this distinguished gentleman came down to this ward school, leading his son by the hand. When they came to the gate in front of the school building the principal, looking from his office, saw the stately father say a word of goodby to his son, then with body erect, never turning his head to look back, he walked down the street.

The young lad, dressed like a little Lord Fauntleroy to express the fancy of his mother, entered the gate and started toward the school building. Now, the average boy who enters a public school for the first time and finds lined up on either side of the walk some of the boys who are on familiar ground, is timid and hesitant about his first approach to the school building. Not so with this scion of English aristocracy. He stepped upon the ground with an air of superiority, as if to say to the other boys, "Take a look at me and see who has condescended to come down to your school. My father owns large tracts of land, large blocks of city property, and bank stocks."

Well, the boys took a look at him and then expressed their opinion, not perhaps in these words, but with this meaning: "Why, you little upstart, do you think you can come down to this school and have your father's wealth and social standing carry you through? Here upon these grounds it is the principle of the poet Bobby Burns which obtains:

What though on hamely fare we dine,
  Wear hoddin gray and a' that;
Gie fools their silks, and knaves their wine,
  A man's a man for a' that.
For a' that, and a' that,
  Their tinsel show, and a' that;
The honest man, though e'er sae poor,
  Is king o' men for a' that.

RAISE BID TO KEEP TEACHING TALENT

Seattle Post Intelligencer, July 9, 1927

THE nationwide movement for better salaries for better teachers is beginning to bear fruit. Any teacher in Cincinnati may now reach a salary of $3500; in Los Angeles $3300. The National Education Association leads in the movement for adequate salaries for all teachers from the kindergarten through the university.

Ye see yon birkie, ca'd a' lord,
  Wha struts, and stares, and a' that;
Though hundreds worship at his word,
  He's but a coof for a' that;
For a' that, and a' that,
  His ribbon, star, and a' that;
The man of independent mind,
  He looks and laughs at a' that.

When the shades of night had fallen on this boy's first day in that school and he meandered home, he bore unmistakable marks upon his face and clothing that something rough had happened upon the playgrounds. And when his mother took her fond offspring upon her lap to patch up the bruises and smooth out the wrinkles, she realized for a certainty that her delicate son had hit up against the rude world of democracy in a brand new way and that he was learning some of the lessons which he needed to learn through the rude pedagogy of another boy's hand.

He came down to that school with his first name William. He had not been there ten days until the boys had tacked on to him the name Pete, which name he carried through the elementary school and through the high school. And in the seventh grade he became a member of the football team, whose captain was called Chappie, the son of the man who ran the laundry.

One afternoon when the ground was muddy and the order came for Pete to get down the line, he did not comply. The captain slapped him on the back saying "Get down when I tell you. Do you think you are at one of your mother's pink teas?"

Pete always resented any kind of an allusion to his mother or his sisters, and left the grounds in a temper, telling his father that he was not going to play any longer on the team "with those roughnecks from the laundry." The father asked: "Did you engage to play the season through with those lads?" "Oh, I did, but I am not going to have them bawling me out in the rough fashion they did this afternoon."

The father, who has told the story with great pride, said to his son: "If you engaged to play the season through, you will go back and finish it, or you are no son of mine." The father had the satisfaction in a few weeks of having his son come to him and invite him to go out and see the team play another seventh grade, and of having his son say "I know what I said about Chappie, but I have learned to respect him. I see now why he was chosen captain of the team; he knows how to get the boys to pull together."

Not far from where Pete sat in that seventh grade room was a lad with a copper-colored skin, whose father sold fruit down on the street of the city. Pete, knowing the lowly calling of the father, would not have recognized this boy as being one of his class, but one day, as the seventh grade sang, he heard one voice rising above the others like the song of a meadowlark. He looked, he could not be mistaken, it was Tony, the son of the fruit pedler.

Pete went home to say to his mother, "You know this matter of singing—I have thought it was all right for women and girls but not for men, and least of all for boys but I have found one boy in our school who sings as I never heard anyone else sing. I want you to invite him to our home so that you and my father and my sisters may hear him."

One June evening toward the close of that year Tony was invited and came, dressed up as perhaps he never was before, and as he stood by the piano with one of Pete's sisters playing, through the open window came the voice of Tony. Into his blood corpuscles and nerve cells music had been

singing itself for thousands of years, but Pete would never have discovered him had he not been thrown into these contacts in that kind of a school situation.

Not far from where he sat in the eighth grade there sat a son of the then governor of that state. Some days before it had been decided what school the governor's son would attend, Pete had spoken often at his home about their desire to have the governor select their school, but when the selection had been made and the governor's son had entered the class, Pete became noticeably quiet on the matter.

The father asked him why he did not speak more about the governor's son. Pete's reply was "He is a sore disappointment to me. You know, I always thought that the son of a governor would be born into the world with the multiplication table already worked out in his memory; that he would know all that needed to be known about geography, history, and the other subjects, but he is as dull as I am; in the arithmetic class he is even more stupid."

The father in narrating it said, "My boy evidently had the idea that the great achievement of the father would descend with his name like a mantle upon his son. He was learning the great lesson that in this republic every one must work out for himself his own salvation with fear and trembling."

In the same class there sat two boys, the sons of a coal miner, a thrifty coal miner who had purchased his residence down in that part of the city. Pete would not ordinarily have paid any attention to these boys, but in the arithmetic class, as often occurs, one of these boys was the leader, and Pete was very dull. With the same selective power of his father, Pete soon found the ones who knew, and sought their advice and assistance.

One day when Pete's mother came down to the school in her limousine to straighten out some difficulty that her boy had gotten into, she entered the school at recess time and found him sitting on one end of a single seat, the other end of which was occupied by one of the coal miner's boys. When she sought an explanation of this, she found it. They had the book open at the miscellaneous problems following common fractions, and the coal miner's boy, with his pencil, was opening the doors of these mathematic mysteries to the dull mind of Pete, and he was coming to realize that ability did not always bear the label of distinguished families.

When the midwinter promotion came in that grade, out stepped Pete, the son of the banker, by his side Tony, the son of the fruit pedler, the coal miner's boys, Chappie from the laundry, and the governor's son, all marching down

GREETINGS! By Thurlby

WITH this Fourth of July cartoon the Seattle Times welcomed the National Education Association. Washington—for whom our great northwestern commonwealth was named—is pictured as greeting the teacher, proud bearer of torch and flag and leader of America's future.

to the high school, keeping step to the music of American education.

I do not hold that it is necessary to the soundest kind of democracy that Pete shall always be inviting these boys to his home. His own social circle he must determine for himself, but I can see Pete in the future sitting out in front of his father's bank, and one day as he looks out recognizing the coal miner's son, and beckoning him to come in, and saying to him: "Old man, I don't get to see enough of you." I can see him on another day driving through the streets and suddenly stopping his car, throwing open the door, and grasping the hand of Tony and saying to him: "Old man, I haven't heard you sing in a long time. I want you to come over and spend an evening with me." It is in just such situations as these that we are shooting to death those ancient antipathies and prejudices which annually drench the soil of Europe in blood.

Barnum gave to America the happy family idea. He took the cubs and the kittens of jungle animals, with their ancient hatreds, he put them together in the same cage. He let them eat together and play together. They grew up to maturity as if they had been born out of a common womb, but other cubs and kittens that had been kept separate retained their same jungle animosities.

It is the great opportunity which the American playground offers in bringing together the boys and girls before these prejudices have developed too far, and allowing them to meet and to know each other, that constitutes it an important part of the melting pot.

Now, when we enter into the schoolroom itself, what influences are at work there in this unifying, up-building process? First of all, the American school system must see to it that the children of foreign born and native born alike shall come to read and think and write a common language. That is one of the most unifying of all the educational influences.

I do not wish to be misunderstood; I have no prejudice against the teaching of any foreign language in our schools. I think the American people made a sorry exhibition of themselves in the heat and temper of the Great War. In one Illinois city a protest was made against the board of education offering German in the high school. When the board did not accede to this protest, a mob came down to the school building, took every book that was printed in German, piled them in a heap in the street and burned them. Amongst that number was William Tell, one of the greatest primers of democracy ever written.

I have no prejudice against the teaching of any language as a subject of instruction, but as the language of the country there can be but one. If I had been born and reared in some European country which had been conquered by an enemy which sought to thrust down my intellectual neck the language of the conqueror, I should have resented it, but America has forced no one to come to its shores. Coming as they do, they must know that here the English language is the language in which we read and think and write and converse, therefore, we are not violating any principle of personal rights when we insist that everyone shall acquire this medium of expression.

A nation that is like a Tower of Babel can never be unified in spirit or in action. I once attended a parents' meeting in a coal mining district. There were some seventy mothers present. I noticed sitting on the seats toward the front several women with shawls over their heads. They were apparently very interested in the program. When it was over the principal asked me if I would not like to meet some of the mothers. I replied that it was a short winter day

and I had no doubt they would need to get home early, and I would not detain them. "Oh," he said, "we are going to have refreshments. The girls are here to serve us now, and I could introduce you to a number of them if you would care to have me." Turning to the women with the shawls over their heads, I said, "I would be pleased to meet some of those ladies, they seemed so interested in what I had to say." He said, "You have asked an impossibility. I know most of them. I have been in some of their homes. They have been in this country, some of them, ten or fifteen years, but they work like beasts of burden; they have large families, and they have not had time to learn much of the English language. I do not think I could introduce you." Then he stopped and said, "What am I thinking about—I can have you introduced." And motioning to one of the girls who was getting ready to serve, he said, "Louisa, will you please come to the front?" Down the aisle came a girl who must have been fifteen or sixteen years of age, neatly dressed, rather homely looking. The principal said, "Louisa, Mr. Blair would like to meet your mother." And with as fine grace as I have ever seen in a drawingroom, Louisa said, "I will be pleased to introduce you to my mother." She did, and to two or three of the other women.

Now, between Louisa and me there was perfect understanding. I spoke, and my words hit full of meaning upon her ear. She spoke and I understood, but Louisa's mother, who listened with such apparent respect and attention, could not understand many of the words I uttered, and though I knew something of the high language of the country from which she came, she spoke a dialect which I could not understand.

How easy it would have been for Louisa's mother, not comprehending what was said, to have gone back to her neighborhood and have said, "The superintendent of public instruction says so and so," whether he said it or not.

In America, if we are to think as with one brain and feel with one heart and act as one man, we must all come to read and think and write and speak in a common language.

Another force that acts mightily in the melting pot process is the music in our schools. There was a time during my boyhood days when music was not much of an educational influence; it was more of a physical exercise. But through the trained teachers and supervisors of music, it has introduced into our school system one of the most formative and creative influences in the unifying of the American spirit.

Two boys may sit in an arithmetic class and get up hating each other because of the competitions and rivalries which are aroused, but let those two boys stand and sing the same song and the spirit of kinship arises within them.

KATE WOFFORD, *superintendent of Laurens County Schools, Laurens, South Carolina, elected member of the Board of Trustees at the Seattle meeting.*

Many of you knew, as I did, Henry Pattengill of Michigan. He was a school teacher and the leader of music. Once in a Pennsylvania institute I worked with him. At that time he was not in good health, and after the institute was over he and I were sitting on the mountain side as the sun was setting. He became somewhat reminiscent. He said he had been in practically every state of the union, and that wherever he had gone into the schools he had asked the children to join with him in singing one song; that in all these undertakings he had never been disappointed from the third grade up to the high school. He would sing one line of that song and the children would come back with the other line, and so together to the end of the song. Then he said, "I hope some day before I go hence that I may, at least in my imagination, be placed on some central mountain, from which with gifted vision I may look out over this vast country; that by my side I may have a great choir leader; that he may stand and say to the twenty-five million school children of America, 'Boys and girls, Mr. Pattengill, who has heard some of you sing in every state in the union, desires before he goes to hear you sing that song he loves.' Then, as these twenty-five million of children stand, the great song is lifted—'My country, 'tis of thee, Sweet land of liberty, Of thee I sing; Land of the pilgrim's pride; Land where my fathers died; From every mountain side Let freedom ring.'"

Who can doubt, as that mighty song lifts above the Allegheny Mountains, sweeps across the Mississippi Valley, and over the Rockies to the Golden Gate, that out of its womb these twenty-five million of children are born into a feeling of kinship, one with the other, into a spirit of national unity?

Another force within the schoolroom which cannot be overlooked is the influence of our historic ideals.

I grant every nation the right to select and hold before its youth the lives and character of its great men, but I cannot avoid the feeling that the teachers of America are peculiarly favored in having two such great characters as George Washington and Abraham Lincoln to hold up before the youth of this republic; very unlike in some respects, one the wealthiest man in his country at the time, the other perhaps the poorest man, and yet so strikingly similar in the main outlines of their character; both so simple we can teach them to the children in the kindergarten, and yet so deep in their thought and statesmanship that our scholars in the universities are still studying them.

I can see on a certain day a teacher in a schoolroom turn the pages of her history, which she touches with the finger of her imagination, and down from Yorktown and Valley Forge comes the stately form of George Washington, entering the schoolroom, in order that the children may see and understand and be invigorated by his great personality and his great character.

On another day I can see her turn another page of that history and at the door stands the gaunt form of Abraham Lincoln. Stooping, he enters, walks down the aisle and takes his seat by the children, moving aside his mantle in order that they may feel the throb of his great heart and feel the elemental force of his great life and his great character. In this Americanizing influence, the lives of these two great men are of more value than all the output of our fields and our mines and our forests;

greater than the output of our factories, greater than all other influences which we can bring to bear in the school upon the lives of our children.

The last influence in this great puddling pot which I shall mention, and in my mind the greatest of all, is the teacher. Above school grounds, athletic fields, buildings, laboratories, libraries, courses of study, rises supreme the character and influence of the teacher. If the teacher fails, the entire system fails. If she succeeds, all is success.

Some years ago I was called by a county superintendent to visit a school, which he called "the disgrace of Illinois."

It was a coal mining community. People had gathered from every corner of the earth around these mines, and a town had grown up. My first view was of a great, ugly eight-room frame school building, painted a dark green. The schoolyard was covered with slack from the coal mine. Old benches were sitting on the outside with tin pans for the children to wash their faces and hands in before entering the school.

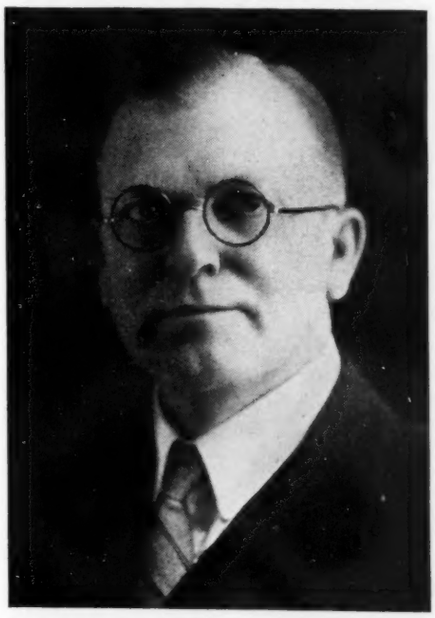
It was a warm October day. The first room I entered was the first grade or primary room. Here I learned there were seventy-two children enroled, representing nationalities that spoke seven different languages. There were children in the room ranging in age from six to fourteen years. The room had a stove in its center; there were old double seats filled with three children on a seat, and a number were sitting on the platform around the teacher's desk.

I looked out of the window and saw the forbidding sight of houses and saloons that encircled the school building. I considered the bad physical equipment and the crowded condition of these children and agreed with the county superintendent that it was a disgrace to Illinois and the nation.

My attention was attracted by one girl sitting in the middle of one of these two-seated benches. She must have been nine or ten years of age, dressed in heavy black clothing, heavy black wool stockings and heavy shoes. Her long, black hair was plaited and tied with a ribbon. She had an earnest, serious, and somewhat homely face. In her hands she held a slate and was copying a word from the board.

I said to myself, "Is this what we do in this boasted republic to make American citizens out of the foreign born? Can we instil into them the ideals of America by crowding them into such a situation as this and setting them to copying from the board a word which the teacher has written.

I thought of the mother, a mere beast of burden, who had prepared that girl for school that morning. In my mind's eye I could see her as she plaited her hair, and hear her saying to herself, "I have never had any joy or comfort in life, and I will send this girl down to the public school and she will become a fine woman." And we had taken her and put her into such a situation.



JOHN G. MITCHELL, *president of State Teachers College, Edmond, Oklahoma, and state N. E. A. director, was recently presented a life membership in the Association by the faculty over which he presides.*

I stepped over and saw one remarkable thing, that every time she copied the word it was an improvement over the previous effort. This was conclusive that she came of foreign-born parents. But just as I was feeling downcast over the situation, I heard the voice of the teacher as she stood in the door talking to the county superintendent. She was a beautiful young woman, not beyond twenty-two years of age, beautifully dressed. As she stepped into the room every child seemed to fix its eyes upon her, and as she moved down the aisle there was adoration in the eyes of all those who looked upon her. As she passed near the desk where the girl sat with the slate in her hand, I saw this girl reach around the girl on the side of her and touch the skirt of the teacher as she passed by, and it seemed as if the girl were saying, "If I can just touch the hem of her garment I will be a better woman." I began to see that with all the unwonted physical conditions into which these children had been thrown that here was the saving element—the teacher.

I was told that every morning when the children came to this room they came in to speak to the teacher and to linger about her desk. Every noon and afternoon when they went home they came to tell her goodby. I understood afterwards when the chairman of the board of education, five members of which were born upon foreign soil—the president, Italian born—I understood what he meant when he asked me how they could keep the children away from the school before eight o'clock in the morning, protesting in his broken language that the children wanted to come to the school to see the teachers. Why shouldn't they? Many of them had never looked into the face of a mother who had the time to understand and to appreciate them. Here was a woman of rare intelligence and rare personality, who, I came to believe, was rendering a larger service to the state and to the nation than any other type of public official that I knew of; that she was doing the real missionary work of the republic; that she was the master workman in the great puddling pot of the school. And, ladies and gentlemen, on this the natal day of our republic, I believe that we can declare without hesitation that the perpetuity of this wide-flung nation, its solidarity, its unity of aim and purpose and effort, are more in the hands of that kind of teacher than in any other one influence at work in America.

To change the figure, as long as the eight hundred thousand teachers of America are painting upon the canvas of the minds and hearts of twenty-five million of children the great American ideals, the great faces of George Washington and Abraham Lincoln, we can feel a large sense of security in the future of this republic. This great Association, whose objective is to elevate and exalt the profession of teaching and to promote the cause of education throughout the United States, is giving over this program to the consideration of the economic, social, and professional conditions and needs of the teachers of America —the first and last line of defense of the republic.

We believe that the citizens in the districts, counties, and states of the republic must come more and more to see that the having and holding of the right kind of teacher in the schools of America is the chief concern of the growing republic.

Points from Seattle Addresses

BOTH GENERAL SESSIONS and department meetings at Seattle were unusually well attended. The following statements have been gleaned from many addresses made during the convention.

A NONPARASITE CITIZENSHIP, a supply of trained workmen to meet the demand, the utilization to the fullest extent of our national resources, and the conservation of both material and human resources, are fundamental in the development and maintenance of wholesome, national life.—Adelaide S. Baylor.

IT IS DOUBTFUL whether ethical problems will ever be adequately treated in senior high school and junior college except by provision of a course in social ethics taught by one especially prepared for this type of work.—Milton Bennion.

WE WAGE a continual conflict with ignorance, but frequently the conflict becomes one with our boards of education. Probably the solution lies in our hands. We are training the future boards.—Lucy Brickhouse.

OFTEN a student council fails to function because there is a vagueness in regard to the privileges and responsibilities of the group.—Louise C. Brown.

LET THE TEACHER be more guarded and careful in the matter of investment. —Carl E. Croson.

ONE OF THE great dangers which confront the movement of visual instruction in the public schools is the confusion of entertainment with careful learning.—Anna V. Dorris.

THE NEXT STEP in state association journalism is clearly that of developing and interpreting broad educational policies that will modify school practises in the various states.—Edgar G. Doudna.

THE PARTTIME SCHOOL may teach anything and in any way it thinks will benefit the pupil, regardless of how far it departs from the traditional school practise.—Anthony M. Goldberger.

WHATEVER sins of commission may be charged against education today they are dwarfed almost into nothing when compared with the cruelty and waste of human life due to the omissions in the programs of education of the "good old days."—J. M. Gwinn.

THE IDEAL TEACHER has always considered each student as an individual both in regard to present achievement and future successes.—Florence Jackson.

THE TEACHERS status must be raised by the teachers themselves.—Clara L. Jahnke.

THE WORD "education" and the word "school" are not synonymous. Education is a lifelong process and the demand for it is evidenced in many ways.—Judson T. Jennings.

JAMES W. SEARSON, *who died suddenly in Boston on Thursday, July 7, was one of the nation's great teachers and a pioneer advocate of interpreting the schools to the public. He laid the foundations for N. E. A. Press Service by devoted work at many conventions and served the Association in other ways. At the time of his death he was Professor of English in the University of Nebraska and Editor of the American Educational Digest. He often kept before his students this motto—Do all the work you can; let the rest go; but be happy all the time.*

BY PROMOTING the general education welfare, by fostering professional zeal, and by advancing educational standards, teachers will win the respect and goodwill of the taxpaying public.—J. Herbert Kelley.

THE IDEA that boards of education and teachers must be natural enemies in order to further the education of children is no longer believed to be essential.—Nell E. Lain.

IDEAL COOPERATION in supervision would mean voluntary association of superintendent, supervisors, teachers, and principal in which they would organize democratically to assist each other through mutual action in which the motive would be service to the children.—Elizabeth R. McCormick.

THE AFFILIATION of teacher and parent has enabled the teaching profession to more rapidly and aggressively recognize that programs enveloping the children must regard homes individually and collectively in order to more adequately meet the highest purposes.—Mrs. Victor H. Malstrom.

EDUCATIONAL LEGISLATION is and probably forever will be a matter of state rather than national responsibility. —Arthur L. Marsh.

CHILDHOOD has been grossly undervalued. Improvement in the schooling of children rests upon a much more intimate knowledge of the normal activities of children.—J. L. Meriam.

WE CAN only maintain our moral selfrespect as an association by upholding our educational ideals with the same firmness and devotion we have given as a nation in the promotion of our national ideals.—Walter P. Morgan.

EVERY STATE should have a sound retirement law, for such a law protects school children from teachers rendered incompetent by old age and it frees school boards from the obligation of continuing to employ teachers formerly satisfactory, but who have now become incompetent.—E. Ruth Pyrtle.

IN A SCHEME of education devised for the children of a representative democracy, work and work habits coupled with a high degree of intelligent appreciation of the finer things of life are essential elements.—R. O. Small.

EVERY KIND of child has a right to find out what God gave him and to develop it to the utmost degree.—Henry Suzzallo.

MANY TEACHERS need to be shown the value of scientific tests, how to use them, and how to study the results obtained therefrom.—Grace M. Swan.

IF EDUCATION is the greatest activity of a people, it naturally follows that teaching is the most honorable profession.—William F. Webster.

THE DAY is not distant when no boy or girl from 14 to 18 can escape the sympathetic attention of the specialist who will see to it through the school system that everyone can find something that will give a thrill of achievement.—A. E. Winship.

New Education Bill at Seattle

At no convention of the National Education Association has there been such an enthusiastic interest in the New Education Bill to create a Department of Education with a Secretary in the President's Cabinet as was displayed at Seattle. On the opening afternoon of the convention two hundred fifty people attended a meeting of the Legislative Commission and others interested in the Bill. The same evening state secretaries and state chairmen were dinner guests of Superintendent William M. Davidson of Pittsburgh, chairman of the Legislative Commission. At the Thursday morning session of the Representative Assembly reports were made by Dr. Davidson and by Charl Williams, director of the field and legislative division of the National Education Association.

"Educators have only one question to settle with reference to this legislation," Dr. Thomas E. Finegan told the Commission. "That question is whether it is best for the schools." He challenged them on the basis of the answer to that question to move ahead in spite of indifference or opposition.

The principal speech at the Sunday afternoon session of the Legislative Commission was by President Francis G. Blair, who explained that while he had opposed former education bills, the new measure received his hearty indorsement.

Dr. Davidson, addressing the Representative Assembly on Thursday morning said:

"This Bill is part of a great national program of education which focuses upon the most important living object in America today—the child enroled in the public schools and in all the schools of the land.

"This Bill differs in its purpose from earlier bills. No such thing as federal control is even thought of in this Bill. We are not only opposed to the proposition, we would not even let it be hinted at in framing the Bill, thanks to the fine work and farsighted genius of Dr. George D. Strayer and his committee in the past years. Not a word is said of subsidization.

"Then what does the Bill stand for? The Bill stands for a Secretary upon the Ship of State, whose function shall be to guide learning in America straight. We need at Washington first and above all a fact-gathering department which will gather together the scattered activities that are now in other departments, and organize them in such a way that they shall represent a unity—and then when the facts are gathered together send them to every state and local superintendent and administrative officer until they shall put them into the heart and conscience of the teachers of America. The Department representing a great clearinghouse of the best practise in teaching in Washington, and in California, and in Illinois and in Texas, will gather facts and disseminate them so that this thing I call the national system of education in America, measured in terms of the spirit, shall in all the states be striving to emulate the best thing which the best localities are developing in terms of educational progress.

"The establishment of the Department of Commerce and the Department of Labor have stabilized in America the relations between capital and labor. Since they were organized our labor troubles have been less. The human feeling which constitutes one of the marvels of modern times has come to be recognized as a new word in both the labor and business world. The same thing should be done for education."

Miss Williams made a plea for personal service on the part of every member of the Association interested in the Bill.

"We have learned," Miss Williams said, "that it no longer makes any impression on Congress to have a representative come to a hearing on a piece of legislation and to say one million and a half men or women have indorsed it. Congressmen immediately want to know how many of them believe in it, how many of them have made it their own, how many of them are willing to stand by it. Congressmen are interested in direct expressions of sentiment from the people of their own districts."

The many speeches made at the dinner for state chairmen and state secretaries emphasized the responsibility of the states in promoting all kinds of educational legislation. It was pointed out that members of Congress are representatives of the states and that they act on the advice of the people who have elected them.

Arthur L. Marsh of Seattle, secretary of the Washington Education Association, in an address at the conference of secretaries of state teachers associations, said: "Educational legislation is and probably forever will be a matter of state rather than national responsibility. The national unit can render invaluable service by supplying the several state organizations with perspective and with usable data from other states; but the educational advance will be on forty-eight state fronts rather than on one. In each state the legislative problems must be solved individually for that state, and on these state-by-state solutions the development of our program of progress will depend. Sound and effective legislative counsel must, therefore, be a major activity of every state unit of the organized profession."

The report of the National Education Association's Legislative Division presented at Seattle shows that when the first Education Bill was introduced in 1918 there were about 8000 members in the Association and only four state associations had fulltime secretaries. The membership in the national body is now more than 170,000 and there are 38 fulltime state secretaries. The state associations form the channel through which the new efforts are to be exerted. Their success in promoting the School Land Bill last year proved their legislative effectiveness.

What You Can Do

Resolve to have an active part in this great historic movement, realizing that its success depends on each individual teacher.

2. Read the New Education Bill (See The Journal for February, 1926).

3. See your representatives in Congress personally or write them while they are in their home districts before the opening of the session December 5, urging their support of this great measure. Keep the Legislative Division of the National Education Association informed of the results of your interview or correspondence.

4. Organize a small group of workers who will meet regularly to make plans to carry this campaign to victory.

5. Encourage the use of this subject for debates whenever possible.

6. Correct every misstatement about the Bill that you hear in a public gathering or read in the press.

7. Cooperate with every local group of each supporting national organization, encouraging them in their work for the Bill.

"Unite or Die"

LOIS A. LOCKWOOD

Teacher in the Los Angeles High School, Los Angeles, California

THE MEDIEVAL ADVICE of Machiavelli for subjugating a people or a group has become a truism: "Divide and rule." Benjamin Franklin recognized the converse when he gave the thirteen colonies their slogan: "Unite or die." America took the advice, united, won liberty, *formed a more perfect union,* and laid the foundation for the great and powerful nation whose benefits we enjoy today.

America, of all nations, has fully learned the power that comes from organization and concerted action. "All but teachers," it used to be said, "they cannot work together." The taunt is no longer true. Teachers have organizations and realize they must be maintained.

The National Education Association has demonstrated leadership and statesmanship in our profession. Today we are all sharing the increased prestige and rewards which have resulted from its work through the years. Let us put the question to ourselves: Would we be willing to see the National Education Association die out?

Our local associations a few years ago made a gallant and successful campaign for increased salaries to meet rising prices. If prices continue to rise we may have to do it again. How much easier for our board of education to secure ratification of its budget if it could say to the supervisors: "Our nine thousand teachers are united. We must comply with their just and reasonable demands." On the other hand, what might a hard-pressed board of supervisors say to our board if the news went round—"The High School Teachers Association has been abandoned," or if the whisper spread, "It is slowly dying out."

Fellow teachers, we shall not see any of these bulwarks lapse. There are far-sighted, public-spirited teachers who will give time, thought, money, and take the risks necessary to keep our associations functioning. But what are we—if we accept the salary increases, enjoy the protection and prestige, and yet give neither time nor money to the common effort? Why should any one of us save our five, ten, or fifteen dollars each year while our neighbors, no more able than we, bear all the burden and the cost? The machinery *must* be maintained. A new organization cannot be formed at a moment's notice when some crisis is upon us. Leaders with training and enthusiastic members do not "spring to arms over night." Timid people, even bold ones, hesitate to form an association when there is opposition. Who will watch our interests, warn us, keep us informed, rally and lead us, if we throw the machinery and pilots overboard? Eternal vigilance is the price of freedom, now as always. "In my country," said the Red Queen to Alice in Wonderland, "you have to run as fast as you can, merely to stay where you are."

Who of us is hardy enough to claim the privileges and refuse the burdens? Shall 50 percent or 75 percent or 80 percent bear the cost? On what grounds can the other teachers refuse? Teachers on minimum and lower ratings will enter year by year into advances won by those who made and kept the association. Why should not the newcomers pay their share to preserve these benefits? Those who stay out one, two, or three years and come in only for a salary campaign save ten to fifteen dollars each year because enough others paid it. Why not have every teacher do his share? Every member in the association increases its potential power, as everyone outside lessens it. "Divide and rule" has long been a method used to our disadvantage. And what teacher, if he stops to think, wants his associates to carry his share of the common insurance?

It may be some of us would pay if we approved the methods and the personnel of the associations. That is a poor way to improve them. Let us pay our dues and add our effort toward improvement of what we don't like. The organization needs our brains, our constructive criticism, our interest, more than it needs our money. Let us not leave the policy wholly to officers and representatives. If we have a truer vision, shall we not place it where it can function? We are the very persons needed.

Although the need to win and keep material benefits is the fundamental reason for an association, it is far from being the only one. We have not yet begun to touch the advantages—professional, social, scholarly, and human—which our organization might give. We must learn from doctors, lawyers, architects—even from business men—what cooperation can do for us. Nor is the price disproportionate. All other professions pay from two to ten times as much for the association. We, ourselves, pay immensely more for personal clubs, dinners, alumni dues, or various indulgences. Is even the maximum of fifteen dollars too great, in comparison with the returns—personal benefits plus a generous, helpful cooperation in public welfare?

Let us cease debating the question each year, clinging to those dollars; they belong in our budget with other fixed, necessary charges. In their place we shall have the knowledge that we have helped promote the growing prestige of the teaching profession, fostered a liberal attitude toward schools and learning, and done our share toward the self-respecting, honorable preservation of our rights in the community.—*Bulletin* of the Los Angeles City Teachers Club.

Why Support Our Teachers Organization?

EACH of our three organizations, national, state, and local, secure benefits not possible to any one alone. The three supplement and connect with one another as do our national, state, and local governments.

2. In the pressure for economy and the conflict of selfish interests, an unorganized group presents the logical victims for retrenchment or exploitation. United we stand; divided we fall.

3. If we wish to preserve the prestige and economic gains we have slowly won, we must keep strong organizations in the field. They cannot lapse and be renewed at will.

4. If they must be maintained, it is only decent that all should bear a share of the cost though not all can give time and effort or take the risks.

5. The organizations need our ideas and our constructive criticism.

6. Generous cooperation for the common welfare makes us better human beings. We shall like ourselves and one another better if we all do our part.—From the *Bulletin* of the Los Angeles City Teachers Club.

Pan American Friendship Day

L. S. Rowe

Director General of the Pan American Union, Washington, D. C.

There is just one date that has equal significance for all the republics of the western hemisphere—Columbus Day, October 12. To the vision, courage, and leadership of the great admiral we all alike owe the beginnings of European civilization on this continent.

It is well that we of the United States should stop to realize to what extent we are indebted to Spanish explorers and missionaries for the taming of our great wilderness.

While during colonial days North and South America had few contacts, with the beginning of the struggles for independence there began an era of sympathetic interest which has continued to the present time. South American patriots drew their inspiration from the American and French revolutions and their efforts toward liberty awakened the intense sympathy of such Americans as Henry Clay, some of whose most passionately eloquent utterances were devoted to the cause of South American independence.

As early as 1826 a Pan American Conference was called by Bolivar, the "Liberator" of northern South America. This meeting was the precursor of the Pan American Conference held in 1889-90 at Washington, D. C., when the Pan American Union was established as the official agency of the twenty-one American republics for the dissemination of useful information concerning them. Since that time travel between the Americas has enormously increased, commercial relations have grown by leaps and bounds, and intellectual and social contacts of every kind have been established. These relations have been fostered by many Pan American Congresses, dealing with almost every conceivable subject from child welfare to international law. Indeed, Pan American friendship and cooperation in commercial, financial, humanitarian, and intellectual interests, in the establishment of the principle of arbitration of disputes, and in the constant effort toward peace among nations are an example to all the world.

To the fulfilment of these great purposes, the Pan American Union directs all its efforts. Through its publications, its splendid Pan American Library—a memorial to Columbus—and its staff of expert consultants on matters of trade, finance, travel, education, art, music, literature, and social welfare, it is answering hundreds of inquiries and broadcasting—both figuratively and literally—the culture and progress of the southern republics.

Columbus

Joaquin Miller

Behind him lay the gray Azores,
  Behind the Gates of Hercules;
Before him not the ghost of shores,
  Before him only shoreless seas.
The good mate said: "Now must we pray,
  For lo! the very stars are gone.
Brave Admiral, speak, what shall I say?"
  "Why, say 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
  My men grow ghastly wan and weak."
The stout mate thought of home; a spray
  Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
  If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
  'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
  Until at last the blanched mate said:
"Why, now not even God would know
  Should I and all my men fall dead.
These very winds forget their way,
  For God from these dread seas is gone.
Now speak, brave Admiral, speak and say"—
  He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
  "This mad sea shows his teeth tonight.
He curls his lip, he lies in wait,
  With lifted teeth, as if to bite!
Brave Admiral, say but one good word:
  What shall we do when hope is gone?"
The words leapt like a leaping sword:
  "Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
  And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
  A light! a light! a light! a light!
It grew, a starlit flag unfurled!
  It grew to be Time's burst of dawn.
He gained a world; he gave that world
  Its grandest lesson: "On! sail on!"

The paramount foreign interest of the United States lies in these 20 republics to the south. Secretary Hoover has said:

> The Spanish language occupies in this continent a place of importance second only to that of English . . . We must take particular care to see that the study of Spanish, if not made compulsory, is at least made possible in all secondary schools.

But do the American people realize that some effort is necessary to acquire that sympathetic understanding of somewhat different races which will enable us to cooperate successfully with them in solving our common new world problems? It is so easy for the hardheaded Anglo-American to think of his southern brother as an idle dreamer, instead of as a lovable idealist; and for the beauty-loving Latin-American to consider the *Norteamericano* a mere dollar-chaser, overlooking his spirit of service to humanity.

Now this is precisely where the teacher comes in. There are ways in which teachers can make the other American peoples real to school children, inculcate respect for their achievements, and build up that spirit of friendship which is essential for the future wellbeing even of our own country.

The geography teacher will be on the lookout for the incorrect and unfair statements concerning our southern neighbors which appear in some school geographies and see that the children do not get a prejudiced view. A country may be small and yet have a worthwhile civilization but the statement in a text that it is "of very little importance" will inevitably give the child a contemptuous feeling which will perhaps last a lifetime. A large part of our population has been thus prejudiced through early education. Geography teaching may be enlivened by the use of the illustrated descriptive booklets on American nations, cities, and commodities published by the Pan American Union which are used now by the thousands in many school systems. A limited number of stereoptican slides is available for loaning but owing to the constant demand must be requested some time ahead.

The teacher of American history will find numerous opportunities to refer to important events in Latin-American history which is linked with our own at so many points. A suggestive article on this subject is "Outline for the Incidental Study of Latin-American History" in *The History Teachers' Maga-*

zine, June, 1918. Many high schools are introducing short courses on Latin-American history, and a list of the best books for this purpose, prepared through the cooperation of eminent authorities, is available for distribution at the Pan-American Union. The national holidays of a number of the republics fall during the school year and the history teacher should seize these opportunities to tell pupils why each of these dates is as dear to the heart of the Mexican or the Argentine as July Fourth is to us.

Teachers of Spanish of course have a special claim on the field—eighteen daughters of Spain, with a combined population of 59,362,650, each with its own literature, its individual characteristics, and customs. Study the mother Spain, of course, but do not omit these fascinating younger nations, pulsating with life and vigor. Write to the Pan American Union for material on Spanish America, arguments for the need of studying Spanish, and suggestions on Spanish-American realia. For younger pupils, the Junior Red Cross, through its headquarters in Washington, D. C., has an admirable plan for exchange of correspondence.

Teachers of commercial subjects should have a special interest in the countries of South and Central America. For a generation American statesmen like Root and Roosevelt have seen that the next sphere of tremendous economic and commercial development will be in Latin-America and that therefore the closest possible business relations with our southern neighbors should be cultivated. In 1926 our total import and export trade with the other American republics amounted to $1,875,901,625, or over 20 percent of the foreign commerce of the United States. The publications of the Pan American Union are a veritable mine of information.

Every teacher can further Pan American friendship by forming an intelligent and sympathetic opinion concerning each of the 20 Latin-American republics. To every one of you I would say: Read books of history and travel and the publications of the Pan American Union; if you live in the eastern part of the United States, listen to the periodic concerts of Latin-American music which are broadcast from the Pan American building. Remember that what you read in the newspapers seldom represents the best of any foreign nation and judge rather by the statements of well-informed travelers who have gone to other American republics as skeptics and returned enthusiasts. If you so inform yourself, you will find many opportunities to impart to those whom you teach a spirit of fairness, of appreciation, and of friendship for those who, with different racial inheritances and under circumstances far less favorable than ours, are nevertheless steadily advancing.

To school administrators I make two suggestions: First, see that Columbus Day is observed as a day of Pan American goodwill. Second, adopt the policy of naming public schools after some of the other American nations or their national heroes, as an expression of friendship and a means of bringing about a close connection with the school children of those countries. This practise is common among their schools. The cities of Buenos Aires, Argentina, and Rio de Janeiro, Brazil, have done us the honor of naming a large public school for the United States. Information may be had from the Pan American Union as to these "United States Schools," and the plan for exchanging correspondence.

Whether or not we keep and strengthen the traditional friendship of our southern neighbors depends largely on whether we train our children to think it worthwhile. Shall we do it? Teachers of America, answer!

THE PATIO of the Pan American Union is an indoor tropical gaden. The center is an Aztec fountain with goldfish glinting in its basin. Visitors find here fruits and flowers of our South American neighbors growing in luxuriant profusion.

Growth in Physical Fitness

KATHLEEN WILKINSON WOOTTEN

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HAVE YOU EVER dropped down on a convenient hall or campus bench and watched the passing of college or university summer school students? If you have, you have no doubt noticed that there are usually three distinct types. First, there is a sprinkling of briskly moving but nonchalant undergraduate youths and maidens doing makeup work or "getting off" credits. Second, there is an encouraging number of young teachers who have not yet realized that the whole world is resting on their shoulders and a few, very few mature teachers who have learned that they are only a part of God's great plan and have accepted their part philosophically. The third type consists of professional pedagogs "with their heads in the future and their feet in the past," their earnest eyes straining through heavy tortoise-shell glasses to catch that all important glimmer of truth and their poor tired shoulders dragged forward by heavy briefcases of facts.

Since the last group is always a large group and in such deadly earnest about its work, the watcher has no doubt wondered if all their grasping after professional training is "education." Can tired bodies and fagged brains guide eager little children or enthusiastic, expectant youth successfully through their manifold adjustments to life and its problems? Perhaps the watcher sighed over the fate of the children or of the teachers themselves. So much misdirected goodwill and human power going to waste!

It does not follow that the writer disapproves of summer school study for teachers in service. She simply chose summer school because it is the next great physical dissipation open to the profession. Study under right conditions is an excellent tonic—refreshing, stimulating, rejuvenating. But when weary teachers are driven to it purely for the professional advancement that comes with certificates, renewal of licenses, diplomas, degrees, and more degrees, then summer school becomes a goad and the teachers, slaves. This will always be true until teachers have the courage to do only that amount which they are physically able to do. That is, in place of taking a full summer quarter or a maximum credit schedule for six or eight weeks they must use judgment and cut the whole procedure to the amount of work which will give higher standards of personal and professional efficiency—namely, inspiration and refreshment—the necessary qualifications for success in next year's school work.

Some Helpful Books

A HANDBOOK on positive health. Womans Foundation for Health. 370 Seventh Ave., New York City.

Fisher, Irving, and Fisk, E. L. How to live. Funk and Wagnall Co., New York City.

Hall, C. S. Certain degenerate tendencies among teachers. Pedagogical Seminary. Vol. XII, p. 454-63.

Hoag, E. B. The health index of children. Whitaker and Ray Wiggin Co., San Francisco.

James, William. Talks to teachers on psychology. Henry Holt and Co., New York City.

Leavitt, Robert G. Health training for teachers, Health Education Series, No. 8, 1920; price 5 cents; Rogers, James F. The health of the teacher, School Health Series, No. 12, 1926; price 10 cents. Bulletins, U. S. Bureau of Education, Department of Interior, Washington, D. C.

Terman, Lewis M. The teacher's health. Houghton Mifflin Co., Boston.

Wood, Thomas D. and Dansdill, Thersa. Byways to health. D. Appleton & Co., New York City.

Wootten, Kathleen Wilkinson. A health education procedure. National Tuberculosis Association, 370 Seventh Ave., New York City.

Williams, Jesse F. Personal hygiene applied. W. B. Saunders, Philadelphia.

It is high time that the world should wake up and demand more real teaching by real, red-blooded, live human beings—men and women whose bodies, minds, spirits, emotions, and social relationships are equally sound. Happily this demand is growing. Many states are now requiring physical examination of their teachers. School boards are demanding higher standards of physical fitness from applicants and from those already in service. Normal schools and colleges are turning their efforts toward raising the personal health standards of teachers in training. The most practical programs include: (1) A complete health examination of each student with needed followup work; (2) a healthful program of living; (3) direct instruction in public health, school hygiene, and personal hygiene. Some states have gone so far as to give training only to healthy applicants.

Even teachers themselves are beginning to realize that professional success is dependent upon becoming a success as a human being and so we are ushered into a new era in education—an era wherein the growth of teachers through physical fitness is considered the only sane basis whereby health, happiness, and growth of the children in their care and under their guidance may be secured.

While the teaching profession has never been considered a healthful occupation, a 1926 Bureau of Education report on "The Health of the Teacher," by James Frederick Rogers, concludes that:

> So far as the death rate is indicative, teachers are, as a class remarkably healthy. When the number who are sick and their length of absence are compared with the records of industrial workers and clerical groups, the health of the teacher remains superior. Whether this would be true if the teacher were obliged to work as many days as are persons in other occupations we can not say, though the comparative statistics from London and Victoria would seem to prove that the story would be different. It is not to the advantage of the teacher to be absent from her classes, if she can avoid it, and it may be that if the same incentive to be present existed in other occupations the employees would be less frequently absent.

In spite of these encouraging facts, morbidity is still a serious handicap in school work. Superintendents who have made recent surveys of the problem say that not only individual children are retarded by use of the substitute system, but that sometimes the retardation of a whole grade can be traced to the absence of the sick teacher. This is not the whole story of the serious handicap imposed on the school child by the physically unfit teacher, for sickness causing lost time is but a small part of the actual sickness in the profession. As Rittenhouse says, "Most of the sick people are not on their backs, but on their feet at work." In 1913 Lewis M. Terman estimated that between a quarter and a half million of our school children were being

daily instructed by teachers who were caught in the grip of the "great white plague." He advised further that while this is a terrible menace to the child "the teacher who dwells always in the abyss of despair and gloom or tingles with nervous hypersensitiveness is dangerous in almost equal degree."

There are certain definite conditions which are unfavorable to the teacher's health. These include dangers to both the teacher's mental and physical health —namely: (1) The indifference of teachers to their own personal hygiene and their ignorance or indifference to bad schoolroom conditions such as dust, poor ventilation and heating, inadequate lighting, incorrect seating, and the like; (2) long hours of sedentary profession with its resulting poor elimination, respiration, and circulation; (3) overwork caused by overcrowded rooms and endless paper work including frequent overdetailed reports to superintendents; (4) nervous strain of overstrenuous training for the profession followed by exhaustive school discipline, excessive standing, constant use of voice and eyes; (5) the monotonous repetition of the average school program; (6) the dwarfing tendency of dealing constantly with immature minds; (7) the insufficiency of salary; and (8) lack of wholesome recreation.

The list of conditions unfavorable to the personal health of a teacher looks formidable when compiled, but health training for teachers, improvement in school hygiene and in school programs would eliminate most of the unfavorable conditions enumerated. After all, if teaching is exhausting and exacting the hours are shorter and the vacations longer and more frequent than in any other profession. Then, too, every teacher should feel a tonic effect from the satisfaction of knowing that no other profession except parenthood offers a wider field of service.

It should be remembered by those who are not well that good health is invariably attainable and the conditions for achieving it are simple: (1) A good medical adviser; (2) a knowledge of the principles of personal hygiene; and (3) a will to be well "in spite of everything." The thoughtless say: "It takes more time than I can spare to get well" or "It takes more money than I have to get well." More time than they have? They have all the time there is. More money than they have? The poor of any group can least afford ill health.

Teachers who are below par, like other people who are below par, invariably fall into two classes, the too energetic or the too lazy. Most of the first, the overconscientious type, need to stop and catch their breath; the few of the latter type need to speed up until they know what it feels like to need more breath. Some deny themselves the right food, clothing, or recreation, and work until they are groggy or get the selfappointed martyr complex. Some indulge themselves until they are fat of body, mind, heart, and soul. Every teacher should ask himself the following question, "If I am below par, why am I suffering from this degenerate condition?"

Since good medical advice will immediately follow a most thorough health examination, the rest of this discussion will center around a few suggestions in applied personal hygiene.

The first problem for the person who wishes to reeducate himself is to realize that mind affects body in a most positive manner. Think healthful thoughts! Be cheerful! Smile if it hurts! Turn the corners of your mouth up if you have to take your fingers and poke 'em up! Listen to your speaking voice. If it is high-pitched, nervous, nagging—calm yourself! If it is sick, mournful, draggy —speed it up! Why be so solemn? Haven't you heard that "a little seriousness is dangerous, more is fatal"?

When it comes to the physiological care of the body, medical assistance or surgical interference is necessary in a few cases, but all that the majority of patients need is a sane routine of living coupled with sufficient energy and will power to persist in it. "Truth wherever it may be sought is, as a rule, so simple it does not look learned enough." The conditions necessary for good health may be briefly summarized: sunlight and fresh air, good food in the right quantities at regular hours, hygienic clothing, water inside and out, sufficient exercise, attention to nature's calls—eliminating of body waste—rest, recreation, an enthusiasm for your work, and love for your fellowman.

Personal health questionnaire for teachers—Do I have a thorough health examination once a year by a competent physician?

Do I attend promptly to correction of defects and symptoms of diseases found by examiner?

Do I visit my dentist at least twice a year?

Do I protect my vision?

Do I get sufficient sleep and rest?

Is my school healthful in location, construction, equipment, use, and care?

Is my playfield adequate in size, location, equipment, safety? Do I understand the principles of the new public health?

Do I take part in the recreation program of my pupils out of school hours? Have I helped with the Boy or Girl Scouts, or similar groups?

Have I an avocation? Is it healthful?

Am I always polite and gracious to children as well as adults?

Am I cheerful, encouraging, calm?

Am I just in all my dealings?

Am I tactful in all my problems?

Do I cooperate with my pupils, my coworkers, my patrons, and my school community?

Is my program of work, play, rest, and sleep well balanced?

Am I in fact and in deed a healthy, wholesome, joyous personality? Does my whole face and bearing express this?

Am I vitally interested in my school health program? Do I practice the health habits I attempt to teach? For example:

1. Am I immaculately clean and neat?
2. Do I take genuine pride in my personal appearance?
3. Are my clothes hygienic as well as attractive?
4. Is my posture good?
5. Do I breathe deeply?
6. Is my speaking voice attractive?
7. Are my schoolroom, home, and sleeping quarters always well ventilated?
8. Do I eat sufficient wholesome food at regular hours?
9. Am I familiar with basic scientific facts concerning food values—well balanced menus, correct preparation and service of food as well as the best form of eating? Do I follow these?
10. Am I overweight or underweight for my height and age?
11. Do I drink at least eight glasses of water a day?
12. Do I have one or more complete evacuation from the bowels daily?
13. Do I keep my teeth, gums, and tongue clean?
14. Is my hair clean and well groomed?
15. Are my shoes in good repair and polished—heels as well as toes?
16. Am I guilty of any habits that tend to spread disease or cause infection, such as failure to bathe hands after going to toilet or before eating, licking finger in turning page of a book, failure to cover every cough and sneeze with a clean handkerchief, putting finger, pencil, or pen staff in mouth, use of soiled hands or soiled linen or other unsterilized materials in administering first aid where there is an open wound?
17. Am I guilty of any irritating nervous habits, as biting my finger nails, picking at my nose, drumming with fingers, tapping with foot, shrugging my shoulders, making facial grimaces?

Preschool Education as a Career

PATTY SMITH HILL

IT HAS TAKEN society and education a long time to grow into a genuine respect for young children and their right to education. These very young children have just as much right to all those influences which make for maximum growth as any later stage of development, yet the state is slow to grant this. Maximum growth at any stage of development demands an environment equipped to stimulate developing powers plus a highly trained guide to utilize these facilities to produce achievements of a high order. As the educational possibilities of these early years are only recently coming into full appreciation, we can readily understand why those who have had the care and training of this period have had to struggle to command the attention and respect more easily inspired by those who devote themselves to education in its upper levels.

Perhaps this is partly the fault of both preschool teachers and mothers in that they have not until within the last fifty years attempted to make their vocation a respected one through scientific professional preparation.

There are many other causes for this. The fact that preschool education has been so largely a woman's job has had its influence. Since the days of Froebel preschool education has been largely in the hands of women. Recent scientific developments in the preschool field with its wide opportunities for research are attracting masculine investigators at a rather rapid rate. This new interest in baby education so recently manifested by men in the research field will command from school administrators a respect difficult for women to inspire in the past. When you investigate home conditions the same situation is evident. It is the mother who has almost sole responsibility for the care and training of the preschool child.

There are other reasons for the late appearance of masculine respect and responsibility for cooperation in educating preschool children and preschool teachers. In primitive life young children were a serious handicap. The struggle for existence was so severe that weak, helpless, and dependent creatures greatly decreased opportunities for survival and increased the dangers of war and famine. Civilizations of a higher order bring with them a new attitude toward the weak, the helpless, the immature.

We are not fully civilized today. Boards of education all over our land refuse a tax for preschool children, leaving them to chance, for better or worse,

PATTY SMITH HILL, *director of Department of Kindergarten-First Grade Education, Teachers College, Columbia University, and pioneer leader in the movement for kindergarten and preschool education.*

in homes with untrained mothers, or in the streets with no supervision. It is only recently that a tax was procurable for the education of children from four to six years of age and the battle is yet to be fought for the nursery-school child. The kindergarten has fought nobly, not only for a school tax for the kindergarten child, but to protect the child of this period from untrained teachers. While the type of professional preparation offered was often open to criticism, we have kept the proportion of untrained teachers in the kindergarten at a phenomenally low figure as compared with other grades.

A new day is dawning. We are asking and demanding our right to a professional preparation commensurate with opportunities offered those in the upper grades and secondary schools. We are also invading the homes of the present and future, insisting on parental and preparental training for mothers, and shall we venture to say fathers, as well?

When education was thought of in terms of growth and development, we came to value *growth* itself rather than the *level* of maturity experiencing growth. Growth, then, is the birthright of *all* levels, and arrested development a crime at any period, for it not only mars the particular period but all later periods. This carries with it a conviction that robbing babies of opportunities for maximum development is as shortsighted as to deprive the high school youth of maximum conditions for growth. How slow of heart we educators are! How much wiser the medical profession! Shall babies have no medical care until their sixth year? Shall those who have the medical care of infants and young children be any less wellprepared professionally than those in charge of youth and adults? Shall baby hospitals be any less well equipped than those provided for the conservation of life in later years?

While psychiatry has been guilty of many exaggerations in the emphasis it lays upon the supreme importance of these early years, it has made a great contribution to all forms of preschool education in the home and the school. Arnold Gesell, who has given many years to the scientific study of the preschool period, writes:

> There is one stage which has an autocratic position in the series, and therefore dominates all the rest—the autocracy of priority. The preschool period is biologically the most important period in the development of an individual for the simple but sufficient reason that it comes first. Coming first in a dynamic sequence, it inevitably influences all subsequent development. These years determine character, much as the foundation and frame determine structure. . . . The very laws of growth make these most formative of all years. The younger the creature the more rapid its growth. In a certain sense the amount of mental growth, which takes place in the first sexennium of life, far exceeds anything which the child achieves in any subsequent period.

If it be true that the foundations of physical, mental, emotional, and social health are largely laid in these early years, it follows that those who have the care and training of the preschool period must have the best professional preparation possible to secure. Nor should we

attempt to copy blindly curricula such as those now provided in our normal schools and teachers colleges for teachers of older children. We must train teachers through a new type of normal school curriculum planned to meet the distinctive and specific needs of children from two to seven or eight years of age. We readily grant that we hold much in common with such teachers, insofar as nursery school, kindergarten, and early primary are the foundations on which they build; yet the emphases are different. Where we must hold to common objectives all the way from the nursery school to college, certain objectives and achievements are far more insistent in the early years, falling into the background as mastered acquirements upon which all future achievements must be built in later education. It is this difference in emphasis which demands a new normal school curriculum, if the teachers in training are to meet the needs of young children with curricula which includes duties never dreamed of as worthy of an honored place in the curricula of the past. Neither public school buildings nor teachers of the present are equipped to meet the requirements of these new courses now demanded for young children. When teachers are trained to include in curricula for young children equipment and supplies which provide the conditions necessary for training them in the fundamental habits of scientific feeding, sleep, rest, open air, with provisions for psychological and medical inspection, school architecture and equipment will be given by school authorities. Is it not a confession of blindness and stupidity on the part of educators that new institutions have had to be created to provide allround care of children under the caption of "welfare" rather than education? We have been too dominated by subjectmatter to give proper attention to such matters as physical, mental, emotional, and social development. Universities with their colleges of education have been forced to open new departments of socalled child welfare in order to train teachers to a new, broad, and inclusive curriculum based upon these fundamental needs of early child-life. There was no room for them in departments of education absorbed in studying scientific modes of acquiring and checking the technic of the school subjects; so new departments of child welfare had to be opened to meet the need. Most of these new departments are studying the preschool child, his nature and needs, with nursery schools as laboratories for research. When these are well established, kindergartens and primary grades must come under their guidance if they are to be transformed in the light of what has already been discovered and demonstrated in nursery schools.

England did splendid pioneer work in this field, but America, with her great wealth which has provided wider opportunities for research, is developing scientific nursery education more rapidly than any other country in the world.

Questions are constantly being asked regarding the characteristic differences in curricula and methods for nursery schools, as compared with those in use in kindergartens and the early primary grades. Only some of the outstanding differences can be sketched. The best answers to such questions can be secured by a whole day's observation in some of our best nursery schools. One of the most evident differences is in the more thorough and scientific physical care provided. There is a periodical medical examination far more thorough and superior in every way to those offered by schools of any type in the past; there is the daily inspection given by trained nurses before the child is allowed to join his playmates; there is the daily régime of scientific feeding, sleep, rest, and openair work and play; there is a psychological and psychiatric clinic with its mental, emotional, and social diagnosis; there is the daily record kept by the nursery school teacher herself which, when put together with the findings of doctors, nurses, psychologists, psychiatrists, nutritionists, dentists, posture experts, and case workers, give as full a clinical study or picture of the child's whole personality as is possible to secure. In addition to records made in the nursery, a home report is brought daily by the mother with a record of the child's home sleep, both as to quality and quantity, the appetite, eliminations, emotional disturbances, and openair opportunities. Parental cooperation is *required* as a condition of entrance and the education of the mother is considered an integral part of nursery education. This is an absolute necessity if the same standards and ideals set in the nursery are to be carried over into the home. There must be continuity of purpose in the two institutions in which all the "learnings" of young children take place—namely, the home and the school. At present most nursery schools are connected with research clinics. As larger numbers of nursery schools open, it will be impossible to provide such exhaustive clinical studies of each child; but the teacher himself must be trained to search for and secure community cooperation in the most fundamental aspects of clinical studies.

The nursery school teacher must have some of the knowledge and skill of the trained nurse, together with the attitude and ability of a wise, intelligent mother, since she takes over many of the duties which only trained nurses and mothers in the past were supposed to be willing or prepared to do for little children. Nothing that the child needs can be regarded as menial by a thoroughly trained nursery teacher. She must have a goodly share of the medical knowledge which pediatricians are supposed to possess. She must be well inducted into the intricacies of psychiatry or mental hygiene and skilful in the use of such knowledge in meeting the emotional disturbances and behavior problems of child life. She must be prepared to enter intelligently into the nutritional program mapped out by experts in this field. She must be expert in teaching correct habits of sleep and posture. In addition to such knowledge and skills, not usually possessed by teachers, the nursery school teacher must have a full knowledge of the relation of her curriculum to those in kindergarten and primary education with their literature, art, music, games, dances, and social studies as carried forward in modern education.

One can but ask, is it possible to prepare teachers along such varied lines? Can she be prepared to enter intelligently into such a variety of duties required in the day's procedure? The only answer is that it is being done in many places today where such opportunities are offered to teachers. It requires time, a good academic, professional, and cultural background, good health plus experience, temperament, and intellect of a superior order. Such teachers will command respect for themselves and their work. They will be leaders in any community and must be paid accordingly. John Watson has expressed it admirably:

> Insofar as I have learned anything from experiments in infants and young children, they show, first, that parents, and second, that early grade teachers, equally must share the responsibility for making or marring the emotional life of the average child. We can only gradually educate the general run of parents, but we can more rapidly improve matters by making the position of the early grade teacher the most desirable and the best paid one in our schools. When this has been done, we must then secure exceptional teachers for these early grades. . . . We should like to see these early grades given over to students of child psychology.

The World Federation at Toronto

Did the World Federation do nothing more than bring together schoolfolk from the nations of the earth in friendly discussion it would render a priceless service. But it is doing much more. It is building up a body of men and women interested in education as a world force, even as the 43 men who founded the National Education Association in Philadelphia in 1857 saw in the new organization the hope of a surer foundation for our young republic. The Toronto program included many names of leaders who have been with the movement from the first—men and women who helped to start the organization on its way in San Francisco in 1923 and who were also present at its first biennial conference at Edinburgh in 1925.

The Toronto Conference was held August 7-13 on the magnificent campus of the University of Toronto. On Saturday, August 6, delegates from faraway places began arriving in numbers and were admirably cared for by the local committee. One boat brought more than 150 representatives from England. Many of the delegates were housed in the University Residences and had their meals together in the great dining hall, Hart House. Thirty-three nations were represented and the total attendance was estimated at 8000.

The general sessions included a vesper service on Sunday afternoon and regular afternoon and evening meetings through Friday, excepting Wednesday, which was given over to a delightful excursion to Niagara Falls by boat and train through the courtesy of the Ontario Government.

The vesper service gave a new meaning to the old hymns as they were sung together by many races and creeds. Canon H. J. Cody, director of St. Paul's and chairman of the Board of Governors of the University of Toronto, spoke on the international aspects of religion and education. He emphasized the importance of nationalism based on Christian patriotism as the foundation of sound international ideals and practises, just as nationalism has its foundation in the more intimate loyalties of home and community.

The general sessions were filled with addresses of welcome, greetings from various nations, and reports of educational progress. Special attention was given to the work of the Herman-Jordan Committees on Education for Peace, The Teaching of History, International Athletic Sports, Military Training, and General Machinery for International Cooperation.

There were more than a score of department, division, and group conferences covering such subjects as health, illiteracy, behavior-problem children, kindergarten and preschool education, elementary education, secondary education, colleges and universities, adult education, motion pictures, library service, parent-teacher activities, and teachers' associations.

Walter R. Siders, *who has been active in the work of the Federation from the beginning, will now give his full time as its Financial Agent. The University of Idaho has honored Mr. Siders with a doctor's degree in recognition of his service to education.*

The Heart of the World, a great pageant, was given on August 9 at the Coliseum in Exhibition Park. It was a symbolic presentation of the power of children and song in the development of civilization.

A rare musical treat was provided in the concert on Thursday evening by the chorus of the Canadian National Exposition. This chorus of 2000 voices is one of the great choral bodies of the world and attracts many people to Toronto each year.

Substantial progress was made in the further development of the organization of the World Federation. Proposed articles of incorporation were drawn up and after prolonged discussion were adopted with amendments by the Delegate Assembly. At no time during the conference more than in this discussion of incorporation was there persistent difference of opinion, combined with steady determination to maintain the attitude of goodwill and mutual cooperation in behalf of the larger cause.

Among Americans who took prominent parts in the conference were President Thomas of the Federation, Dean William F. Russell of Teachers College, Columbia University, and President Uel W. Lamkin, of Northwest Missouri State Teachers College, who had charge of the American delegation; Raphael Herman, donor of the award for the Herman-Jordan plan; President Cornelia S. Adair, whose address at the opening session brought much favorable comment; Secretary J. W. Crabtree of the National Education Association, whose presentation of Education Week led to the adoption of the resolution urging that its observance be made worldwide. Many others made helpful contributions on programs and as officers.

The farewell meeting on Friday evening was brilliant in its humor, its oratory, and its felicitation. A dozen speakers from almost as many countries paid tribute to the generous hospitality of Toronto and Ontario, to the World Federation, to President Thomas, and to each other in speeches that were brief but filled with meaning.

The resolutions adopted by the Delegate Assembly at the final session on Friday afternoon set forth the right of every child to an education broad enough to meet the needs of life.

The officers for the next biennium are: *President,* Augustus O. Thomas, State Commissioner of Education, Augusta, Maine; *Vicepresident,* Harry Charlesworth, Secretary, British Columbia Teachers' Federation, Vancouver, Canada; *Vicepresident,* P. W. Kuo, President, Southeastern University, Shanghai, China; *Vicepresident,* Fred Mander, President of the National Union of Teachers, London, England; *Secretary,* Charles H. Williams, University of Missouri, Columbia, Missouri; *Treasurer,* E. A. Hardy, Vicepresident of the Canadian Teachers Federation, Toronto, Canada; *Financial Agent* (full time), Walter R. Siders, Pocatello, Idaho.

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

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Seattle Triumphant

HOSPITALITY PAYS. Seattle received nobly the greatest body of teachers that has attended a summer convention within the memory of present officers of the Association. The city gave a new example of the heights to which hospitality may rise. The genial spirit of Mayor Bertha K. Landes was everywhere, saying "You are welcome! Our hearts and our homes are open to you. The city is yours." The efficient work of Superintendent Thomas R. Cole and his associates kept the complex machinery smoothly running. Teachers collected flowers from the gardens of western Washington with which to gladden the hearts of visitors. Citizens generous with their autos took hundreds of teachers to the beauty spots of the city and the surrounding country.

The Washington Education Association furnished badges exceptionally beautiful in design, and gave a delightful breakfast to visiting officers. The final excursion to Tacoma on Friday evening formed a fitting climax for the five hundred who were able to enjoy the boatride on the Sound and the bounteous homecooked dinner served in Point Defiance Park by the Tacoma parent-teacher associations.

The newspapers of the city were unusually intelligent and generous in their reports. The press associations sent out thousands of words by wire daily. The *Christian Science Monitor* continued the excellent reports that have made its work famous through its personal representative, Marjorie Shuler.

And now, as proved by reports in *The Journal of Education, School and Society,* and many other journals, the whole country is talking about the beauty and generosity of Seattle.

This note of greatheartedness ran like a golden thread through all the meetings, and contributed much to the admirable program planned by President Francis G. Blair and the officers of departments and allied groups. It was evident also in the business affairs of the Representative Assembly.

President Blair's theme—*the teachers of America, the Republic's first and last line of defense, their economic, social, and professional welfare, the chief concern of state and nation*—kept attention focused on the primary need of education, the need of better-paid, better-trained teachers from the kindergarten through the university.

The Representative Assembly was composed of 1145 delegates as compared with 1124 in 1926. Under the chairmanship of Superintendent P. P. Claxton, former U. S. Commissioner of Education, a Committee on Appointment of Delegates and Kindred Questions presented a revision of Bylaws proposing a reduction of the size of the Assembly. The report of this committee will appear in the *Proceedings* in parallel columns with the present Bylaws. Consideration of such professional problems as ethics, tenure, sabbatical leave, retirement allowances, homes for retired teachers, and Education Week was careful and thorough. By authorizing a retirement system for permanent headquarters employees, the Board of Directors exemplified the policy which the Association has advocated for many years as a means of increasing teacher efficiency.

Full, frank, and free discussion of the movement for a Department of Education showed a solid determination to push this great enterprise during the coming Congress and to continue the effort until final victory is achieved.

The gigantic pageant, Forest Trails, featuring ten thousand school children in an interpretative vision of the natural features of the Pacific Northwest, drew a record crowd to the stadium at the University of Washington—an estimated attendance of forty thousand.

Another feature of the convention was its music. What the National High School Orchestra was to Dallas, St. Olaf's Choir—presented by the teachers of Minneapolis—was to Seattle. The Amphion Society, the Ralston Club, the Tacoma Orpheus Club, music groups from high schools and grades, and other local talent furnished notable music.

An educational exhibit of rare interpretative force was maintained in the Alexander Hamilton School. Its visualization of the work of the schools was so attractive and created such interest that the exhibit was kept open for visitors and citizens during the week following the convention.

The presence of a considerable number of Canadian teachers with General Secretary Harry Charlesworth of the British Columbia Teachers' Federation as one of the main speakers gave an international tone to the convention and foreshadowed the World Conference of Education Associations at Toronto.

In their vote to take the summer convention to Minneapolis in 1928 the Board of Directors assure another meeting of great power. Minneapolis has just completed a three million dollar auditorium second to none in convenience and comfort, located in the hotel district of Minneapolis, a city famed for the beauty of its lakes and the intelligence and culture of its people.

Detroit News Staff Photo

EVANGELINE A. LINDBERGH, *teacher of chemistry in the Detroit Schools, and mother of Charles A. Lindbergh. The Representative Assembly congratulated Mrs. Lindbergh on the achievement of her son.*

Resolutions Adopted at Seattle

IN THE RESOLUTIONS of the National Education Association more than in any other one place are found the ideals of the teaching profession of the United States. The growing body of policies thus established is worked out in the practices of states and localities and helps to give unity to American education and life.

Every resolution brought before the committee is carefully considered and there is opportunity for the presentation of additional resolutions from the floor of the Representative Assembly. The resolutions committee is composed of persons from every state and territory elected by the various delegations. Under the new plan the committee is elected a year in advance, which gives a longer period for constructive work. The committee for 1927-28 has selected as its chairman Joseph Rosier, president of State Normal School, Fairmont, West Virginia, who will welcome suggestions.

The Seattle resolutions committee worked under the chairmanship of George D. Strayer, professor of education, Teachers College, Columbia University. The report of the committee, including resolutions presented from the floor of the Assembly, is as follows:

AMERICAN PROGRAM OF EDUCATION—We propose as an American Program of Education the provision of opportunities through education which will enable each individual to achieve his highest development in order that he may most completely fill his place in the society of which he is a member.

The achievement of this ideal requires that the following provisions for education be made:

1. The status of teachers—That teachers, who are prepared for their work by a generous liberal education, and by sound professional training, shall be provided for all schools. We believe that the minimum of training for teaching should be not less than four years beyond high school graduation.

That salaries be paid to teachers commensurate with the investment which must be made in preparing for teaching and with the importance of the service rendered.

That after a probationary period during which they demonstrate their acceptability for the service, teachers should enjoy tenure during continued efficiency, and that provision for retirement allowances based upon sound actuarial evidence, and involving contributions by teachers as well as by the public, be established on a statewide basis.

2. Curricula adapted to individual needs—That curricula and courses of study be made available which are adapted to individual needs. That the reestablishment of individual pupil-teacher relationships be considered an essential of education.

The Defense!

NEWSPAPER PUBLICITY *during the Seattle convention was unusually effective. It included many notable cartoons and features, of which this is one.*

3. Wise grouping and guidance for all children—That in their work in our schools all who attend them whether in nursery school, kindergarten, elementary school, junior high school, senior high school, vocational school, continuation school, night school, opportunity school, college, university, or professional school shall be placed in groups of such size and flexibility, as to provide for their regular and continuous progress. That failure and repetition be considered abnormal. That educational and vocational guidance be considered a primary obligation of organized education. That special classes and special opportunities be provided for the subnormal, the physically handicapped and delinquent and that provision be made for meeting the constantly changing interests of all children. That opportunities for general culture for vocational training, for the cultivation of special talents, or for the removal of deficiencies be provided for those young people who are engaged in productive activities and for adults.

4. Larger units of administration—That the administrative and supervisory local unit of control be made large enough to justify the employment of men and women with special training in educational leadership, administration, and supervision of instruction. It is understood that outside of the urban areas it generally will be necessary to make such unit larger than the district or township.

5. Professional administrative officers—That all administrative officers, state, county, and city be selected for their positions on the basis of their professional qualifications and attainment by lay boards of education.

6. Nonpartisan elected boards—That state, county, city, and other boards of education be elected on nonpartizan ballots, chosen at large from the area which the board is to serve, for relatively long terms, and that the terms of office of members be so arranged as to make it impossible to select a majority of the members of the board at any one election.

7. Distinction between lay control and professional administration—That the distinction between the lay control of public education and the professional administration of schools be acknowledged in the law and in the rules of boards of education. That appointment of teachers and of all other employees be only upon nomination of the superintendent of schools. That courses of study and curricula, the adoption of text books and the provision for educational supplies be proposed by the superintendent of schools in cooperation with the members of the supervisory teaching staff for the consideration of the board of education. That the annual budget showing unit costs for each item of the educational program be prepared by the superintendent and his staff and submitted to the board of education for consideration. That the recommendations for buildings and equipment based upon an evaluation of the present plant and a forecast of future needs be presented to the board of education by the superintendent of schools. That a report of the achievement of the schools based upon scientific inquiry be required of the superintendent of schools and that he ask for further support only upon the basis of such proved efficiency.

8. Statewide financial responsibility—That our schools be financed upon a

statewide basis. That it be recognized that it is the prime duty of each state to guarantee to each individual a satisfactory minimum program of education in each of the several areas for taxation and for the administration of schools throughout the state.

9. Adequate state departments of education—That it be recognized as an obligation of each state, to provide a department of education equipped to certify as to the adequacy of all local programs of education in meeting state standards. That this state department of education through research, through experimentation, and through personal leadership stimulate local communities to provide more adequate programs of education than the state can require, to the end that the state's minimum acceptable program may from time to time be advanced.

10. A Department of Education with a Secretary in the President's Cabinet—That the federal government which has long accepted responsibility for conducting inquiries and disseminating information concerning the public schools of the nation enlarge the scope of its scientific inquiry with respect to education and increase its support of this undertaking. That this most important function of the national government can be best carried out by the establishment of a Department of Education with a Secretary in the President's Cabinet. We pledge our aggressive support to the Curtis-Reed Bill which provides for the establishment of a Department of Education and for the more adequate support of scientific research in education under the direction of a Secretary of Education.

ADDITIONAL RESOLUTIONS—*1. Physical education and health*—We recommend that the program of physical and health education already provided in many centers be extended to all of the schools of the nation. In the development of this program we urge that reemphasis be given to the teaching of the evil effects of narcotic drugs and of alcoholic beverages.

2. Federal aid for Mississippi flood district—In order that even a minimum program of education may be provided for the boys and girls in the sections of the United States suffering from the devastation of the flood it is necessary that support be provided from other than local and state sources. We therefore urge the Congress of the United States to make appropriations sufficient to meet this educational emergency.

3. Freedom from legislative interference—The growing tendency of state legislatures to pass laws compelling or forbidding the teaching of particular subjects or topics in the public schools is an unwise and dangerous practise which if continued will transform our educational institutions, now consecrated to the teaching of the truth, into prejudiced schools devoted to the interests of special propaganda.

Legislatures have no disposition to take over the making of the course of study as a whole. They would shrink from such an undertaking as an expert matter beyond their province and ability. But in response to the agitations and pressures of various social blocs and groups they are doing a far worse thing without so intending. They are making a partial and inflexible course of study which hampers the schools in their effort to serve wholesomely and in a balanced and proportionate way all the needs of the child and all the interests of society.

This Association deprecates and condemns this tendency as contrary to the more fundamental intentions of legislatures and as frustrative of society's basic desires to keep schools wholesome and democratic.

4. George Rogers Clark monument—The National Education Association in recognition of the personality, the military genius, the unequaled courage and great leadership in the west during the War of the Revolution, of George Rogers Clark, indorses the movement to build a great permanent memorial at Vincennes, Indiana, the site of Clark's greatest achievement, as a perpetual inspiration to all Americans of unselfish, patriotic service.

5. Appreciation of hospitality—For the generous hospitality and efficient management which have contributed so largely to the notable success of this, the sixty-fifth annual meeting of the National Education Association, we wish to express our most sincere appreciation to the people of the State of Washington and the City of Seattle, to the schools, their officials, teachers, and pupils, to the churches, musicians, Boy Scouts, and other organizations, and to the public press.

6. Illiteracy census—This nation whose destiny depends upon popular participation in the government cannot afford to tolerate less than a full functioning literacy. Be it Resolved, That the Secretary of Commerce be requested to secure in the 1930 census, more useful information as to the extent of ability to read English with understanding in the United States.

7. World understanding—The Association reaffirms its oft repeated pronouncement in favor of every legitimate means for promoting world peace and understanding among the peoples of the earth.

8. Congratulating Mrs. Lindbergh—We desire to express to Mrs. Evangeline A. Lindbergh the congratulations of this body for the noble achievements of her son Colonel Charles A. Lindbergh, and our joy and pride that the youth whom the nations delight to honor is the son of a fellow worker of our own profession.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS—This great federation adopted more than a score of resolutions at its conference in Toronto on August 12, 1927. Among points believed to be of interest to JOURNAL readers are:

The World Federation believes that upon the teachers of the world rests the responsibility of preparing the children and youth of all nations and races for lives of mutual goodwill, service, and happiness.

It believes that every child is entitled to an education which will prepare it for sound health, worthy home membership, mastery of the tools, technics, and spirit of learning, faithful citizenship, vocational effectiveness, the wise use of leisure, and which will promote the development of sound character.

Education Week—The W. F. E. A. recommends that Education Week be observed throughout the nations of the world, for the purpose of acquainting the public with the work of the schools and their needs, and that the Federation offices serve as a clearinghouse for plans, policies, and information covering this project.

The behavior-problem child—The W. F. E. A. recommends:

1. That special provision be made for the behavior-problem child, including a curriculum adapted to his needs, and the provision of understanding teachers.

2. That the problem child be regarded not as a moral delinquent, or a mental defective, but rather as a special type, needing to be helped through a difficult period of development.

3. That a committee be appointed to investigate and report on what is being done in teacher training classes to prepare teachers for this responsibility.

The removal of illiteracy—The W. F. E. A. recommends:

1. That all nations strive to bring the tools of learning to their illiterates.

2. That the Illiteracy Commission of the W. F. E. A. gather information, literature, and plans in use in various countries, and make them available in handbook form.

3. That a uniform definition of the term "Adult Illiterate" be adopted, and that this include persons of ten years of age or over.

4. That this definition be applied in the census to be taken in or about 1930.

Ten Years of Professional Progress

SECRETARY CRABTREE'S tenth annual report, presented to the Representative Assembly at the Seattle convention, contains a brief account of the Association for the past decade, mentions points of general interest to members, and outlines the policies and plans of the new personnel classification system of the headquarters staff.

The report calls attention to the phenomenal growth of the Association. In the ten years that the Association has had its headquarters in Washington, D. C., there has been a 2000 percent increase in membership. Today there are almost as many 100 percent schools as there were members in the Association in 1917.

Secretary Crabtree, in showing what has been accomplished by the Association in the years 1917-27, asks some pertinent questions:

Do you realize the gain which has been made in teacher tenure, teacher retirement laws, in the salaries paid teachers, principals, superintendents, and others in school and college work, and in the greater recognition given the profession among the other great professions? Do you appreciate the improved relationships which have come about between the classroom teachers, the principal, the superintendent, and other workers in the profession? Do you realize the strength of the welldirected influence of the larger association? It started the wave of influence which prevented the further exhibition of Arbuckle pictures in 1922. It was definitely responsible for securing the passage of the school land laws of so much value to the western states. There are many other examples showing the increased power of the Association. Who can evaluate the improvement resulting from the organized study of the profession on its problems? Who can fail to appreciate the results of thinking together with the public each year on the work and the needs of the schools during American Education Week?

The Association has long stood for better salaries for better teachers. This report emphasizes what the Association has been able to bring about in the way of higher salaries for elementary and secondary school teachers and points out that the most meager salaries in the profession are now in the college field.

Then and Now
1917 and 1927

THERE HAS been in ten years an increase in high school enrolment, using round numbers, from 1,600,000 to more than 4,000,000; an increase in attendance at summer schools from 40,000 to 250,000; an increase in the number of consolidated schools from 5,000 to 15,000; in teachers colleges authorized to grant degrees from 20 and 25 to more than 100; in states having sound retirement laws from 4 or 5 to 22; in states having tenure laws from 5 to 14; an increase in the value of school property from $2,000,000,000 to $4,000,000,000; an increase in average salaries for teachers from $600 to $1,300; in membership in state associations from 200,000 to more than 600,000; and in the expenditures for public school education from $750,000,000 to $2,000,000,000.

Classroom teachers in a number of cities receive better salaries than full professors in many colleges. The situation is pitiable and deplorable. The failure of colleges to enlist in promoting the interests of the profession has left their field almost untouched in the recent increases in salary schedules. A few college faculties are active in the Association. Many of the best leaders are college professors, but as a rule the college professor has been satisfied with membership in his own technical association. Colleges need the Association. The Association needs the colleges. Education is a connected whole. All its workers belong to one great fraternity and should be led to recognize that fact. They should all be active in working for the fraternal welfare. There is no place in the profession for a cloistered group. Let the Association with the help of state associations start a movement immediately to acquaint the public and the college authorities with the importance of retaining an efficient faculty in the college and of the need of better pay to accomplish that end. This is an allinclusive organization. It must not neglect any part of the profession.

Teacher tenure, according to the report, is becoming an established custom. Superintendent tenure is yet to come. We quote from the report:

The new problem is that of superintendent tenure. More than a score of city superintendents because of some factional trouble are not to be invited to remain next year. Some have actually been dismissed for purely political and factional reasons. The teachers in cities where the work of the superintendent has been efficient have almost forgotten their own tenure troubles in their interest in the new problem of superintendent tenure. Teachers realize as never before the disastrous effect of frequent and unnecessary changes in the superintendency on the success of their own work and on that of the school. It pays teachers to back the worthy superintendent as it pays the superintendent to protect worthy teachers, remembering that the great reason for it all is to promote the welfare of the schools. Just as tenure for teachers comes with the cooperation of the superintendent, tenure for the superintendent must come through the efforts of teachers. His eggs are in the same basket with theirs. Teacher sentiment based on truth and backed up by earnest conviction can easily become public sentiment. Therein, and perhaps only therein, lies the solution of the problem of superintendent tenure.

Steady growth in active membership guarantees to the profession an increased service; likewise does the growth in life membership.

The Headquarters Staff of the National Education Association

The 100 percent school and the larger life membership are equally important in furthering the interests of the profession and the schools. The year has resulted in adding in cash and notes more than $60,000 to the permanent fund from life memberships alone, due largely to the efforts of Philadelphia delegates and state directors. Is it not safe to estimate that with the help of the Seattle delegates $100,000 will be added to the permanent fund in 1927-28?

It has become a settled policy of the Association not to use its officers or machinery to promote the interests of any candidate or of any political party. In commenting upon this Mr. Crabtree says:

Members participate in political campaigns as they see fit, but they do not do so under the direction of the Association. This policy gives prestige and power. It holds the confidence and goodwill of the best people of all parties. When the Association advocates a principle of cause, party managers listen in because they realize that the people will pay attention. Now and then a member expresses the view that the Association should fight for good candidates for Congress and against bad ones. Politicians encourage that thought as they see advantage in it for themselves. But men and women of vision will never favor abandoning the present policy of keeping the Association out of political campaigns.

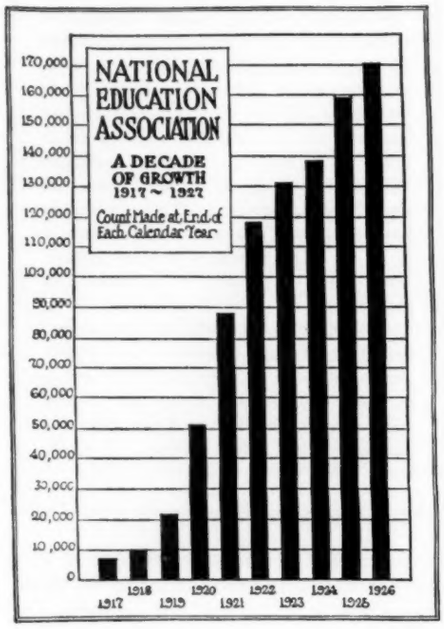
Commenting on the successful passage of the School Land Bill and the unflinching support given it by the state secretaries, Mr. Crabtree touches on the need for concerted action for the New Education Bill in these words:

Many perfectly good men and women who believe in the principles of the New Education Bill are ready to release the reins because certain Congressmen say it is a dead issue and that time spent in its promotion is wasted. Such faith will never move mountains.

A considerable part of the report is devoted to the salary schedule and personnel classification for the headquarters staff as adopted at the Dallas convention. This new arrangement, along with the retirement plan adopted at Seattle, puts the officers of the Association on a plane with workers in the best school systems and is an example for the country as a whole, exemplifying a policy which the Association has advocated for many years.

No part of the report is more important than the paragraphs that look into the future of the Association. In the spirit that has vitalized the work of the Association through the ten years Secretary Crabtree gives the following challenge:

The start in all this unusual progress was made nearly a decade ago. Just as the earlier type of organizations developed certain valuable ideals and certain new needs for 1917, so the Association, growing by leaps and bounds in service as well as in members, during the past ten years has developed a new set of opportunities for 1927. Everybody knows that new adjustments should be made in organization, in program, in methods, in policies, and in outlook. But if leaders should attach more importance to what has been done and to the plans that have been in vogue than to larger goals just ahead, little would or could be accomplished



GROWTH OF MEMBERSHIP *during the past decade is both inspiring and significant. The above chart pictures not only the increased size and strength of the Association, it symbolizes the advancement of the profession. Only trained and professionally-minded teachers recognize the importance of organized cooperation on a national basis.*

during the next decade. Is not the situation ripe for a new period of unprecedented prosperity for the profession and for education just as was the case ten years ago? Have we the men and women of vision to put another series of movements in motion and have we the leaders to inspire the entire profession with zeal to do the work? The answer is that we have the leaders just as we had the right leaders in 1917-18, and the work is actually under way to start the new decade on a period of prosperity and success even beyond the achievements of 1917-27. Though we are in the current of professional advancement, you need only to glance at the overconservative fixed points on either bank of the stream to see the gain which is being made and to feel the accelerations resulting from new angles of thought and efficiency with strong men and women in the lead. We are proud of what has been accomplished, more especially because of the still larger growth and service that the developments of 1917-27 make possible in 1927-37.

BETTER SALARIES FOR COLLEGE TEACHERS—Carrying out the instructions of the Representative Assembly, Secretary Crabtree has sent out a statement calling attention to the need for higher salaries for college instructors and to the study of college salaries which is to be made by the Association during this school year. The statement follows:

In many colleges instructors and professors are being paid on a prewar basis.

This startling fact is pointed out in a letter I have just received from the president of a leading college in West Virginia. He says: "The young people whom we graduate each June go out into high schools to teach at salaries averaging considerably above that paid to those who have taught them. We know this should not be. It handicaps those who would make a larger preparation, because they cannot afford it. Some of them would borrow and go ahead to school were it not for the fact that they can see no way to repay the borrowed money. Practically every other profession, outside of the ministry, holds within itself the possibility of making not only a comfortable living but the accumulation of a degree of wealth. The college professorship holds no such possibility."

I have many letters from college presidents expressing alarm over the salary situation. They see the large freshman classes passing into the hands of untrained instructors who receive less pay than that of leading public-school teachers. It is no wonder that a university president reports that 58 percent of the freshman class drops out before the end of the junior year.

The public has a right to demand a high type of instruction for these big freshman and sophomore classes. It should investigate the reasons why the promising high-school graduates sent to the college or university drop out before completing their first year.

College professors as a rule are interested especially in their subjects and in their technical organization. They are not very active in the profession, although some of the best workers in the Association belong to this class. Their work in the absence of fraternal relationships molds them into technicians and individuals. They do not look after their own welfare problems. The college president is helpless unless backed up by the profession and the public.

The state and national associations are to investigate conditions and to place the actual facts before the college authorities and before the public. I predict immediate results. It is not a college problem half so much as a community problem. In the face of facts, what community will permit these conditions to continue from year to year? The community that believes in having professionally trained teachers in the public schools would be unwilling to put up with inefficient teaching in the college.

The public will stand for such incomes for instructors and professors as will attract good teachers to the college and such as will provide the dignity and comfort which the college instructor deserves along with the other members of the profession. It will not be satisfied with less than that.

The John Newbery Prize Book

BEFORE YOU finish reading the first chapter of Will James' prize book, you will add "Smoky" to your list of friends among book characters.

The John Newbery medal for the most distinguished contribution to children's literature published in 1926 was awarded to Will James of Montana for his book, *Smoky,* the life-story of a mouse-colored cowpony. Clint, the bronco-buster who tamed Smoky, is as fine and likable as the little horse that won first place in his heart.

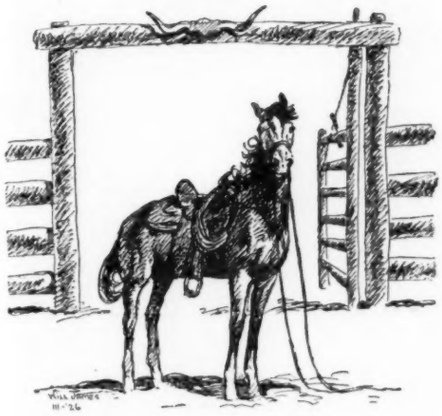
"Smoky" is not a "storybook" horse. He is real. That is why you will like him. Will James makes you feel and think with this pony in his wild, free life on the range, in the fine work he does for Clint on the ranch, in his struggles in the rodeo, and in all his other experiences until he is an old horse. You will hold your breath in excitement after "Smoky" is stolen by a cruel Mexican horse-thief and will wish that Clint would rescue him from ignorant and cruel men. But that would be only a pretty story and not real life as men and horses must live it.

Will James knows horses and loves them. Every page of his book is evidence of this. He has expressed in the terse vernacular of the cowboy the life he knows and has done it with humor and beauty and sincerity. The book is truly remarkable. It cannot be described as like anything else. It stands all by itself and will interest both adults and children.

The Newbery winner must be an American author. But *Smoky* is the only one of the six Newbery books which has any part of the United States for its setting and the first one to describe any phase of American life. For though it is the story of a horse, it presents a bit of American life which prevailed on our great western frontier but which has now largely passed away.

The life of Will James seems like fiction and explains why he could write such a book as *Smoky*. He was born thirty-five years ago in a covered wagon which had stopped for the night in a creek bottom in Montana. His father, a Texas cowman, was moving north to better his fortunes. His mother died when the boy was a little more than a year old. Three years later his father followed her and left his small son to the care of an old French Canadian trapper, who tied the boy to his back and carried him to northwestern Canada. Sometimes he would be left alone for

SMOKY



By **WILL JAMES**

weeks at a time while the trapper was away on a fur-hunting trip. He learned to read from old magazines. Until he was fourteen he wrote entirely in characters of printing. He never went to school but his time was taken up trying to draw everything he saw from the time he could crawl. Of this artistic bent, Will James says, "A stub pencil and any kind of paper was with me pretty steady but I never sketched from nature, always from memory. I drawed my best bucking horse in a New York hotel two years ago."

When Will James was about thirteen, the old trapper went out one day to get a pail of water and failed to return. The boy found his fur cap beside a hole in the ice. For two weeks he tried in vain to recover the body of his foster father. Then he set out alone on horseback for Montana, where he found a job herding saddle horses at night.

For the next twelve years he drifted through the west as a cowboy, winning a reputation as an expert rider and taking a prominent part in rodeos. In 1920 an injury from a particularly vicious horse brought his fancy riding to an end. Then he turned his mind again to the talent for drawing which had shown itself when he was a small boy. Friends helped him to get the attention of editors and his illustrations began to appear in magazines. Presently he began to write sketches of cowboy life expressed in cowboy lingo and was soon recognized as an unusual writer-artist.

He has now three books to his credit, *Cowboys North and South, The Drifting Cowboy,* and *Smoky*. What Will James says about his prize book, reveals the man's modesty and his fine purpose in writing the story.

"Somehow I don't feel like I own that medal. I feel like 'Smoky' did, because to me that pony is alive. All I did was to follow him in my writing and he wouldn't do a daggone thing only what he wanted to do. So the credit that comes to the book naturally goes to 'Smoky' and I'd sure feel sort of backward in coming to the front for what that pony's done. I had such a horse as 'Smoky' and when in following my art and writing I noticed how folks was forgetting animals and taking to automobiles and airplanes I figgered there would be plenty who'd be glad to hear some of man's forgotten best friend, the horse. The 'Smoky' I used to own came to my mind then and I brought the pony back to life so as folks could see and know him—so they'd know what a great animal a horse is. And now that I see how that pony went to the heart of men, women, and children I have a heap better liking for folks in general, because I don't ever remember being sorry for shaking hands with a person that loved horses."

The John Newbery medal is given in memory of a London bookseller of the eighteenth century, who first published books for children.

The first Newbery medal was awarded to Hendrick Van Loon for his *Story of Mankind*. The other awards are as follows: *The Voyages of Dr. Dolittle* by Hugh Lofting, *The Dark Frigate* by Charles Boardman Hawes, *Tales from Silver Lands* by Charles J. Finger, *Shen of the Sea* by Arthur B. Chrisman, and *Smoky* by Will James.

These six prize books are the beginning of a notable collection of children's literature. Teachers and children will find in them a variety of enjoyment which will make subsequent Newbery awards an eagerly awaited pleasure. Every elementary school may well add these books to its library.—E. B.

Growth of National Congress of Parents and Teachers 1918-1927

Prepared by the Research Division of the National Education Association

States	Estimated population 1927	Number of members, by years						Percent of population members in 1927	Rank of column 9
		1918	1920	1922	1924	1926	1927		
1	2	3	4	5	6	7	8	9	10
United States	118,627,645	98,844	189,282	401,308	651,133	967,766	1,133,357	.96	.....
Alabama	2,549,000	504	556	3,675	5,293	9,799	13,026	.51	38
Arizona	459,000	504	1,200	2,142	3,798	4,424	4,822	1.05	17
Arkansas	1,923,000	.....	.....	267	70	4,632	8,498	.44	41
California	4,433,000	21,741	23,880	53,047	79,808	132,229	136,785	3.09	3
Colorado	1,074,000	998	12,385	15,405	25,888	31,934	39,178	3.65	2
Connecticut	1,636,000	3,000	3,280	5,015	7,624	9,099	9,962	.61	32
Delaware	243,000	387	.....	5,414	9,698	11,011	9,773	4.02	1
District of Columbia	540,000	525	725	1,785	2,960	5,432	8,752	1.62	10
Florida	1,363,000	242	265	359	1,626	7,914	12,417	.91	23
Georgia	3,171,000	2,351	8,000	8,340	14,184	23,882	33,040	1.04	18
Idaho	534,000	190	821	2,159	3,846	5,174	4,340	.81	27
Illinois	7,296,000	6,192	11,765	27,023	54,007	74,154	92,645	1.27	12
Indiana	3,150,000	709	3,556	11,238	16,427	24,832	26,583	.84	24
Iowa	2,425,000	1,676	2,808	16,640	25,126	35,059	44,609	1.84	8
Kansas	1,828,000	.....	4,290	8,608	17,383	21,156	18,714	1.02	19
Kentucky	2,538,000	.....	16,424	12,255	16,000	15,817	19,589	.77	28
Louisiana	1,934,000	.....	404	155	967	3,550	3,513	.18	48
Maine	793,000	674	.....	1,083	1,126	1,945	4,056	.51	36
Maryland	1,597,000	598	758	2,172	6,009	5,636	8,176	.51	35
Massachusetts	4,242,000	6,057	7,270	9,733	10,397	11,844	12,918	.30	45
Michigan	4,490,000	106	4,640	18,485	40,567	57,885	60,717	1.35	11
Minnesota	2,686,000	.....	.....	1,558	12,551	19,282	21,870	.81	26
Mississippi	1,790,618	1,159	1,518	3,195	10,504	11,388	11,306	.63	31
Missouri	3,510,000	7,745	16,788	39,157	34,239	46,939	60,354	1.72	9
Montana	714,000	774	607	505	.....	2,946	4,134	.58	33
Nebraska	1,396,000	.....	28	913	4,874	14,142	15,193	1.09	16
Nevada	77,407	.....	.....	.....	444	40	25	.03	49
New Hampshire	455,000	315	600	2,197	106	2,857	3,732	.82	25
New Jersey	3,749,000	9,065	9,674	21,865	29,114	41,464	43,267	1.15	15
New Mexico	392,000	.....	232	754	776	2,082	1,650	.42	42
New York	11,423,000	6,020	6,681	13,704	24,648	43,781	55,289	.48	39
North Carolina	2,897,000	230	1,308	7,631	10,180	13,711	16,037	.55	34
North Dakota	641,192	21	.....	1,472	2,751	8,552	17,453	2.72	4
Ohio	6,710,000	920	2,310	22,343	40,027	67,099	61,438	.92	22
Oklahoma	2,384,000	356	9	580	7,617	12,752	12,186	.51	37
Oregon	890,000	1,500	498	4,052	11,164	17,703	16,762	1.88	7
Pennsylvania	9,730,000	3,283	7,041	12,890	20,150	29,107	44,923	.46	40
Rhode Island	704,000	2,129	2,687	4,013	4,787	9,099	8,279	1.18	14
South Carolina	1,845,000	468	227	318	1,796	3,844	5,223	.28	46
South Dakota	696,000	507	790	996	5,039	6,350	8,503	1.22	13
Tennessee	2,485,000	3,797	5,190	5,897	7,792	5,123	24,101	.97	20
Texas	5,397,000	6,638	17,128	21,154	30,608	43,737	50,001	.93	21
Utah	522,000	.....	.....	.....	500	.....	1,173	.22	47
Vermont	352,428	740	1,179	1,296	3,824	4,855	7,587	2.15	6
Virginia	2,546,000	.....	25	1,311	3,493	4,532	9,549	.38	43
Washington	1,562,000	5,586	8,742	22,910	32,158	33,852	34,475	2.21	5
West Virginia	1,696,000	20	231	169	2,041	3,819	5,327	.31	44
Wisconsin	2,918,000	1,117	2,712	5,384	5,920	19,472	19,629	.67	30
Wyoming	241,000	.....	50	44	1,226	1,830	1,778	.74	29

OBTAIN the figures for your state by reading table as follows: In 1918 Alabama had a membership of 504 in the National Congress of Parents and Teachers; in 1920, 556, and so on. The membership for 1927 had increased to 13,026 (column 8). At present, 51 hundredths of one percent of the total population of Alabama, or 1 person in every 1957, is a member. This gives Alabama a relative ranking of 38. Similarly read figures for other states.

Sources of data: Figures as to population for 1927 from U. S. Bureau of Census estimates. Those for membership in the National Congress are from Statement of Treasurer's Receipts of the National Congress of Parents and Teachers for the various years concerned. The percents in column 9 are obtained by dividing the figures of column 8 by those of column 2.

Members of the Association will wish to give the figures covering their respective states to the local newspapers. Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example, what is the percent increase in membership in your state from 1918 to 1927? How much would the membership of your state have to be increased in order to rank first among the states in the percent of population members? What percent increase would this be?

The five associations having the largest absolute membership in 1927 are: First, California; second, Illinois; third, Ohio; fourth, Michigan; fifth, Missouri. Educational workers wishing to organize parent-teacher associations for their schools may obtain full information from: National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington, D. C.

The parent-teacher associations of the Territory of Hawaii have been organized into the first territorial branch and for the year 1926-27 had 1,357 members.

This table is one of a series of carefully planned presentations of facts that are of importance to every teacher and to the nation as a whole. They deal with large matters that concern everyone. Among the fields that will be covered during 1927-28 are growth in summer school attendance, growth in professional and technical organizations other than teachers, number of graduates of teacher training institutions, growth in state and national education associations, and data covering enrolment in schools and expenditures for them.

Presenting the New President

For the first time the National Education Association has elevated to its presidency—the highest gift that American educators can bestow—a classroom teacher. At Seattle this honor came to Cornelia S. Adair without contest and by unanimous choice. It came as wholehearted recognition of her fine spirit and her faithful service to the Association and to the profession. It is significant that a classroom teacher should have risen to this high place. It calls attention to the worth of teaching in a new way. It may help us to realize that the leadership of children is the supreme service of education. In the nature of the case but few teachers in a million can be widely known. The reason lies in the nature of fame and not in any lack of energy or ability among those who serve in the classroom. But one can be chosen each year to the presidency of the National Education Association. By custom the honor is alternately bestowed upon a man and a woman, so that but one woman can be elected for every two years. By another custom, less fixed but still forceful, this office falls successively to different branches of the profession. Now for the first time it has come to the most numerous and important branch of all—the teacher in the classroom.

All presidents have in a sense been classroom teachers. Most of them have come up through the ranks from schoolrooms, but here is a president who is a practising teacher and who has stedfastly refused to give up her teaching for executive service.

President Adair brings to her new opportunity the aspirations and hope of fresh contact with children. Her administration will be great because of simple devotion to the central and abiding things for which the Association stands—the welfare of childhood, the child-centered school, community ideals and practises fit to pass on to children, professional organizations enlisting increasing numbers of teachers, democracy within the profession, teachers giving themselves to the larger problems of the profession as they now do to the sacred duties of the schoolroom.

President Adair has been given to the nation and world by the proud old commonwealth of Virginia that has furnished more than its share of Presidents of the United States. Miss Adair has grown into womanhood and professional achievement in Richmond—a city whose culture reaches back into the finest and richest periods of the race, a pioneer American community, trade center of the new world, cradle of literature and statecraft, home of Poe and Patrick Henry, still vibrant with the echoing words familiar to every school boy, "Give me liberty or give me death."

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CORNELIA S. ADAIR, *teacher of English in the Bainbridge Junior High School, Richmond, Virginia, President of the National Education Association for* 1927-1928

Richmond is now coming into new glory as the capital of a new Virginia, which, by the grace of schools, good roads, and civic vision, is rising to a larger place in the family of states. It is the gateway to a new south, building on the sturdy foundations of its great past a future of increasing achievement. To women like Miss Adair, Richmond owes a debt which it has gladly recognized by giving her full leave of absence for the year that she may give all to the service of the Association.

Rarely has a president of the Association come into the office with a fuller knowledge of its affairs than has Miss Adair. She was elected treasurer in 1920 and has served continuously since then either as treasurer or member of the official boards. Living within a few hours of Washington she has been especially close to the Association during its years of rapid expansion. The story of Miss Adair's schooling is soon told. It includes the elementary and high schools of Richmond, and a bachelor's degree earned at the College of William and Mary—a school mellow with the age that it shares with Harvard, Yale, and Columbia, and more recently presided over by that earnest worker in the National Education Association, Dr. J. A. C. Chandler. The story of Miss Adair's education is not so easily told. It has laid tribute on the very atmosphere of Richmond, on many books and a multitude of friends, on extensive travel, and on companionship with men and women of large affairs.

Miss Adair's eventful professional career is rich in achievement. She has led in her state in the movements for teacher retirement, teacher participation, equal pay for men and women, and other forward movements. She has been an active officer in the National Federation of Business and Professional Women's Clubs and has served as president of the National League of Classroom Teachers. Her gracious address of welcome at the World Federation Conference in Toronto extended her circle of friends to the countries of the world.

The spirit and vision which President Adair brings to her administration are suggested by statements made when she was introduced at Seattle:

> The National Education Association is the clearinghouse for educational thought and practise in the United States. Its major purpose is to interpret education to the people and to stimulate further educational progress. School people are rapidly learning the fine art of teamwork. The National Education Association's best opportunity to serve more fully the cause of education in America is just ahead. Within the next decade or two we shall see teaching a highly respected profession with its own technic and code of ethics, attracting to its service a rightful proportion of the best brains of the country. We shall see the classroom teacher recognized, not as a hireling, but as one of the most important professional factors in the system of education. We shall see a Secretary of Education in the President's Cabinet. We shall see the membership in the National Education Association mounting to 200,000 or 300,000. All this will be the nation's effort to establish in coming generations standards of citizenship and appreciation of the finer things as their rightful heritage. It will be America's contribution to the progress of civilization.

National Education Association

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American Education Week

A Worldwide Opportunity

TO ACQUAINT THE PUBLIC WITH THE ACTUAL WORK OF THE SCHOOLS, WITH THEIR IDEALS, THEIR ACHIEVEMENTS, AND THEIR NEEDS is the purpose of American Education Week. That this purpose may dominate the entire week, suggestions for making a program have been worked out by the American Legion and the National Education Association. These suggestions emphasize the seven cardinal objectives of education which are:

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

By attention to these objectives schools benefit the entire life of the child and the whole life of society. By action of the World Federation of Education Associations at its recent Toronto meeting Education Week was recommended for observance throughout the nations of the world. Postwar experience has made it clear that government is most stable in those nations with the broadest system of education. Should but one additional nation each year actively observe this important week human well-being would be immeasurably advanced.

American Education Week should mean for every child—Appreciation of his obligation to match the privilege of free schooling with good spirit and hearty endeavor. *For every teacher*—A new and challenging call to serve the children of this generation and to work on the problems of the profession. *For every parent*—Fuller understanding of the great adventure of parenthood; its duties, privileges, and opportunities, more especially its part in the education of children. *For every citizen*—Intelligent faith in the public school as our greatest collective enterprise, the foundation of our liberties, the protector of the achievements of our glorious past, and the promise of fuller life for tomorrow.

Plan now for each day—Chief school officers in state, city, and county will take the lead in initiating plans, but the ultimate success of the enterprise will depend upon the cooperation of teachers and parents.

Plans that have proved successful in past years include:

The Challenge of a Great Ideal

WE celebrate Christmas because it gave us a great religion. We observe the Fourth of July because it gave us a free nation. We magnify the schools during one week each year because through them we develop the finer values of our civilization. American Education Week is a permanent institution. The effort to make the observance of such a week worldwide should be encouraged. Religion, politics, and commerce may divide, but love of childhood expressed in education is a mighty force for unity. What greater contribution could America make to the world than the ideal—*A fair start in life for every boy and girl.* In the name of this ideal let every teacher make careful plans for American Education Week and aid in its full and fitting observance.—Cornelia S. Adair, President, National Education Association.

1. Proclamations issued by mayors and governors setting aside the week for special observance.
2. Primers of school facts, including such points as: Number of schools in city; new schools opened during year; enrolment for the past ten years; number of foreign-born adults enroled; cost of educating a child for a year; sum spent for supplies, new buildings, school sites, and bond issues; what building projects are being planned.
3. A school paper each day during the week distributed to parents.
4. A citywide exhibit of school activities and work.
5. Daily newspaper editorials, with facts, news about education, and the local program in full.
6. Material for short talks on the schools and their needs furnished chambers of commerce, women's organizations, luncheon clubs, and other agencies.
7. Window and newspaper advertising space given by merchants to the cause of education.
8. Employers grant two hours from work for parents to visit the schools.
9. Motion picture theaters use slides urging the people to visit the schools, such as, "Do you know your boy's teacher?"
10. Radio broadcasting stations featuring educational addresses and school programs.
11. Street car companies carrying posters announcing the week and urging visitation of schools.
12. Streamers across main streets announcing the week and carrying suitable slogans.
13. Evening sessions of schools to which special invitations are issued.
14. Stickers for automobile windshields.
15. Special displays of books in public libraries.
16. Special concerts by school orchestras, bands, and glee clubs.
17. Demonstration classes in store windows and other public places.
18. Spelling and reading contests.
19. Oratorical and essay contests, using educational subjects for themes.
20. Four-minute talks by school children before luncheons and other gatherings.

Earlier numbers of THE JOURNAL which give a useful background for this week include:

The challenge of childhood—Mary McSkimmon. October, 1926; 15: 201.

Among progressive schools—Gertrude Hartman. January, 1926; 15: 12.

An answer to pessimism—Theodore Christianson. January, 1926; 15: 1.

After school what?—June, 1926; 12: 163.

Fundamentals of modern education—James L. Hughes. April, 1927; 16: 119.

The new educational statesmanship—February, 1926; 15: 35.

The school of tomorrow—October, 1926; 15: 217.

Dedicating the school—J. G. Collicott. October, 1926; 15: 218.

Teachers facing 1927—January, 1927; 16: 1.

Research Bulletins which contain much useful material for American Education Week are:

Keeping pace with the advancing curriculum. Vol. III, Nos. 4 and 5, September, 1925; 96p., 50 cents.

The ability of the states to support education. Vol. IV, Nos. 1 and 2, March, 1926; 96p., 50 cents.

Efficient teaching and retirement legislation. Vol. IV, No. 3, May, 1926; 72p., 25 cents.

A handbook of major educational issues. Vol. IV, No. 4, September, 1926; 72p., 25 cents.

Major issues in school finance. Part I, Vol. IV, No. 5, November, 1926; 32p., 25 cents. Part II, Vol. V, No. 1, January, 1927; 64p., 25 cents.

Salaries in city school systems, 1926-27. Vol. V, No. 2, March, 1927; 64p., 25 cents.

The scheduling of teachers salaries. Vol. V, No. 3, May, 1927; 25 cents.

The advance of the American public school system, Vol. V, No. 4, September, 1927; 25 cents.

Health Day

Monday, November 7, 1927

BUILD THE PROGRAM for this day around the fact that health is the foundation of individual happiness and community wellbeing. Health is the first wealth. What the schools do in this field improves individual and community life and insures a better race.

Subjects for addresses—Describe what your class, your school, or your city is doing for health. Show the relation of health to each of the other six cardinal objectives of education. Describe the work that is being done in the best schools for handicapped children. Call attention to specific health habits that must be developed in every child. Tell how school, home, and health authorities cooperate. Show how mental hygiene affects health. Show the value of health to the economic life of community, state, and nation. Ask your public library for help. Use the article on health which appears on page 207 of this issue.

Planning a school program for Health Day—Songs, exhibits, posters, health charts, pageants, plays—all have an important part in program planning.

Suggested program for a rural school:

1. Song by primary pupils.
2. Health pantomime by two or more pupils.
3. Reading—A health story read or recited by an older pupil.
4. Explanation of three or four health charts by a younger pupil. These charts can be obtained from the National Child Welfare Association, 70 Fifth Avenue, New York City.
5. Reports of chairmen of the temperature and window committees, telling of the work of each committee.
6. Health drill—The Seven Point Child. Seven boys or girls, each with placard bearing the word: Vision, hearing, weight, teeth, throat, correct posture, normal feet. Each can tell what school children can do to improve the point he stands for.
7. Health play—15 minutes.

Suggested program for an elementary school:

1. Song—America the Beautiful.
2. Report of chairmen of committees, as playground, gym, etc.
3. Concert recitation—The Child's Bill of Rights—That there should be no child in America that has not been born under proper conditions; that does not live in hygienic surroundings; that ever suffers from undernutrition; that does not have prompt and efficient medical attention; that does not receive primary instruction in the elements of hygiene and good health.
4. Report of captains of basketball, baseball, and football teams.

How the Schools Promote Health

1. By cooperating with parents in an effort to have every beginner enter school free from remediable defects.

2. By providing for every child clean, comfortable, beautiful buildings and playfields, including good light, abundant ventilation, suitable seats, and clean toilets and washrooms.

3. By a wholesome and happy school atmosphere and routine.

4. By wholesome recreation both in and out of doors looking toward the wise use of leisure.

5. By training in health habits in school and cooperation with parents to secure right habits out of school hours.

6. By studying the facts of personal hygiene and public sanitation which everyone needs to know—disease control, garbage, sewage, street cleaning, water supply, pure food, pure air, quiet.

7. By developing an appreciation of health as a foundation of happiness and a vital common enterprise of the race.

8. By regular health examinations and the correction of defects.

9. By making special provision for undernourished or handicapped children.

5. Talk by the health officer or captain of the Junior Safety Patrol on Keeping Fit or Safety Precautions.
6. Health films (15 minutes) showing athletic events, such as swimming and rowing contests, polo, tennis, golf, and drills of all kinds. Films may be had from the division of visual education of your state university or the state department of education.

Suggested program for high school:

1. Music by the orchestra.
2. Malnutrition—A talk by a senior girl. Material for this talk can be found in Bulletin No. 59, Children's Bureau, Department of Labor, Washington, D. C.
3. Five-minute talk by the principal or the director of physical training.
4. Short speech by the coach on training and health.
5. Health films (15 minutes) or morality play patterned on "Everyman."

Devices that have been found helpful—Print a health bulletin and distribute to every child. Fill it with pithy sayings and slogans. Hold interclass meetings showing physical activities, health parades, health slogans, with short talks by teachers and pupils. Offer prize essays on health subjects. Make cartoons and original drawings promoting health. Dedicate new playgrounds. Get the department stores to have window displays. Scene can show some athletic outdoor event or the health fairy at work. Have five-minute talks by doctor or dentist.

For your local paper—Supply the editor with material for an editorial telling what the schools are doing to conserve health. Arrange to have reporters and feature writers visit health classes in the schools and describe what they see. Children's essays on health may be submitted to newspapers for publication. Compare conditions in your locality with those elsewhere.

Teachers will cooperate in carrying out the general plans of the school system in which they work, but each teacher will make sure that every parent is reached in some way. In some schools each child writes a letter to his parents telling about the work of the schools. In other places a special edition of the school paper is developed and sent to each parent. Still other teachers send daily letters to the parents during this week.

Further material on health may be found in earlier numbers of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION as follows:

Better health habits. C. E. Turner. January, 1926; 15: 15.

Fresh air and ventilation in schools. T. D. Wood and Ethel M. Hendriksen. March, 1926; 15: 81.

Adventures in health education. C. E. Turner. April, 1926; 15:129.

May Day for health. Mrs. Ernest R. Grant. May, 1926; 15:158.

Physical education in high schools. Carl L. Schrader. December, 1926; 15:287.

Research improving health education. Margaret M. Alltucker. May, 1927; 16:149.

Every school should have a copy of *Health education: a program for public school and teacher training institutions*, published by the National Education Association; paper $1, cloth $1.50.

Home and School Day

Tuesday, November 8, 1927

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. What the home is affects the entire lives of its members. 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. It is also a good time for schools to make pilgrimages to homes that are unusually well-planned and kept. 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 schools.

Points for teachers in visiting the home—Pay the home unannounced visits during illness of pupils and at other times if possible. Visit the same day in one neighborhood as many homes of your pupils as you are able. In so doing you avoid the appearance of partiality.

Study carefully home environment from every angle and after the visit record difficulties found, such as bad environment, financial need, health, and any details that will help interpret the nature of one's pupils. A child's history is easily compiled from this data.

Find out how much time is devoted to home work and if it is done with or without help of others. It will help you in making assignments. See whether a quiet, well-lighted, and well-ventilated place for home study is provided and that there is little interruption.

Show an interest in pupil's pets, games, and other home activities.

Refrain from remarks concerning the school administration and fellow teachers unless they require your moral support.

Suggestions for addresses—Describe what your class or your school is doing in behalf of better home life. Show the relation of a good home life to each of the other cardinal objectives of education. Tell how civilization has advanced as home life has improved. Trace the larger opportunities that have come to women during the past century and the consequent influence on child training. Point out how the finer qualities developed in home life underlie success in business and the professions. Review the work of parent-teacher associations.

Planning a school program—Let the classes in cooking serve school visitors light lunches. Have exhibits of garments children have made and let children tell how these garments are made. Let children show how simple pieces of home equipment are made or refined. Scrapbooks showing pictures of better homes may be displayed; also scale drawings and posters. Have sample budgets on the blackboard. Have several children tell what they do to make their homes better. Sing songs that magnify the home. Have some older parent who has been successful in rearing his children tell what points were emphasized in their home life.

For the local paper—Arrange for feature articles or news stories telling how the schools are helping to make better homes. By planning well in advance carefully selected children's essays may be made available for news publication. Line cuts of home plans drawn by children in the higher grade may be used. Ask papers to feature the following Parent's Creed:

A Parent's Creed—I believe in the American child and in his ability to work out a safe democracy for the future. I believe the home, the school, and the church share the responsibilities of developing his ability. I believe that my first duty is to my own child in my own home. I believe that my next duty is to other children in my community. I believe that my duty reaches to the children of my own state, my nation, and my world. I believe that only through the working together of all patriotic people can better child conditions be brought about. I believe the parent teacher association makes possible a cooperation of all patriotic people. I believe that such cooperation is coming. I believe that I can help it come. —Martha Sprague Mason.

Material on worthy home membership may be found in earlier numbers of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION as follows:

The beauty of well-ordered homes—Florence H. Fitch. January, 1927; 16:7.

Carbery: a school that makes memories—Bertha S. Moore. June, 1926; 15:189.

American homes. April, 1926; 15:112.

My pedagogic creed—John Dewey. May, 1927; 15:134.

Teaching respect for property—Edward O. Sisson. December, 1926; 15:273.

First absences and pupil elimination—Elsie M. Flint. February, 1926; 15:48.

How shall schools be equipped. February, 1926; 15:61.

The parent-teacher movement. March, 1927; 16:69.

The Proceedings of the National Congress of Parents and Teachers for 1927 contain much useful material on home and school. Copies may be had at a dollar each from the Congress at 1201 Sixteenth St. N. W., Washington, D. C.

What Schools Do to Improve Homes

MAKE THE SCHOOL BUILDING and grounds an example of cleanliness, good order, and beauty worthy to be copied in the best homes.

2. Maintain among the children in school the atmosphere of happy cooperation which lies at the foundation of all successful human relationships.

3. Teach children how to cook, to sew, to repair home equipment, to decorate homes, to manage family budgets, and other essential technics.

4. Provide model home kitchens, dining rooms, sewing rooms, and sleeping rooms within the school and teach their proper use.

5. Magnify the home as one of the finest things in life and help children to appreciate their parents and to understand their own obligation to do their share in enriching home life.

6. Teach city planning which is essential to satisfactory homes under modern urban conditions.

7. Give vocational guidance and training leading to increased earning capacity and higher standards of living generally.

8. Give training in reading, music, conversation, and other recreations that enrich home life.

9. Show how boy-girl relationships may be kept on a high plane of mutual respect and helpfulness thus laying the foundation for happy relationships later.

10. Bring school and home into full cooperation through parent-teacher associations so that children are helped by the interest of parents in their school activities.

Know Your School Day

Wednesday, November 9, 1927

THE CENTRAL THOUGHT of this day's program is the school itself. 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. The American public school is a mighty power. It is teaching diverse races to dwell together in unity. It is erecting temples of learning in city and town and countryside. It is teaching the principles of democracy and public duty. It is opening wide the gates of opportunity to sons and daughters of the poor and rich alike. It is making our people efficient to produce and intelligent to consume. It is the bulwark of our freedom and the mainstay of our national security. Our schools are growing better, and no one is more conscious of the need for further improvement than the teachers themselves.

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 can be held by organizations.

Every child and every teacher should feel that this day is his very own—a magnificent opportunity to let parents and citizens understand how fine the schools are! how important! how helpful! how happy! To arouse interest let every child write a letter to his parents telling something about the school that he thinks would be interesting to them.

Subjects for addresses—Explain the meaning of the tools, technics, and spirit of learning. Show how letters, numbers, words, measures, musical symbols are necessary to civilization. Describe newer technics of learning showing how psychology and logic are drawn upon. Show how the spirit of learning has advanced the race, illustrating by allusions to the lives of great learners. Contrast old schools and new showing how the improved school is growing out of a changed life around it.

Further material may be found in THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION:

Repression versus expression—Margaret M. Alltucker. October, 1926; 15:211.

Character and school studies—Herbert Martin. January, 1927; 16:9.

Extracurricular activities—Joseph G. Masters. March, 1927; 16:91.

A clever plan—A device to bring parents into close contact with the school was developed in the Okmulgee (Okla.) High School during American Education Week. When the parent arrived at school at 7:30 P.M. he was put through the exact schedule of classes followed daily by his child, with the exception of ten minute recitation periods instead of forty-five minute ones and assembly at the end instead of the middle of the session. If tardy to class the parent was sent to the office for a tardy permit. The short recitation periods gave them an opportunity to see their children's teachers, get their viewpoints and suggestions as to punctuality, conduct, examinations, and home study. Only a few students, who acted as guides, were allowed in the school that evening. Refreshments were served.

How Schools Encourage Learning and Thinking

BY SEEKING to provide a competent and welltrained teacher in every classroom.

2. By maintaining a vital curriculum, changing to meet evolving social and individual needs.

3. By effective forms of school and class organization with activities that arouse interest and demand thought.

4. By school terms of reasonable length with high regularity in attendance.

5. By means of efficient, welltrained administrative and supervisory staffs.

6. By suitable buildings amply provided with libraries, laboratories, gardens, club rooms, and facilities for other school activities.

7. By helping to maintain a public sentiment that demands adequate educational facilities for all children.

8. By teaching the common branches which are the tools of learning and developing skill in the technics of learning.

9. By making the atmosphere of the school such that children will acquire the spirit of learning with a strong bent toward learning as a lifelong enterprise.

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

School Opportunity Day

Thursday, November 10, 1927

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.

Subjects for addresses—School Opportunity Day emphasizes the objective, vocational effectiveness. On this day tell how the schools in your community are helping to improve work in the various vocations of the community. Show the relation between school training and individual success; also between training and the business and industrial advance of communities and nations. Describe the work of the Federal Board for Vocational Education. Visit one of the technical schools in your community and tell what it is doing. Describe the need for a rural course of study more closely related to the needs of farm life. Point out that one of the aims of all education is to prepare all children, both boys and girls, for some specific service by which they may contribute to the welfare and happiness of society.

Visits to schools and industries—Specific training for vocation is one of the newer phases of American education. Its importance is often little appreciated. In many communities the vocational life surrounding the schools has changed their traditional work almost not at all. The public needs to acquaint itself firsthand with what schools are doing and can do to improve farming and industrial and business practice.

Growth in vocational education—One of the evidences of increased interest in specific preparation for vocations is the enlarged enrolment in vocational classes. The number of persons enroled each year between 1918 and 1926 is:

1918—164,186	1921—324,247	1924—652,594
1919—194,895	1922—475,828	1925—676,687
1920—265,058	1923—536,528	1926—752,150

References to articles on vocational effectiveness appearing in earlier numbers of THE JOURNAL are:

Awake, America—Carroll D. Champlin. May, 1926; 15:148.

Among progressive schools—Gertrude Hartman. January, 1926; 15:12.

Equal educational opportunities—Henry Noble Sherwood. June, 1926; 15:173.

A teacher's perspective—Mary Lane. June, 1926; 15:187.

Education as a career. November, 1926; 15:249.

Happiness in teaching—Florence A. Allen. January, 1927; 16:17.

The woman who was forgotten—Bess Streeter Aldrich. February, 1927; 16:37.

How Schools Develop Vocational Efficiency

BY DEVELOPING sound working attitudes and habits within the school—joy in work, appreciation of the dignity of labor, the service ideal.

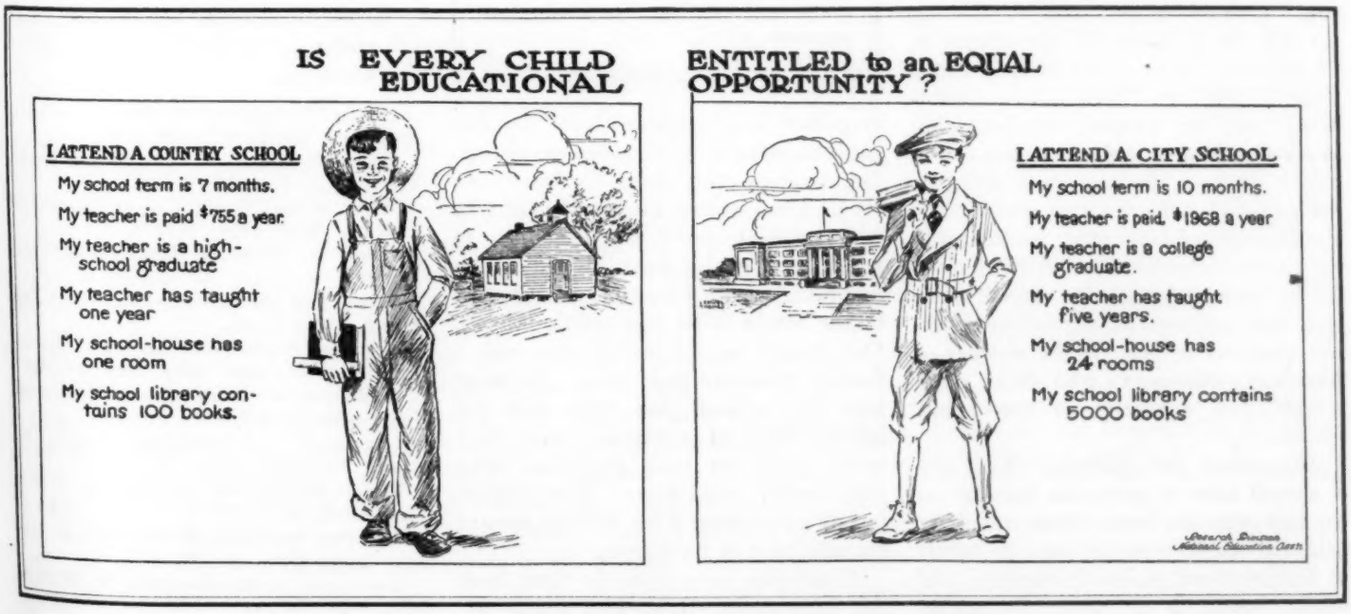
2. By helping each child to understand and develop his individual gifts.

3. By aiding children to explore vocational fields and to fit themselves into those for which each is best suited.

4. By specific training for vocations taught in technical schools, continuation schools, cooperative schools, night schools, and extension classes.

5. By insisting that vocational life be constantly liberalized and fertilized by the search for better ways of doing things and the application of finer elements.

6. By cultivating qualities of character and personality essential to the highest success in any occupation.



Armistice and Citizenship Day

Friday, November 11, 1927

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.

Suggestions for cooperating organizations—Local patriotic associations will cooperate in the observance of Armistice Day. In many communities the American Legion will wish to take a leading part. One of the first steps in planning for this day is to consult the officers of the Legion. They should be encouraged to do all they can. It should be remembered that the purpose of Education Week is to arouse the enthusiasm of the public, who pay the taxes and maintain the schools. Effective cooperation may also be expected from other patriotic and civic organizations who will be glad to aid by means of pageants, special meetings, and addresses at regular meetings. Let emphasis be laid on the services of American statesmen who have been friends and advocates of the public schools.

Suggestions for addresses—This day is a good time to point out that one of the best ways to honor those who have held the nation's battle lines in behalf of independence, national integrity, and world justice is to make the nation greater still through the power of education. There is a challenge to live for loved ones, for public duty, and for the rights of men as well as to die for them. Let us magnify our teachers as we have magnified our soldiers—both devoted, patriotic servants of our common destiny. Let us teach every child his debt to all the men and women living and dead who have helped to build the community in which he lives, his state, his nation, his world. America's supreme contribution to the world is its free public schools. Our record in the world war was a flaming tribute to their work. We must love these schools, fire them with the loftiest ideals of patriotism, learn their needs, work on their problems, make them better and better. The highest test of a statesman is his attitude toward the education of the masses.

Citizenship scorecard—In their book *My Community,* H. C. Hill and D. H. Sellers have suggested ten points on which pupils may score themselves. A perfect score on each point is counted ten, making a total of a hundred. By means of addresses, exhibits, and newspaper articles, show what your school is doing to achieve each of these points. They are:

Trustworthiness. Do you keep your promises? Can you be trusted in school without supervision?

Selfcontrol. Do you control your tongue and your temper in the face of irritation and provocation?

Loyalty. Are you loyal to your home, your school, and your community? Do you always stand up for the best interests of each of the groups named?

Obedience. Do you obey your father and mother promptly and cheerfully, and do you observe the rules of the school in like manner?

Sportsmanship. Can you win without bragging and lose without offering excuses?

Selfreliance. Do you think for yourself? Are you afraid of being laughed at? Do you act in accordance with what you think is right?

Courtesy. Are you considerate of others? Are you polite at home? Do you help people in trouble?

Health. Do you secure the proper amount of sleep, eat the right kind of food, and exercise sufficiently in the open air?

Teamwork. Do you get along with other people? Can you follow as well as lead? Do you cooperate for the benefit of the group?

Dependability. Can people count on you? Are you prompt in meeting your obligations at home and in school? Are you reliable?

References bearing on the subject of citizenship in earlier numbers of THE JOURNAL are:

George Washington and education—Calvin Coolidge. April, 1926; 15:99.

Education as a national asset—Herbert Hoover. April, 1926; 15:103.

What is the World Court?—Montaville Flowers. May, 1926; 15:135.

"Good for Memorial Day." May, 1926; 15:145.

Crime and the school—Percy B. Caley. March, 1926; 15:69.

Teachers' responsibility for world peace—A. Evelyn Newman. May, 1926; 15:138.

A defense of youth—Susan M. Dorsey. June, 1926; 15:177.

Legislation for childhood—Francis G. Blair. November, 1926; 15:233.

Morals and student activities—C. R. Foster. April, 1927; 16:113.

Teaching personal efficiency—W. L. Mason. May, 1927; 16:139.

Scouting as a vocation—John W. Withers. May, 1927; 16:143.

How Schools Prepare for Faithful Citizenship

BY MAKING the school a little democracy in whose activities all have an interest and a share.

2. By helping each child to study the needs of people as illustrated by his neighborhood and to understand how those needs are served by government, by corporations, or by individual enterprise.

3. By so arousing the interest of young people in the record of human progress that they continue their reading, observation, and reflection after they leave school.

4. By teaching children the facts about voting, holding office, sincere and intelligent public sentiment, the solution of public problems by persons who have no selfish interest to serve, and other ideals which look toward wise management in community, state, nation, and world.

5. By attention to current economic and social problems and the various solutions that are proposed.

6. By helping young people to understand the spirit of fairness, justice, research, and goodwill which should govern the approach to all controversial problems.

7. By developing an appreciation of and loyalty to the principles that underlie our American democratic government.

Community Day

Saturday, November 12, 1927

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.

On this day special attention may well be given to the educational objective, the wise use of leisure, including parks, playfields, auditoriums, art galleries, libraries, and the use of the schoolhouse as a community center.

Suggestions for addresses—Tell what your schools are doing along each of the lines listed in the box on the center of this page. Show how the life of your community has been affected by the schools' teaching of literature, its music activities, its athletics, its debating societies, and parent-teacher associations. Describe the work of your public library. Point out things which the schools might do to develop a more wholesome use of leisure in your community. Tell about the growth of such movements as the Boy and Girl Scouts. Describe the work of playground and recreation directors. In 1925, 748 cities employed 17,177 workers directing recreation activities, including a total expenditure of $18,816,165.

The relation of misused leisure to juvenile crime is worthy of attention. Ninety percent of all juvenile crime occurs during the spare hours of boys, according to a report of the New York Crime Commission.

Rapid growth of adult education—A wider use of the school plant for evening classes should receive special notice. Seven percent of the total adult population of Buffalo and 16⅔ percent of the total population of Gary, Indiana, are enroled in evening schools. If all school districts in the United States enroled as large a percent of the population as does Buffalo, evening school attendance would be more than five million. The Gary, Indiana, percent extended to the entire nation would give a total enrolment of twelve million.

The United States excels all other nations in the proportion of its people who are receiving education in advance of the elementary grades. According to *School Life,* Los Angeles has more secondary students than Austria; New York City more than France; and Detroit, with about a million population, more than London, with nearly five million population.

A survey of our public schools—In the public school today 21.7 percent of the total population is enroled; 82.8 percent of the children between five and seventeen years of age are enroled, and 14 percent of the total enrolment attend high school. Not all the boys and girls enroled go to school every day. According to the latest findings of the Research Division of the National Education Association, 78.8 percent of the pupils enroled attend school each day. The total number of days school is open varies in different states. The average length of school term is 168 days, but the average number of days attended by each pupil enroled is only 132. The total number of days schooling for the average American child in 1800 was 82; in 1840 it was 208; in 1890 it was 770; it is now 1200, and is steadily increasing with the holding power of the school.

A big fact that shows progress is the continued growth in enrolment in our high schools. Its development reads like a dream—110,000 in 1880; 519,000 in 1900; over two million in 1920, and 3,650,903 in 1925.

Parents and teachers—One of the greatest forces for community betterment is the National Congress of Parents and Teachers, with its state branches and local units. The program of the Congress is built around the seven cardinal objectives of education which are emphasized in this program for American Education Week. The publications of the Congress are rich in materials useful for the observance of Education Week. Send one dollar to the National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington, D. C., for the volume of Proceedings covering the 1927 Oakland Convention, which contains addresses on the seven objectives. Send 25 cents to the same address for *Source Material for the Use of Rural Parent-Teacher Association Units.* This contains articles and suggestions on each of the cardinal objectives.

References on the wise use of leisure in earlier numbers of THE JOURNAL:

Why school libraries?—Adeline B. Zachert. November, 1926; 15:244.

Community relations—George E. Carrothers. January, 1926; 15:19.

Art is important—Ruth Harwood. October, 1926; 15:221.

Reading with a purpose—Helen Burling. November, 1926; 15:263.

Music as an avocation—Hollis Dann. December, 1926; 15:277.

Books to share with friends. February, 1927; 16:60.

Parks and forests as schools—John Barton Payne. March, 1927; 16:79.

Learning to enjoy pictures—Florence Williams. April, 1927; 16:107.

How the Schools Train for the Wise Use of Leisure

BY INTRODUCING young people to a wide range of life interests.

2. By teaching the use of books and libraries and developing wholesome reading appetites closely related to each of the great objectives of education and life.

3. By developing appreciation of fine music and skill in singing, playing, and dancing.

4. By having children participate in games and sports which may be easily continued into the after years.

5. By providing experience in pleasant social life through school activities and clubs.

6. By cultivating in children a love of the outofdoors—appreciation of flowers, animals, landscape, sky, and stars.

7. By giving children an opportunity to develop hobbies in various creative fields—gardening, mechanics, applied arts, fine arts, architecture, city planning.

8. By making the school and its playfields the center and servant of a wholesome and satisfying neighborhood life.

9. By calling attention to various recreational agencies and the values which they serve—theaters, concerts, libraries, radio, periodicals and newspapers, museums, parks, playgrounds, travel.

For God and Country Day

Sunday, November 13, 1927

ON THIS DAY let ministers of all denominations address their audiences on 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 school officers and ministers join in planning for this feature immediately. 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. Let the prayer given at the bottom of this page be read at all the young people's societies in the churches. This is a good day also for classes of school children to make special pilgrimages to the tombs of great educators like Horace Mann and Henry Barnard and to memorials that have been erected to statesmen who have fostered education, like the statue to former Governor John Rankin Rogers of Washington—author of the barefoot schoolboy law—which adorns the city square in Olympia.

Subjects for addresses—Point out the ways in which the work that the schools do in behalf of sound health, worthy home membership, learning, citizenship, vocational effectiveness, and wise use of leisure contributes to the formation of character. Call attention to the character value of the regular habits and helpful attitudes that are part of every school. Describe the way young children copy their conduct from the practises of persons around them. Emphasize the tremendous value to the nation of its million teachers who are seeking to be worthy of their noble calling because they realize that one cannot teach more than he is. Show how the schools have helped America's diverse racial groups to understand each other. Show how the teachings of Christ have been applied more widely in daily life as education has spread among the masses.

This is a good time also to point out the service of the schools in behalf of world goodwill and cooperation. The leading thought of the world no longer insists that conflict is the best method of progress. By bringing together members of diverse racial and religious groups in the common cooperative enterprise of education, schools are a powerful force for cooperation.

Ministers should be made the special guests of the schools immediately in order that they may gather material for their sermons on November 13.

Articles relating to ethical character in the earlier numbers of THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION are:

The basis of democratic civilization—Elmer Cornelius. May, 1926; 15:148.

Goodwill Day—A. O. Thomas. April, 1926; 15:111.

The teacher's faith—Henry Noble MacCracken. May, 1926; 15:142.

A world brotherhood through music—Frances E. Clark. May, 1926; 15:151.

The challenge eternal—William Mather Lewis. October, 1926; 15:206.

The challenge of childhood—Mary McSkimmon. October, 1926; 15:201.

Character and science—Edwin D. Starbuck. October, 1926; 15:213.

A prayer for teachers—Glenn Frank. October, 1926; 15:213.

Habit formation in character—Clara C. Cooper. November, 1926; 15:253.

Teaching respect for property—E. O. Sisson. December, 1926; 15:273.

Character and school studies—Herbert Martin. January, 1927; 16:9.

Democratic aristocracy—Henry van Dyke. January, 1927; 16: 13.

Schools ideals and character—Henry Neumann. February, 1927; 16:47.

Looking into our ideals. February, 1927; 16:54.

Beauty in birds and flowers—Henry Turner Bailey. March, 1927; 16:77.

Forming character through play—Mary S. Haviland. March, 1927; 16:89.

Teaching the beauty of landscape—Frank A. Waugh. May, 1927; 16:137.

How the Schools Build Ethical Character

BY HELPING each child to develop high standards of physical and mental fitness.

2. By training the senses in classroom, shop, laboratory, and playground so that children know how to gather and use data accurately.

3. By surrounding children with an atmosphere of the true, the good, and the beautiful.

4. By giving training in collecting and weighing the evidence bearing on various problems of everyday life.

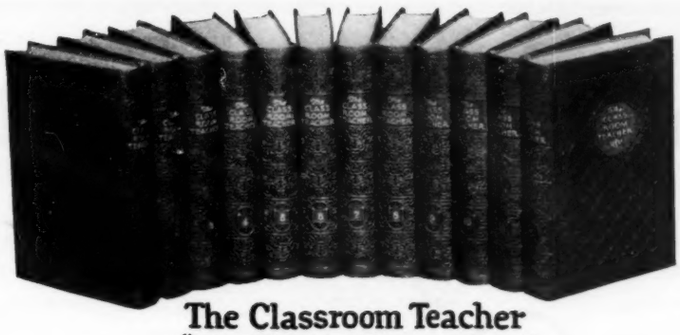
5. By bringing all the children together and teaching them to work together in friendly cooperation.

6. By building into the lives of children the best ideals of health, home, learning, citizenship, vocation, and leisure.

7. By surrounding children with teachers who are genuine, cultivated, earnest, and happy. No one can teach more than he is.

A PRAYER FOR SCHOOLS—O God, Thou hast put into our hands the future of the race. We are made coworkers with Thy spirit in creating the world that is to be. Thou hast put every new generation in the lap of the old, that there may be continuity of growth. Awaken us to our responsibility. Stir us up to our own incomparable privilege. Make keen within us the conviction that we have no work more vital to do than to teach. Reveal to us the school as the heart of the world's work. Vast problems press upon us. The world is upturned. The masses seethe in the ferment of untried theories. Yet the way is so simple! It lies through the child. The road to the Golden Age runs through the schoolhouse. There is no reform, however farreaching, no establishment of justice, however revolutionary, that might not better be accomplished by patience through the instruction of the children, than through the schemes of politics or the violence of war. Arms and disorder, destruction and overturning, are man's way. The school is Thy way. Lay upon the conscience of every teacher the divinity of his employ. Give him the enthusiasm of his opportunity. Show him the beauty, the majesty, of his calling, the marvel of his art, the proper pride of his craftsmanship! Make every parent realize that the best gift in his power for the child is the school! Lay deep in every child's heart an unshakable ambition to learn, to know, to come to mastery. And unfold to us increasingly what education means! Shake from us the ghost grip of the past, the narrowing hold of tradition, while we still preserve what is good. Deepen, broaden, enlarge our conception of the school. Make us glad to spend more for it, as the best of all investments for the security of the world. And show us that there can be no salvation for the race that does not first mean salvation for the child, by striking from his brain the chains of ignorance, from his heart the iron rim of superstition, and from his hands the curse of the unskilled!—Frank Crane.

At Last!



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NOTES *and* ANNOUNCEMENTS

SEATTLE ARRANGEMENTS—Members attending the Seattle meeting should send requests for hotel reservations to A. J. Barash, 414 University Street, Seattle, or directly to hotels. The following items should be noted:

Registration and Convention Service Headquarters—Olympic Hotel.

State Headquarters—Consult your state director.

Places of Meetings—Vesper Service—Volunteer Park; Evening general sessions—Stadium; University of Washington; Representative Assembly—Fifth Avenue Theater; Morning general sessions and meetings of Departments and allied organizations—various auditoriums and halls.

Local Arrangements—Under direction of Thomas R. Cole, superintendent of schools, Seattle.

Railroad Rates—Summer excursion rates by which tickets may be purchased after May 15, with return limit October 31; generous stopover privileges; diverse routings permitted; consult local ticket agent.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS will meet in Toronto, Canada, August 7-12, 1927, with an attendance probably about four or five thousand. India, China, and Japan, will have delegations and practically all European countries will be represented. Delegates are now listed from Greece, Switzerland, France, Belgium, Germany, Czechoslovakia, Hungary, Rumania, Poland, Norway, Sweden, and Denmark.

Most of the officers and delegates will be housed in the residences of the University of Toronto, and meals will be served in the Hart House, one of the most beautiful community buildings in connection with any university throughout the world. Activities will center around the University so that those who are located in dormitories will have ready access to meetings.

The program is made up of several parts, one of which will be group discussions. Large numbers of these will have sufficient range and breadth to give something to practically every person who attends. At the general meetings prominent speakers will deliver messages on phases of international education. There will be symposiums on The Pulpit and World Brotherhood, the Press and World Understanding, Diplomacy and International Goodwill.

Invitations will be extended to the Federation to meet in Peking and in Geneva for its next general conference. India has asked to have the Asiatic regional meeting in 1928 and a meeting will probably be arranged for Europe also.

Moving pictures in education, music and art, educational programs in different countries, preschool and kindergarten groups, moral and character education, program of universal education and the wiping out of illiteracy, older children,

(*Continued on page* A-176)

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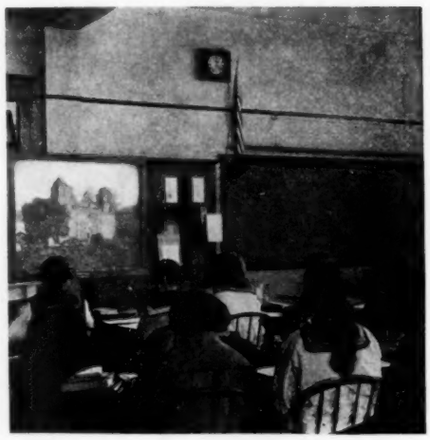

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(*Continued from page* A-174)

college and university education, handicapped and gifted children, and many other subjects will be discussed. There will be reports of the several committees representing the Herman-Jordan Plan, dealing with cooperative agencies for world understanding, attitudes cultivated by texts in social sciences, international games and athletic contests, together with oratorical and essay contests, military necessities, and the study of various attempts that have been made in history to settle international difficulties by peaceful means.

All inquiries should be addressed to the Chairman, Canadian Committee of Arrangements, 220 Simcoe Hall, University of Toronto, Toronto 5.

THIS LETTER was sent by the Canadian Teachers Association to the members of educational associations, in connection with the forthcoming meeting of the World Federation of Education Associations, August 7-12.

To the formal invitation of the World Federation of Education Associations to meet in Toronto, August 7-12, 1927, we wish to add our special invitation. The Canadian Teachers Federation, acting on behalf of twenty thousand Canadian teachers, is to be the official host of this great Conference, and as such, the Canadian Teachers Federation would welcome the largest possible attendance of members of your organization and of the other teachers organizations throughout the world.

The teachers of Canada believe that this Conference should be a distinct step in human progress. The intermingling of thousands of teachers from all parts of the world must prove of inestimable influence. So strongly do they believe this, that they have assumed the full responsibility for all the Canadian arrangements, and acting in their name the Canadian Teachers Federation cordially invites every member of your organization to Toronto in 1927, who can possibly attend.

The Canadian Committee will gladly do everything in its power to make every one feel at home in Toronto during the Conference. Expert assistance will be provided in billeting, meals, excursions, and post-conference trips. Social functions will be provided for all delegates, official and unofficial, though of course certain meetings and functions must be confined strictly to official delegates.

Canada is a vast country of infinite resources and charm. Toronto is her second largest city, a city of homes and churches, a great center of education and art, of commerce, industry and finance, and the seat of government for the Province of Ontario. The teachers of Toronto join with the other teachers in the nine provinces of Canada in sending you a most cordial welcome.

(*Continued on page* A-178)

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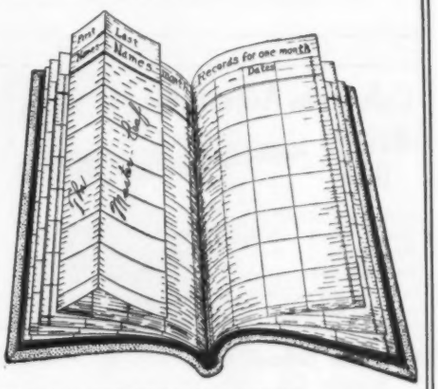

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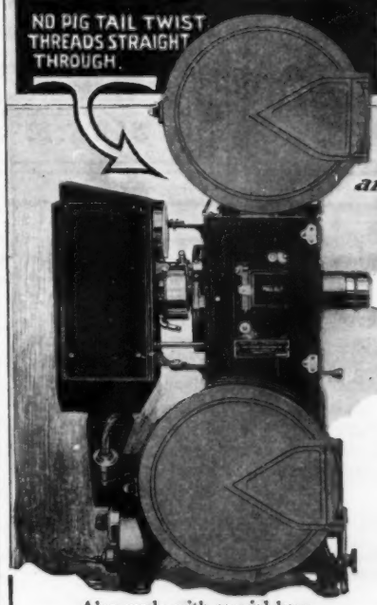

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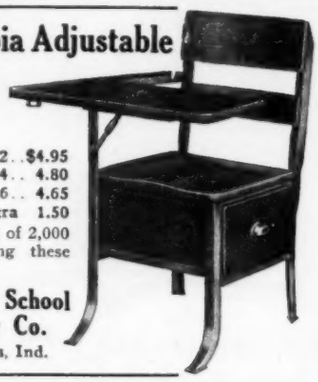

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(*Continued from page* A-176)

IN CONNECTION with the two great educational conventions to be held this summer—the National Education Association in Seattle, and the World Federation of Education Associations in Toronto—many wonderful trips have been arranged, one including both conventions. These trips have been arranged under the direction of Olive M. Jones, 52 Gramercy Park North, New York City, and Charles B. L. Kelley, Alexander Hamilton High School, Brooklyn, New York. Teachers interested should write either Miss Jones or Mr. Kelley and full information will be sent.

DRAMA LEAGUE OF AMERICA will hold its eighteenth annual convention at Tacoma, Washington, June 27–July 2, the week preceding the convention of the National Education Association. Sue Ann Wilson, executive secretary of the Drama League of America, has extended an invitation to members of our Association to attend the sessions and to participate in the program of the League's convention.

COMMISSION ON THE CURRICULUM of the Department of Superintendence, National Education Association, met at the Association's headquarters, 1201 Sixteenth Street N. W., Washington, D. C., Monday and Tuesday, April 11 and 12. It will meet again on September 26 and 27 to study the problems of the senior high school curriculum.

The Commission created eleven subcommittees to make individual studies

(*Continued on page* A-180)

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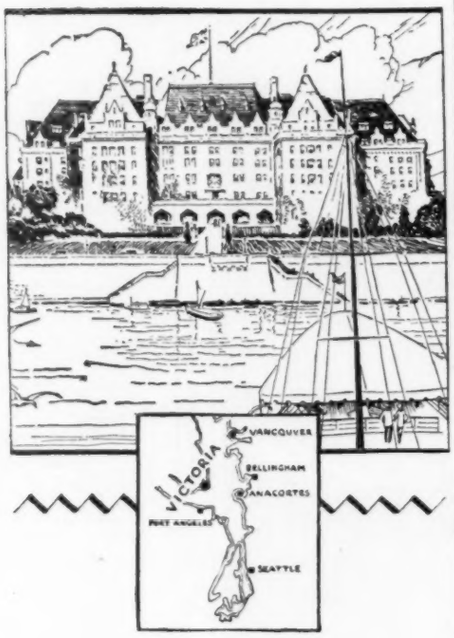

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(*Continued from page* A-178)

and to report on those studies at the meeting in September. Each subcommittee will consist of a superintendent of schools to act as chairman; one college professor who is a specialist in the field studied; one high school principal to be appointed by the president of the National Association of High School Principals, and two other members to be appointed by the chairman of the subcommittee. The personnel of the subcommittees has not yet been announced.

The studies to be undertaken before the September meeting cover the following topics:

1. The needs of American adolescent youth in terms of the development of the community and the school, having in mind pupils who drop out as well as those who continue to graduation.
2. A thorough reconsideration of the cardinal objectives of education to determine how widely they are influencing practise and to make any necessary refinements in the statement of them.
3. A study of groups of courses now available in high schools and of courses actually pursued by a typical group of high school graduates.
4. The whole relationship between high school and college, including not only the effect of college requirements in determining the curricula of the high schools, but also the effect of the college trained teacher's point of view on high school methods and organization.
5. The appropriateness of subject matter administered in high school as preparation for the life activities of those students who are not going to college.
6. The differentiation of curricula for pupils of different levels of ability.
7. The relation of a counseling or guidance program to a secondary school curriculum program.
8. The problem of the small high school (100 pupils or under) in curriculum development.
9. The senior high school teacher, with reference to training, qualifications, certification, and functions.
10. Evaluation of the elements of the high school program with reference both to curricular and extracurricular activities, including the question of credits.
11. The junior college curriculum as an upward development of the high school, including a consideration of the possibility of placing orientation courses in the high school curriculum.

Problems related to research studies dealing with the senior high school curriculum were assigned for study to the Research Division of the National Education Association, to be conducted by John K. Norton, director, and Miss Margaret M. Alltucker, assistant director of the division.

(*Continued on page* A-182)

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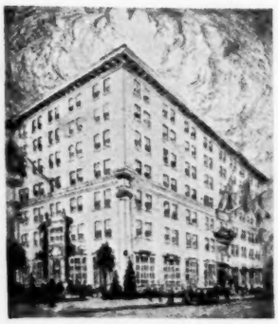

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Professor Mabel Carney, international specialist in rural education, Columbia University, New York, in a recent letter from South Africa, completes her description of the country as follows: "Stimulated and revitalized by my visit to this charming region of sunshine and cordiality—the second best country in the world!"

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(*Continued from page* A-180)

THOMAS R. COLE has been unanimously reelected superintendent of Seattle schools at a salary of $10,000 this year, $11,000 next year, and $11,000 the third year. There is no appreciable opposition to a bond issue of $2,400,000, and two members of the Board of Education are unopposed for reelection. All this indicates the welcome the National Education Association will receive in July.—*The Journal of Education.*

THE FLORENTINE CENTER is planned to offer to a limited number of American school instructors an opportunity to confer with representative men and women of culture from different European countries for the better understanding of old world culture and education. Two four-months sessions will begin in September and February. Three months will be spent at Florence and one in travel to at least two other countries to visit educational institutions and to confer with teachers on mutual problems. The plan has the endorsement of well known American educators, and committees in six European countries are helping to select leaders of the discussions. The Central Committee includes: Stephen P. Duggan, Mrs. Avery Coonley, William C. Bagley, Ellen F. Pendleton, John W. Withers, Mary E. Wooley. Information regarding the course may be had from Mabel B. Turner, 609 West 114th Street, New York City.

MACY CAMPBELL head of rural education department of the Iowa State Teachers College, died from a stroke of paralysis at Macon, Georgia, April 17, while attending the meeting of the Georgia State Teachers Association. Mr. Campbell wrote the article on Peasantry or Power? which appeared in THE JOURNAL for March, 1927. His latest book, *Rural life at the crossroads,* is published by Ginn and Company.

THE MASSACHUSETTS TEACHERS FEDERATION at its meeting on April 16, passed this motion:

> That the House of Delegates of the Massachusetts Teachers Federation endorse the New Education Bill (S. 291, H. R. 5000) and instruct the legislative committee to cooperate for its passage.

State and local associations throughout the country are renewing their efforts for this great measure and will do much good work during the summer while members of Congress are at home in their various districts.

(*Continued on page* A-184)

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(*Continued from page* A-182)

A PICTURE of Pestalozzi with the Children of Stans, by K. Grob, exhibited in the Museum of Basle, has been reproduced by authorities of Vienna in commemoration of the centenary of Pestalozzi's death. Copies may be had for $1.40, including postage, by sending a money order to Paul L. Dengler, director of the Austro-American Institute of Education, Institute of International Education, New York City, or through the National City Bank in New York for the account of Niederosterreichische Escomptegesellschaft, Vienna. Any surplus resulting from the sale of the picture in the United States will be given to the fund for fellowships for American and Austrian students.

JESSE H. NEWLON, president of the National Education Association 1924-25, and superintendent of schools, Denver, Colorado, since 1920, has resigned to take effect September 1, when he will become director of the Lincoln School Teachers College, Columbia University. President Frank M. Taylor of the Denver Board of Education made the following comment in connection with the resignation:

> In resigning from the superintendency of the Denver schools, Jesse H. Newlon leaves them with their great forward-looking program almost completed.
>
> It is with deep regret that I and other members of the school board accept his resignation. It is only with the knowledge that his new position offers Mr. Newlon a wider field and that his experience and knowledge will bring him wider benefit, that we accept.
>
> The condition of the schools when he came here in 1920 is too well known to need comment.
>
> His record, likewise, is known to every parent, probably to nearly every citizen in Denver.
>
> The program of building which he undertook is nearly completed.
>
> The program for future needs is definitely established.
>
> The great educational staff, extending from department heads in the administration building to teachers in the schools, has been perfected to carry on the work.
>
> I feel the board would be extremely selfish to stand in his way to future attainments in a broader field.
>
> It is largely through his efforts that Denver schools have risen from mediocrity to

(*Continued on page* A-186)

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(*Continued from page* A-184)

a position of outstanding prominence in educational circles.

A gift of $400,000 has been subscribed by 364 patrons of the Lincoln School and the Trustees of Teachers College, Columbia University, to the Lincoln School. A large part of the sum will be used for the erection of an annex for the rapidly expanding investigations of the Institute of Educational Research. Otis W. Caldwell, the present director of the Lincoln School, will devote his full time to the Lincoln Institute of School Experimentation.

C. E. KEYES of Oakland, California, in a wire to the headquarters office says:

Entire group secondary principals at state convention voted membership in Department of Secondary Principals.

COMMISSION ON SECONDARY SCHOOLS of the Association of Colleges and Secondary Schools of the Middle States and Maryland met on April 2 in Philadelphia. The Commission has established a central office and hopes to function in the three-fold capacity of an agency for (1) articulating secondary and higher schools, (2) establishing and maintaining an accredited list, and (3) promoting research for the solution of problems in secondary education in the region represented by the Association. Information concerning any phase of the work may be secured by communicating with the Chairman of the Commission on Secondary Schools, 109 Bennett Hall, University of Pennsylvania, Philadelphia.

JOSEPH E. AVENT of the University of Tennessee, Knoxville, has offered a prize of $1000 for the teacher, student, or educational worker who will make the largest list of excellencies and errors in teaching and managing schools, on the part of teachers. Conditions of the contest may be had by writing Dr. Avent.

TEACHERS COLLEGE, Columbia University, in cooperation with the National Congress of Parents and Teachers, will offer courses in the Educational Aspects of the Parent-Teacher Movement, July 11-29, 1927. These courses are designed to acquaint the student with the inception, rise, and development of the parent-teacher movement; its legitimate fields of work; its educational significance; and the problems arising in connection with its growth and development.

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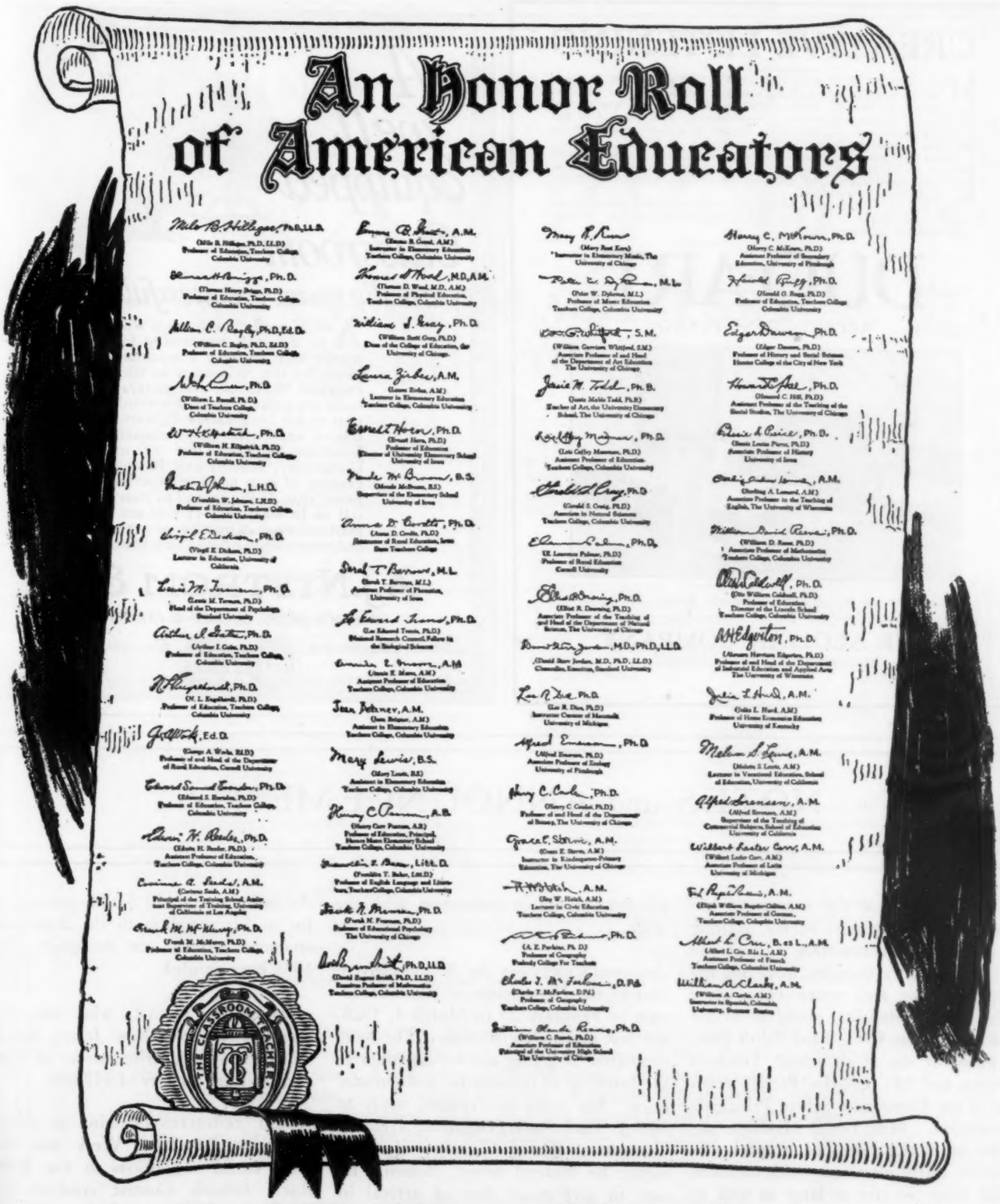

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NOTES *and* ANNOUNCEMENTS

A LARGE share of the success of the Seattle convention rests on the untiring efforts of local committees. In charge of the hospitality features, including delightful motor and water trips, were Miss Mamie Stoecker, president of the Grade Teachers Club, Miss Edith Post, president of the High School Teachers League, and Mr. Charles Potter, president of the Elementary School Principals Association. Miss Letha McClure, director of music, furnished musical features for thirty meetings, which included talent from the city at large as well as from the high schools and the grades.

AMERICAN EDUCATION WEEK will be more widely observed this year than ever before. State, city, and county school superintendents are developing their plans for the observance of the week early. Any material appearing in this number of THE JOURNAL may be freely reprinted for use in connection with the week.

ARRANGEMENTS for the Boston convention of the Department of Superintendence in February 25 to March 1, 1928, are fast nearing completion. The hotel committee is giving careful attention to the handling of requests for accommodations. For room reservations, apply to Mr. J. Paul Foster, chairman, Housing Committee, Boston Chamber of Commerce, 80 Federal Street, Boston. Be sure to give exact time of arrival in Boston and state name and address of each person for whom reservation is asked. To cancel a reservation notify the hotel immediately. A feature of the meeting will be a motion picture of notable educational achievements. School activities of great interest are being selected for it by the Commission on the Curriculum.

AT THE TIME of the Seattle meeting the list of life members in the Association amounted to over one thousand. Now 1038 have enroled.

JOHN H. LOGAN, who was state superintendent for New Jersey, has accepted the city superintendency of Newark, N. J., at a salary of $15,000.

RURAL TEACHERS planning to observe American Education Week may find some useful suggestions in the Better Rural Schools Contest conducted in Wisconsin this year. A description of the contest may be had free by addressing *The Wisconsin Farmer*, Madison.

A RECENT salary achievement is that of Connecticut. Dr. A. B. Meredith, state commissioner of education, has been granted $12,000 a year.

(*Continued on page* A-208)

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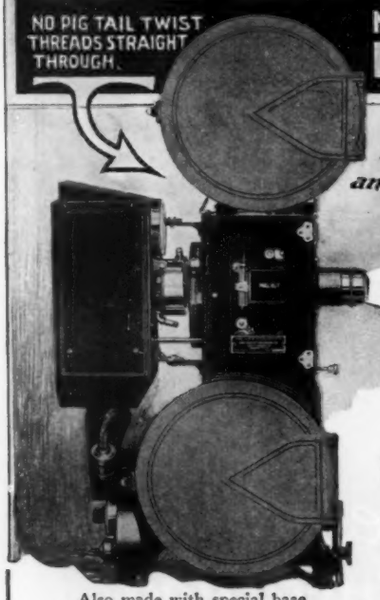

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(*Continued from page* A-208)

AMONG OURSELVES—To an increasing host of friends THE JOURNAL is indebted for personal letters commenting on this article and that. THE JOURNAL exists to serve the organized teaching profession. But it is a large profession and a big country. Every note of specific comment helps the editors to visualize the interests and needs of you who are on the firing line with the children. An attempt is made to apply the following tests to everything that goes into THE JOURNAL. It aims to include only material which

(1) Advances the policies for which the Association stands

(2) Is clearly written in simple English

(3) Appeals as far as possible to all Journal readers

(4) Does not claim more space than the topic justifies in a journal devoted to the whole profession

(5) Does not cover ground too recently covered by other articles in THE JOURNAL

(6) Is accurate in facts cited.

(7) Helps to round out THE JOURNAL'S treatment of the entire field of education

(8) Helps to unify the profession in its attitudes and working policies.

A faithful checking of all materials sent in by volunteer authors by these standards, a continuous search of educational books and periodicals for new materials, a constant study of the Association's activities and history for a fuller appreciation of its policies and program, a lively correspondence and personal contact with many members in all parts of the country and in every branch of the service—all these are a part of the effort to make THE JOURNAL better and better. Your help is appreciated.

THE SWEEP of the influence of the National Education Association is suggested by the following extract from a letter from Warsaw, Poland:

> I have had no time to look over the Proceedings as the copy is moving from one of my friends to another. It is a treasure of informative school activities filled with ample materials about school problems discussed by our fellow friends over there.

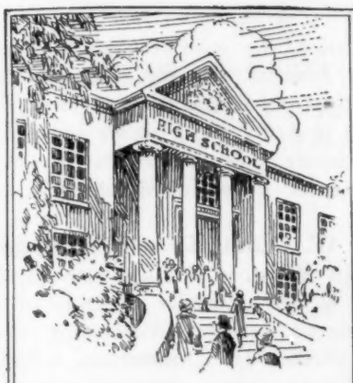
A RECENT ADDITION to the Reading with a Purpose Series by the American Library Association is *The Stars,* by Dr. Harlow Shapley, director of the Harvard Observatory. Among the books recommended in this course of reading are: a general astronomy, a book on stars for beginners, a set of star maps, a series of popular radio talks on astronomy, a book on the depths of the universe, and one on eclipses of the sun.

THE LIBRARY of the headquarters' building of the National Education Association is being reorganized to improve the effectiveness of its service to the headquarters' divisions and the Association's membership.

AT THE recent meeting of the Committee on Retirement System for Headquarters Staff of the National Education Association, arrangements were practically completed for selecting a plan, which when ready will be a model for school systems throughout the nation.

THE IDAHO *Journal of Education,* formerly *The Idaho Teacher,* has arranged with the Idaho Congress of Parents and Teachers to set aside each month four pages of its magazine for parent-teacher material. This section will be called The Idaho Bulletin. The plan has been adopted with three objects in view: "We hope to familiarize our most interested patrons in the problems and needs of

(*Continued on page* A-212)



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(*Continued from page* A-210)

education; we wish teachers to become more familiar with the aims and ideals of the parent-teacher movement; we hope to bring about closer cooperation and better understanding between these two great forces in education."

ROY W. CLOUD, formerly superintendent of Redwood (Calif.) schools, has been elected executive secretary of the California Teachers' Association to succeed Arthur H. Chamberlain, who has retired after fifteen years of service.

COINCLUSIVE BUDGET—The Fremont High School of Oakland, California, employs the following Budget Plan for the collection of professional dues. It relieves teachers from numerous solicitations and enables them to pay their professional dues after receiving the first month's salary check.

Date.....

Fremont High School

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I hereby authorize the School Treasurer of Fremont High School to enrol me and to pay all necessary dues for the year 19.. to 19.. in the organizations checked:

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Oakland Teachers Ass'n (O. T. A.).....	Sept.-Aug.	1.00
Calif. Society for study of Secondary Education..	July-June	2.00
Faculty Fund.....	Sept.-Aug.	1.00
Parent Teachers' Ass'n (P. T. A.).....	Sept.-Aug.	1.00
East Bay School Men's Club (E. B. S. M. C.).	Sept.-Aug.	1.00
Oakland High School Teachers Ass'n.....	Sept.-Aug.	.25

I agree to pay the total dues to the Treasurer on or before October 2.

.....
Signature of Teacher.

Address.....

ACTUAL CASES involving the violation of professional ethics have been considered by the Ethics Commission of the Pennsylvania State Education Association. Their findings appear in full in the Harrisburg Convention issue of the *Pennsylvania School Journal.*

WONDERFUL AMERICA—We have been traveling in all parts of the United

(*Continued on page* A-214)

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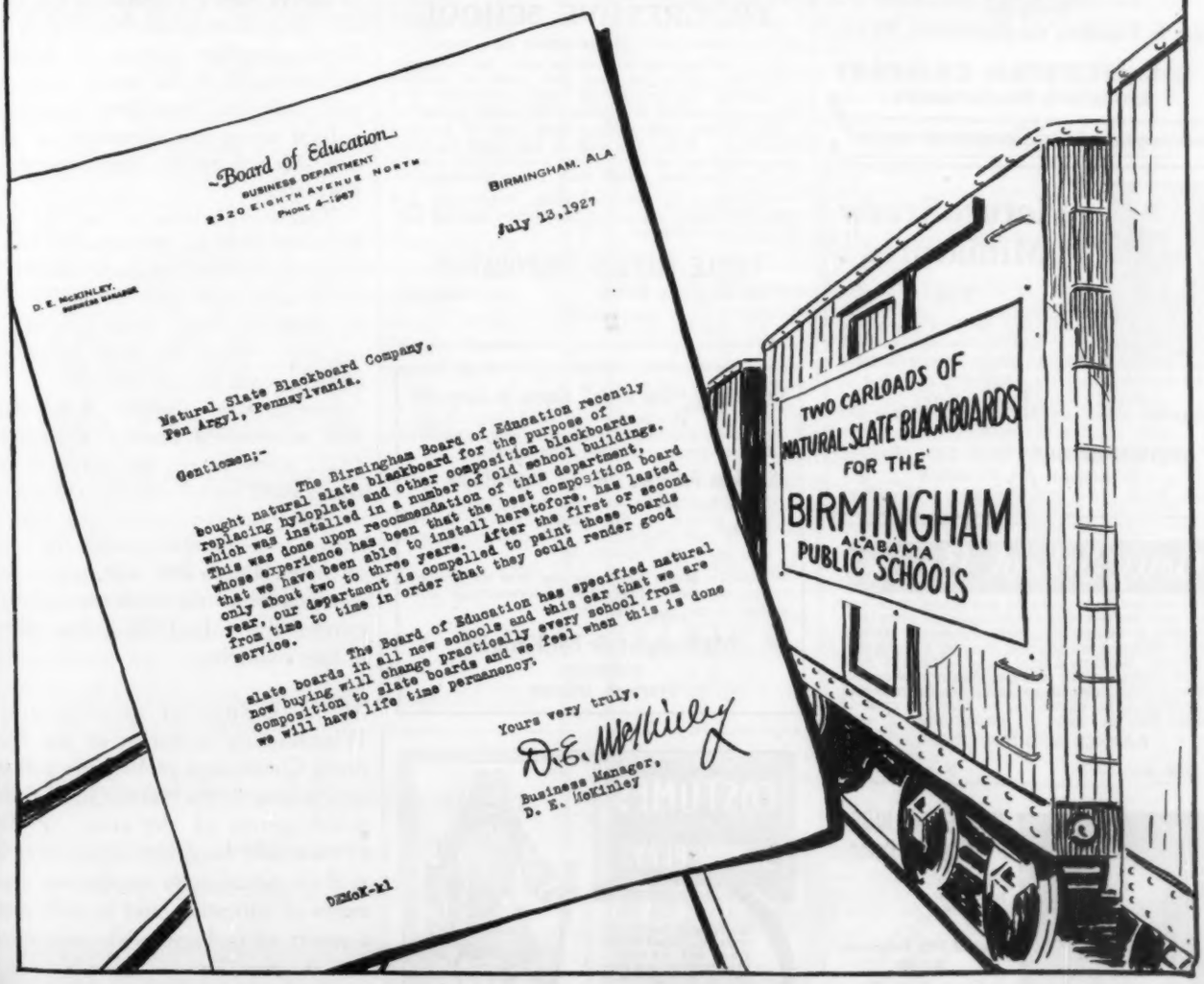

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(*Continued from page* A-212)

States four times every year for more than forty years and there has never been any such revelation of broadened interest and heightened purpose as we saw from late April to late July.—Editor A. E. Winship.

WHERE TO GET MATERIAL ON PRIZES, AWARDS, SPECIAL DAYS AND WEEKS—Material for the observance of *Children's Book Week,* November 13-19, may be had free of charge from the National Association of Book Publishers, 25 West 33d St., New York City.

For school community *safety surveys,* write the Education Division of the National Safety Council, 120 West 42d St., New York City.

Material on *highway safety* may be had on request from American Road Builders Association, Washington, D. C.

Health workers will find valuable material adaptable to the needs of universities, colleges, normal schools, and high schools among the Positive Health Series of the Women's Foundation for Health, 370 Seventh Avenue, New York City. These pamphlets include the following: Interpretation of the health examination with individual exercises; Direction for a local set-up for examination; Nutrition; Mental health; Reproduction; and Recreation.

Teachers planning to use the weekly *Geographic News Bulletins* of the National Geographic Society should send in at once their orders with 25 cents in stamps or money order to cover mailing cost. There are thirty issues of five bulletins each during the year.

International Golden Rule Sunday will be observed Sunday, December 4, 1927, when people are asked to eat a simple meal, such is served to the children in Near Eastern orphanages, and then make a contribution toward the support of these children that will help to insure continuation of the work throughout the coming year. In 1926 it was observed in fifty countries.

M. V. O'SHEA of the University of Wisconsin on invitation of the Educational Commission of Virginia will serve as Director of the Survey of the educational system of the state. Professor O'Shea will have the cooperation of a staff of specialists in the various departments of education, and he will present a report of findings, with recommendations to the General Assembly for improvement of the educational institutions if the Survey shows that changes are desirable.

(*Continued on page* A-216)

The Moeser Extended Arm Insures Correct Posture

From One Superintendent to Another

Supt. W. J. Hamilton, of the Public Schools of Oak Park, Ill., writing to Supt. B. O. Skinner, Marietta, Ohio, said of the National Semi-Steel Desk with Moeser Extended Arm:

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We shall be glad to send you all material for conducting the Crusade *free*, except for 25c in stamps to cover postage and handling. As this Crusade is not appropriate for children older than ten, we have a special project for the seventh and eighth grades called "Mrs. Hunter's Project," and an educational chart, prepared by Dr. Bonser, of Columbia University, for the higher grades. This chart and a copy of "A Trip to Ivorydale" will also be sent, without charge, upon application from the superintendent.

PROCTER & GAMBLE, Dept. 49-J, Cincinnati, Ohio

BEATRICE, Nebraska, has recently adopted a single salary schedule which holds for all teachers regardless of the position to which they may be assigned in the system. Superintendent W. H. Morton writes,

> One feature about the schedule which I think is especially good, is that the grade teachers have been placed on an equal with the high school teacher so that teachers with the same experience and training will draw the same salary regardless of the department in which they serve.

ANOTHER INSTANCE of the profession at work on its problems is reported in the organization of a schoolmasters' club at Morgantown, W. Va., with the following aims: Social, study of the duties of principal, improvement in service, and contribution to the body of knowledge of school work. The following plan of discussion has been carried out: January, What to observe in the pupil; February, What to observe in the teaching; March, What to observe in the teacher; April, What to do after the lesson has been observed.

THE HARMON award of $1000 was given Miss Ethel Richardson of Los Angeles, California, for her work in adult education as assistant superintendent of state public instruction.

Visitor: "How old are you, little boy?"

Modern Child (reflectively wiping his spectacles): "The latest personal survey available shows my psychological age to be 12, my moral age 4, my anatomical age 7, my physiological age 6. I suppose you refer, however, to my chronological age, which is 8. That is so old-fashioned that I seldom think of it."

A ONE-DAY CONFERENCE on Parent Education will be held at the Pennsylvania Hotel in New York City, Wednesday, November 2, under the auspices of the Child Study Association of America, Inc. Among the speakers will be William F. Russell, dean of Teachers College, Columbia University; Mrs. Sidonie M. Gruenberg, director of the Child Study Association; Lawson G. Lowry, director of the Institute of Child Guidance; Porter Lee, director of the New York School of Social Work; Harry D. Kitson, professor of education, Teachers College; Frederick V. Robinson, president of the College of the City of New York; Ernest R. Groves, professor of

(*Continued on page* A-218)

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(*Continued from page* A-216)

social science at Boston University; Arthur H. Ruggles, superintendent of Butler Hospital, Providence, R. I.; and Mrs. Howard Gans, president of the Child Study Association.

THE SAN FRANCISCO Classroom Teachers Association celebrated its tenth anniversary in May with a birthday luncheon at which every one of the past presidents was in attendance. This organization has attractive club rooms, including a professional library, which is extensively used by the teachers.

A NEW REALM of achievement in interpreting education to the public through the newspapers was opened by the *Cleveland Press* this year when that newspaper sent its educational editor, Helen Driscoll, to Teachers College, Columbia University, to study in the summer session. The courses taken by Miss Driscoll included a class with Professor R. G. Reynolds, well known as a pioneer in educational publicity in the colleges, and another course wherein thirty prominent educators sketched the innovations in practically every educational field. Newspapers are recognizing that their educational editors must become experts fully as much as their editors of news relating to music, drama, sports, or finance.

SUPERINTENDENT J. H. Beveridge of Omaha was recently elected for a period of three years, after serving ten years as head of the schools of that city. Editors of local papers expressed themselves as especially pleased with this appreciation of Superintendent Beveridge's service to the City of Omaha.

STATE SUPERINTENDENT Fort E. Land of Georgia died on July 26.

SUPERINTENDENT Frank Cody of Detroit has been reelected for a three-year term at a salary of sixteen thousand the first year, seventeen the second, and eighteen the third.

FRENCH SECONDARY school teachers, in an effort to obtain higher salaries, have declined to serve as examiners for the baccalaureate during the current summer. All salaried classes in Europe have suffered severely because of economic adjustments since the war. Salaries of French school teachers range from about $360 to $1040 per year, according to a report in *School and Society*.

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November 7-13, 1927

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