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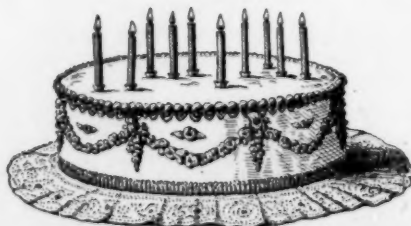
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The Evolution of a Teacher¹

SALIBELLE ROYSTER

Teacher of English, Reitz High School, Evansville, Indiana

IF ANYONE had told me in June, 1917, that beginning the following September I should spend the next ten years in the schoolroom, I would have scoffed at the idea. For at that time I had no conscious ambition in regard to other people's children except that of keeping out of their way. Yet out of the ten years just mentioned I have spent nine in active, fulltime teaching in five different positions and two different states; have done almost five years of college work, winning scholastic honors and two degrees; and have more than quintupled my original salary of forty dollars a month.

Although I have had all my teaching experience within a radius of twenty miles of the little town in which I was born, I have taught students of all ages between the fourth grade and the second year of college, and all subjects in the four upper grades, as well as several different ones in high school. At the end of this rather strenuous period, my physical condition is excellent; I have never been in debt; and in addition to paying my own way both while teaching and in college, I have managed to accumulate a little nest-egg of almost four thousand dollars.

By the summer of 1917 some of the glamour of a particularly happy and successful high-school career had worn off in the year or more since I had received my diploma; but a few correspondence courses from a large and wellknown university had but increased tenfold my longings for a college education and all the things that go with it. I had tasted the Pierian spring and longed to drink deep therefrom. But the World War, with its turmoil and its increased prices had put college attendance out of the question for the time being, at least.

Instead, therefore, of treading the classic halls of some university that sultry September morning which now seems so long ago, here I was standing at the

outer door of a ramshackle frame schoolhouse in rural Kentucky, watching "the whining schoolboy, with his satchel and shining morning face, creeping like snail unwillingly to school," except that these schoolboys neither whined nor crept. They whooped and yelled and cavorted, indoors and out alike, not out of enthusiasm over their return to school work or even out of sheer animal spirits, but because they wanted to "try out" the new teachers to see just how much ill-conduct would be tolerated. Not one of the three faculty members had been there the year before and there was much room for a speculation as to whether each individual teacher would prove "soft" or "hard-boiled."

My immediate determination was to identify myself with the latter group. But how? The majority of these children had known me from their babyhood. What could I say to them to induce them to be orderly and well-behaved? I had had no teaching experience, no courses in pedagogy. Even after the bell for "books" rang, and I stood before my roomful of fifth and sixth graders, they continued to whisper and giggle and squirm. So long as I spoke directly to them, they were quiet and attentive enough; but the moment my back was turned or my mind employed with one particular group of pupils, snickers and whispers and even paper-wad shooting and chalk-throwing were likely to prevail. I tried to glare at the offenders, but my eye having not yet developed a power to sooth the savage, my attempts must have been rather funny. The disorder within a few days narrowed itself down to two or three troublesome overgrown boys several years older than the majority of the other pupils. They remained incorrigible; but the other children soon ceased to follow in their footsteps, and as long as I could keep every-one busy, I was safe.

So long as the discipline was reasonably good, the actual teaching went smoothly. When one method failed, I

tried another and yet another until the desired information somehow filtered into the benighted craniums. It must sometimes have trickled out again after the children went home, for I kept hearing echoes of parental approval of their offspring's progress, and I was thus encouraged to keep on trying.

Next to discipline, the thing that worried me most was the pupil's spoken English. "I seen," "I have saw," "I taken," "I have went," "you was," "these here," "that there," "them there"—frankly, I heard more glaring errors in my first five days of teaching than I had heard in as many years before! In my youthful ignorance I fancied the children actually knew no better and needed only to be told the correct forms. In desperation I wrote on the board and exclaimed: "Now girls and boys, don't say 'I seen' and 'I have saw.' Say 'I saw' and 'I have seen.' Repeat them after me. All together!"

They did so, glibly; but it was only the next morning that a little girl came in, her eyes shining, and her hands full of flowers for me.

"Oh, Miss Salibelle," she cried, slurring the last letters of the first word and the first of the last until they were quite indistinguishable, "I *seen* that star you was tellin' us about last night!"

I hadn't the heart to correct her. My own education was progressing by leaps and bounds.

The middle of the year I was very unexpectedly notified that I had been appointed to a position for which I had applied the summer before but which at this time I had no idea of obtaining—a position a dozen miles away in the small city in which I had attended high school. The new appointment carried with it but a slight increase in salary, but gave the opportunity of ten months of work instead of eight, and of teaching only reading and English, my special subjects, in the departmental grades of a large ward school. I accepted the position.

The new work was so entirely differ-

¹ Copyright 1928 by Salibelle Royster.

ent from the old that it was practically the same as beginning again. I studied as I had seldom studied before, not only on lesson plans and class preparations, but also on university courses in the teaching of these particular subjects. The students were older and more comprehensive than my intermediate graders, and although the discipline was at times difficult and the salary poor, the position was not a disagreeable one, and I probably should have held it much longer had I not had an opportunity to go back to my little home town.

So many of the men had gone to the war that it was almost impossible in the summer of 1918 to secure a live young man for the principalship of a rural school. Certain members of the school board gave me to understand that on account of my success the year before I might have the position if I cared to apply for it. The place was soon mine at a salary of seventy-five dollars a month—good for Kentucky in 1918.

It was with fear and trembling that I approached as principal the school where but the year before I had gained my first experience in the intermediate grades. A man had always held this position before—and I weighed but one hundred and fifteen pounds! The pupils, however, seemed not so wild as formerly; many of the older boys had left school, and I was met by many friendly faces and greetings of "I'm glad you're back" and "Are you going to be our teacher? Whee-e-e!"

The work was hard and heavy—all classes and subjects in grades seven, eight, and nine, as well as supervision of the lower grades—but in spite of the influenza epidemic which closed our doors for ten weeks, things went fairly well. I remained three years in this position, and my salary was gradually increased to one hundred dollars.

My aspirations for a college education had, however, in no wise abated. My living expenses being very low, my salary had enabled me to purchase books, to enrol for correspondence courses during the winter term, and sometimes to attend summer school. At the end of my third year I lacked but twelve weeks' work of having completed my second college year—a high standard for elementary principals in that state at that time. When my school was out I went to college and enrolled for the mid-spring term of 1921.

As luck would have it, one of my classes in pedagogy was taught by the superintendent of city schools. A genial,

courteous man of French extraction, and possessed of the best cultural background and the most remarkable memory I have ever known, he brought out the best in his students and soon learned something of the personality and experiences of each one through the class discussions. One day he asked to speak to me after class. Thinking he meant to assign me a special report or something of the kind, I was entirely off my guard when he suddenly said: "Miss R—, how much college work have you had?" I replied that I was now completing my second year. "And where do you intend to teach next year, may I ask?" I told him that I should probably return to my former position, although I had not as yet signed a contract to that effect.

"Would you consider teaching here if the salary were considerably better? You have taught departmental reading and English. I can give you a nice position where you will teach nothing but your favorite subjects. The salary will be \$1400 a year—to start on."

I had been getting \$800 and this sounded like wealth. Then, better still, it would mean being in the same town with the college I was now attending and might in time bring the realization of my heart's desire—a college degree. Upon the advice of my mother, without whose counsel I have never accepted or rejected a position, I took the offer.

I thought I had had discipline troubles before, but these seventh and eighth graders that I had expected to find so tame were in a class by themselves. The compulsory education law requiring all children to stay in school until past sixteen had been in effect but a year or so, and the larger, more stupid boys and girls who were of high-school age but mentally retarded, were resentful over being forced to remain in school when they might have been at work earning a few dollars which many of them sorely needed. Then, too, I followed a teacher who had been forced to give up her work on account of deafness. The boys had been in the habit of "talking back" too low for her to hear and of making noises that she listened in vain to locate but which were perfectly audible to me. It was a hard tussle and required the help of the principal before things could be adjusted properly. The country children I had taught before had been "bad" in an aimless sort of way; but these city boys were educated in badness and knew all the tricks of the trade.

Finally I gained the upper hand and things went better. The teaching was

comparatively easy and by dint of hard application and constant attendance in extension classes and summer school I had by the end of my second year in this position completed my junior year at college—an achievement which brought an automatic raise of fifteen dollars a month on my next contract. Yet before I signed that document I sought once more the counsel of my superintendent.

"I want a leave of absence," I said, "to get my degree. I lack just a year; and when I return, I want a high school position, if you will give me one."

"Why certainly," was his cordial reply. "You've deserved it all. Go ahead to college and don't forget to come back to us when you're through. The first high-school vacancy that I think you can fill is yours—although, as you know, we seldom raise grade teachers into high school work."

That summer I spent in the huge university where I had already done a large part of my work; but the fall term found me back in the small college, which I liked better after all, and where I could meet the state requirements for a high school teacher's license without conflict. I struggled just as hard for scholastic standing as I had ever done and in June, 1924, I received my sheepskin from the president's hands.

My friend, the superintendent, was leaving for wider fields; but he succeeded in placing me in a straight English position in a large city high school—the type of work I had longed for since my own high-school days but had believed beyond my reach. Here I remain, doling out *Julius Caesar* and *Silas Marner* and *Long's English Literature* to a group of students whose attitude toward their school work is almost ideal.

Being accustomed to acquiring college credit while teaching, I went to work on a Master's as soon as I had obtained my A. B.; and again I wore the mortarboard at the college commencement in 1926. I like my present position, and since I have received the maximum salary raise every year so far, may stay with it—but who can tell? Already I've vague cravings for a Ph. D. and a college instructorship. Having come all the way up the ladder ought to help as much in advanced work as it does now.

Such is the plain, unvarnished tale of my rather checkered career during the decade 1917-1927. There is nothing remarkable about it; almost anyone with normal intelligence and a capacity for hard work could do the same thing under the same circumstances.

Art Teaching as a Career

JOSEPH WISELTIER

Supervisor of Art Education, State Board of Education, Hartford, Connecticut

THE POSITION of art supervisor is of strategic importance. The supervisor finds himself catering to every grade from the kindergarten up and doing business with almost every teacher and supervisory officer in the system from the superintendent down. To work smoothly and efficiently under these circumstances requires not only organizing ability, educational insight, and breadth of vision but a plentiful supply of tact and discretion as well.

The supervisor of art education is a special deputy of the superintendent of schools, acting as his representative before the teachers and community and entering fully into his plans, policies, and ideals. As such he makes himself familiar with the local educational policy and interprets his own specialized field in relation to this general policy. As a deputy of the superintendent he makes it his business to have an intelligent appreciation of all the courses of study, in order to see better the relationship between the work of his department and the other subjects of the curriculum. A live, wide-awake supervisor who is ready and willing to assume his proper share of responsibility for the successful ad-

ministration of the schools, is more than a mere deputy. Besides conducting teachers' conferences, visiting schools,



THIS POSTER was made by a junior high school pupil. It is one of 4000 submitted in a Connecticut Humane Poster Contest.

arranging exhibits, and giving demonstration lessons, he takes advantage of every opportunity to sell "art education" to the public, to the general teaching force, and, upon occasion, even to the pupils in the schools, showing them its place in school life and its value in everyday living, in business, and in industry.

The art supervisor is an efficiency engineer in art education. Supervision serves one main purpose—the improvement of teaching. Accordingly the supervisor takes whatever steps are needed to realize this aim, his activities varying according to the needs of the schools. In general they embrace the framing of definite aims and objectives, the interpretation of the course of study, the setting up of standards of attainment for the various levels of child development, the measuring of achievement, the analysis of difficulties and their causes, and the remedial and constructive work essential to maintaining instruction at a high level of efficiency.

Furthermore, his services are often sought in much the same spirit that a consulting architect is called in for professional advice. His judgment may be needed in connection with the selection



THE ART CLASS aims to build appreciation of what is fine and to create an environment uplifting and satisfying, thus building the foundation for richer and fuller living.

or designing of new equipment, redecorating an old assembly hall, the selection of pictures suitable for schoolroom decoration, the arrangement and selection of type matter in school reports, courses of study, and the like, or the initiation of unusual projects such as bazaars, pageants, and exhibitions. The degree of satisfactory service along such lines as these often determines the attitude of the public toward the art work in general, whether it looks upon this phase of education as a fad and a frill or as a practical and worthwhile activity.

This, in short, is a summary of the duties of the art supervisor of today, an entirely different conception from that held a few years back when the so-called supervisor functioned either as a special teacher or as an inspector and critic. In the first instance, he devoted his whole time to going periodically from room to room giving "drawing lessons" usually unrelated to the needs and interests of the children; in the latter case he visited the teacher to see that the work was being carried out precisely as directed and to check up the degree of success with which she was meeting the requirements outlined in the course of study.

This kind of weak supervision persists in many localities even to this very day, due either to the lack of professional preparation on the part of the supervisors who are content to take the path of least resistance and passively do all the teaching themselves; or due to the short-sighted policy of superintendents who fail to see the real significance

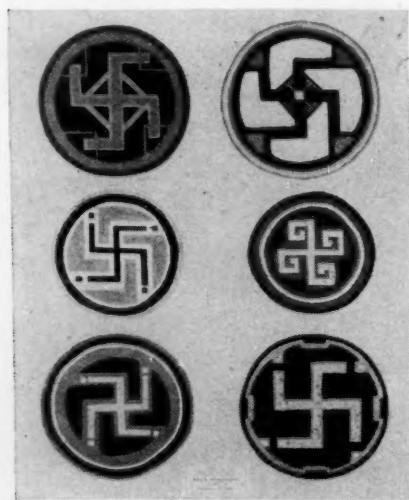
of the supervisor's job and the benefits to be derived from the helpful constructive professionalized type of supervision. Money spent on supervisors that do not "supervise" or on those that make it their chief duty to enforce obedience to uniform rules and regulations, and strict adherence to prescribed courses of study, in the making of which the teachers have had no part, is just so much money wasted. On the one hand the teachers wash their hands of all responsibility for the work in art; and on the other, they are reduced to a position where they lose all professional interest and enthusiasm and refrain from exercising any initiative and individuality for fear of becoming targets for criticism and reproof.

Those training to go into supervision should be wary about accepting positions where they have to work under any such conditions as those described. They will not be happy. I am acquainted with several cases of professionally trained women, who after accepting what they understood to be supervisory positions, discovered that they were supervisors in name only, that they were really hired to teach without a suitably equipped room of their own in which to meet their classes, or an office or even a store-room for keeping necessary teaching equipment and reference material. I know of a man who declined what at first appeared to be a desirable supervisorship at an attractive salary. But a stipulation that he was not to tamper with the course of study that had been worked out in great detail and that had operated for some years to the satisfaction of the superintendent, and a further

stipulation that he was to keep his teachers down to the prescribed course was too much of a sacrifice of professional principle to allow him to be tempted by the salary increase.

Perhaps the most important thing to be borne in mind by the novice entering the field of either teaching or supervision today is, that his program of art education must square up with the needs of life and the general objectives of education—an entirely different conception from that held a decade or two ago when art in the school meant merely "drawing" and where the emphasis was frankly upon the development of skill and technic.

The art educator must bear in mind that the aim of all endeavor in both life and education is to live an increasingly rich and worthy life. He will then realize the necessity for making an analysis of the varied activities of life, to discover what are the prerequisites to rich and worthy living. And with the generally accepted cardinal principles of education in mind—sound health, worthy home membership, mastery of the tools, technic, and spirit of learning, faithful citizenship, vocational effectiveness, wise use of leisure, ethical character—he will proceed to shape his program so as to make definite provision for the acquiring of such knowledge and such habits, skills, interests, ideals, and attitudes as are necessary for their attainment. Art education must make a very definite contribution toward the fulfillment of these objectives or it cannot take its proper place in the modern public school curriculum. The aim of art edu-



THE FIRST TWO groups of designs for tiles and bowls by normal school students show the innate desire of man to beautify the products of his handiwork. The drawings on the right are original compositions by high-school students based on themes taken from fairy tales and fables.

cation today is distinctly that of developing standards of judgment and refinement of taste that will be reflected in the selection and arrangement of the things used in home, community, and industrial life.

On this basis art education becomes in the elementary school an integral part of the regular curriculum, correlating and interweaving with nature study, language work, the social studies, health, humane, and safety education. It ceases to stand out as a thing apart from the regular studies; it becomes a means by which the other subjects of the curriculum are effectively taught. In the intermediate school it is taught in close relation to the so-called experience subjects—printing, electricity, metal and wood-working, the household arts, and mechanical drawing, and is motivated by school, home, and personal needs. In the secondary school the aim is twofold; the main objective being that of leading the majority to desire finer form and more harmony of color in their surroundings and things of daily use; the other that of discovering and preserving talent and special aptitude, both for the sake of the pupils themselves and for the opportunity of service that may result from the products of their imagination and creative ability.

This new concept of art education determines the character of training needed for successful service in this field. It is evident that a wellbalanced program of courses in education, psychology, theory and practise of teaching art, and classroom methods, with preferably some actual experience in teaching general

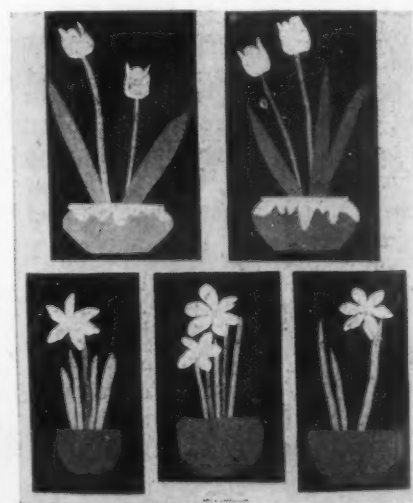
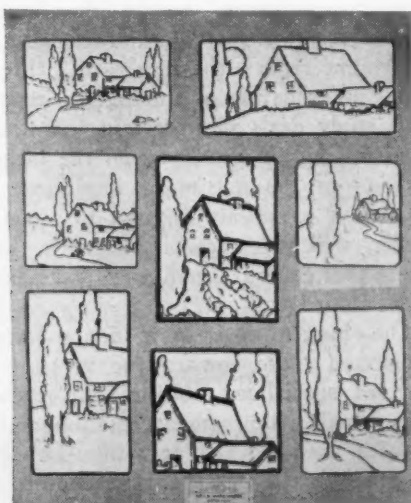
subjectmatter, is essential to future success in art teaching. This training cannot be obtained at the ordinary academic art schools, concerned as they are primarily with the training of artists and craftsmen, but it can be secured at schools like Columbia University, Pratt Institute, University of Chicago, Massachusetts School of Art, Syracuse University, Cleveland School of Art, and others, whose teacher training courses definitely prepare for the vocation of teaching. I do not wish to be misunderstood in this respect. The National Academy of Design, the Yale School of Fine Arts, School of the Boston Museum of Fine Arts, the Philadelphia Academy, and Cooper Union, are all excellent art schools whose aim is to train painters, sculptors, designers, illustrators, and architects. These schools do not feature teacher-training courses and make no pretense at training for school work.

Graduation from an approved four years' teachers college or normal school, two years of which are devoted to professional art work, or completion of a three years' teacher training course at an approved art school is generally accepted as a basis for certification without examination. Some of the best art instructors are often recruited from the ranks of the regular teaching force, their experience with problems of teaching, discipline, and classroom management giving them the advantage over raw recruits just out of art school. Generally speaking, elementary teachers can qualify for certification by supplementing their training with a two years' course at an approved art school or by attending

summer sessions in good art schools.

Teachers of ability who have developed a fondness for art and who find that they are able to get good results from their classes should not hesitate to go into art teaching. Some of the best teachers and supervisors of art began their careers as regular grade teachers. Not only are they in good demand but the salaries offered are much higher than those paid to regular teachers of equal experience. In cities of over 100,000 population, where relatively higher schedules prevail, \$2500 is not an uncommon salary for an art teacher in an elementary school. High school and normal school positions carry maximums of from \$3000 to \$4000. Responsible supervisory positions in the big cities pay from \$5000 to \$7500 and similar salaries are paid to directors of art schools or heads of art departments in colleges and universities.

During the past few years a new type of position has opened up for both men and women who can adapt themselves to the needs of large business interests where it has proved profitable to maintain art service bureaus or educational departments. Among these are to be found some of the largest department stores. A rare combination of artist, teacher, and business executive often commands a salary as high as \$10,000 a year. Indeed, opportunity for success in this field awaits the capable man or woman of dynamic personality, but to native ability must be added proper training, capacity to understand human nature, and the genius to interpret art as a vital factor in everyday life.



THE POSTER as an example of visual instruction typifies the thought and feelings of the child. Fine spacing and arrangement and harmonious lines are problems of the artist illustrated by the center drawing. Cut paper work in the lower grades is exemplified in the poster on the right.

Recent Educational Psychology

FRANK N. FREEMAN

School of Education, University of Chicago

THE YEARLY OUTPUT of books, monographs, and articles in educational psychology is enormous. The list of worthy books in this special field runs to at least thirty, not including monographs, and the list of articles is legion. Many of the books, it is true, are merely re-presentations of old material; and many of the articles, one must admit, make very minute additions to our knowledge. But the literature of the year does contain important contributions, and the general trends of the writings are instructive.

One of the earliest types of educational psychology consisted in the study of children—their instincts, interests, attitudes, and abilities. This study fell into some disrepute on account of the unscientific character of many of the activities which constituted the child study movement. We are now in the midst of a revival of interest in this field. Mental tests have furnished means for the accurate measurement of the child's intellectual growth. Studies of children's behavior are throwing new light on the development of those habits and attitudes which constitute the child's personality and which largely determine the personality of the adult. Behavior clinics and preschool laboratories are springing up and are devoting themselves to a study of the springs of conduct. They, naturally, give special attention to irregularities or abnormalities of behavior in order that their causes may be unearthed and means of prevention discovered.

In general it may be said that the studies of children are leading to an emphasis on the environmental factors in behavior. It was thought for a time that deficiency in intelligence was a chief cause in misconduct. It is now more commonly thought to be related only indirectly to it. Again, inherited instability, while commonly recognized as a factor, is not the whole cause. Emphasis is now laid on such experiences as cause suppression of the child's impulses or conflict among them, or, on the other hand, on an undue lack of regulation and absorption in adjustment to the world of persons and things. These conclusions lead to the adoption of methods of management of children which allow for large freedom while leading the child

to face reality and to feel responsibility for meeting standards of attainment.

Much attention is given, as during the past decade, to individual differences, their measurement, their causes, and their treatment. Attention has recently been directed especially to gifted children. An extensive study at Stanford University has already yielded a voluminous report on the mental and physical characteristics, the interests, accomplishments, and behavior of a group of very bright children. Another volume describes the early mental attainments of three hundred geniuses. These and other studies tend to the conclusion that intelligence is largely determined by heredity. A concerted attack on the possibility of modifying intellectual abilities by training is being made by a committee of the National Society for the Study of Education, and the results will be reported in the next yearbook of that society.

Some of the fundamental problems concerning intelligence and its measurement still await final solution. Two noteworthy books which deal with this problem have appeared during the year. In the one, entitled *The abilities of men*, Charles Spearman gives a detailed exposition of his wellknown theory of intelligence. The most striking feature of this theory is that intelligence contains a central, unitary factor, which operates alike in the various manifestations of intelligence. In the other book, *The measurement of intelligence*, E. L. Thorndike reports the results of a three years' investigation of intelligence tests. This study deals with certain technical problems, but it also bears on the large problem of the nature of intelligence. In general it appears to point to a conception which is reconcilable with the notion that general intelligence is a relatively unified trait.

The effort to devise new mental tests is directed more toward the measurement of specialized abilities and such traits as will, temperament, emotion, and attitudes than toward new intelligence tests, though a few of the latter continue to appear. It must be admitted that meager success has thus far met the attempts to measure will, emotion, and attitude. One of the best known tests in this field has repeatedly given disap-

pointing results when attempts have been made to check up its accuracy and validity. But the demonstrated importance of such traits as these as factors in successful achievement and adjustment prompt psychologists to continue the search for tests which will measure them. The method which seems to promise most is that of securing the answers of the person to a series of specific standardized questions. In so doing he reveals more generalized attitudes without being aware that he is doing so. The diagnostic character of the specific questions is determined by getting the reactions of large numbers of persons to them and comparing the reactions with the general attitudes of the persons who make them.

Productive labor continues on the less spectacular problems of learning. One of these problems is closely related to the matters which have been discussed. The attitude of the learner has been demonstrated, in recent as in earlier studies, to affect strongly the rate of learning. Knowledge of success, the stimulating presence of other learners, even a knowledge that interest is important and a willingness to put oneself in a situation which will awaken interest, and other controllable factors are shown to be important. Given a favorable attitude the procedure which the learner follows makes learning fast or slow. Many details of procedure have been tested, for example, the length of the practise period. Within the year a study confirmed the older investigations in the finding that short periods of drill in arithmetic are better than long ones.

Finally, the psychology of the school subjects continues to prove a fruitful field for research. In arithmetic, the analysis of the procedure which pupils follow has yielded methods of diagnosis by which learning effectiveness may be greatly increased. In reading, the interest is divided between search for a more complete answer to the old problems of beginning reading—which are not yet solved—and the guidance of the older pupil in attacking the more complex tasks of later reading and study.

The applications of educational psychology, then, range throughout the field of education from character education to special methods of instruction.

Growth in Understanding Children

IRA S. WILE

Vicepresident of Children's Welfare Federation of New York City

WHO GOES to school and what goes to school with him? This is a question of great import. In every child at school the past and a promise of the future are bound together in the struggling forces of the present. A physical body presents itself daily to teachers. An intellectual mechanism is being handled daily by teachers. Deep emotional factors are being stimulated, modified, or inhibited daily. When the morning bell rings a social organism presents itself for guidance and support, for development and inspiration. The school and teachers are faced with the tremendous responsibility of understanding a child whose possibilities are rarely obvious. What matters the curriculum, methods, and subjectmatter in the face of the complex individualities whose unfolding is of the greatest concern to the community?

Unfortunately financial limitations involve mass instruction. The individual child is penalized in school relationships in proportion to his own individuality. The great mass of children statistically form a group of definite ages for particular grades, of average heights and weights, of emotional development and intellectual interests. The idea of normality is the idea of averages. This is what a child should be; this is what a child should do; and that is what should interest a child at each particular age. Such is too largely the general idea.

As a matter of fact each child is a law unto himself; each one is different in his physical make-up, in intellectual power, in heredity. Each one has variations in home life and opportunities, is subject to emotional states and has a varying sense of selfappreciation, and a special need for social sustenance. Each child should be recognized as a person whose individuality is to be respected. It may be that this ideal is difficult to attain. Surely it is possible for teachers to appreciate that



humanity attends school and that its evolution is occurring before their eyes, and to no small extent under the helpful or devastating touch of adult contacts.

The picture of our schools with their special classes, with forced promotions and unhelpful demotions, with the increasing dropouts through the grades is more than an educational phenomenon. It is the expression and symbol of our failure to appreciate that childhood is more than pupilship. The mind of the child is the object of educational solicitude. But the mind is more than an expression of intelligence. The mind includes all the mental activities, the resultant of internal powers and external forces. Mind contains the factors of physical prowess, personal beauty, imagination, reasoning, desires, attitudes, moods, responses to play, to companionships, to teachers, to parents, to the community.

One can readily understand the dire effects of poor eyesight upon the physical, mental, emotional, and social activities of children. The limitations in learning, the interference in ordinary games and plays, the strain and effort of study, and even indeed, the distorted appearance of the world may readily overcome a child who is seeking to achieve a selfsatisfying success in school.

The cripple is more than a damaged system of bones and muscles. He is a spirit limited in development by reason of circumstances beyond his control. His attitudes are conditioned by his own

physical defects. He is not a wholly free child and his possibilities in terms of character are not those that would exist were his entire body beautiful and perfect. We are prone to think of physical defects as bodily weaknesses which require correction. Is it not more essential to think of all the factors entering into child being? Certainly the stress upon dental caries and flat feet is not to find its goal only in dental treatment and orthopedic care, important as these are. Impaired hearing and vision, difficulties in speech, and limitations in movements profoundly affect mental capacity, the stabilizing of emotional trends, and the achievement of such socially valuable ends as power, achievement, and independence.

For many years mental deficiency has been regarded as the simplest and most likely explanation of school failure. The intelligence quotient has barely escaped becoming a fetish. The child must not be interpreted solely in terms of a single manifestation of his being. Educational thought should center upon the child's finest development regardless of his mental measurement. Intellectual normality often may be a matter of time, place, and circumstance. There are countless evidences of poor school work by children with I. Q.'s above 140. There are numerous difficulties noted in school advancement and discipline among children with I. Q.'s between 80 and 90. These equally represent struggles for adjustment in school.

The highly intelligent child, whose powers of memory and thinking far outstrip those of his classmates, may be using only a small part of his ability. So a lack of interest and a failure to develop habits of attention, concentration, and application result.

The dull student, who is fighting to keep up with others more fortunately endowed is entitled to greater attention,



sympathy, and understanding than is the average child for whom our schools were planned.

It is natural that teachers should be most pleased to have children who learn easily, who offer no disciplinary problems, who obediently follow every order and direction. To teach such children is a pleasure, but not a test of teaching ability. The genius of teaching lies in the capacity to overcome obstacles. The greater the problem of a school child the greater is the challenge to the understanding and ability of the teacher.

We have passed the days of guessing and premature judgments. We are living in an age of scientific information which enables teachers to acquire greater knowledge concerning their pupils. The introduction of visiting teachers and the development of child guidance clinics are of far greater significance to human welfare than the introduction of the kindergarten and the establishment of medical inspection.

The child is more than a developing animal and his physical constitution, basic though it may be, is not the sole factor to be considered in his education. He is a social being whose life must be spent in contact with others, whose joys and sorrows, whose happiness and welfare are bound up in all of life. He is not to be regarded as a brain and nervous system capable of accepting knowledge and forming habits, good, bad, and indifferent. He is not merely a series of neuron patterns that are to be organized into greater complexity, nor a definite intellectual mass to be molded toward an end that he cannot realize or conceive. His instincts and emotions, while essential parts of his being, are only instrumentalities common to mankind and available for adaptation in sympathetic and harmonious living. He is not one of these. He is all of them. His physical body, his intelligence, his emotional systems are interwoven and interorganized so that no one of them functions alone. A toothache, a leaking heart valve, an asthma, or a club foot affect thinking, feeling, and action. A superior intellectual power or its opposite have their influences upon physical activity, emotional response, and social development.

The internal responses and visceral activities of children, their organized reflexes and their endocrinological reactions constitute only part of their existence. A large measure of child life is under the influence of social structure, opportunities, experience, and social ideals. Our traditions and customs

whether found in individual families, in schools and neighborhoods, in communities and countries, are constantly impinging upon children and creating situations to be solved. The home background of culture or ignorance, of kindness or cruelty, of sympathy or indifference, of harmony or disquiet enters into every

My Trust

CAROLINE S. WOODRUFF
Castleton, Vermont

I am a teacher—
And trusting, childish eyes
Look unto me confidingly,
Their little hands in mine,
To follow me, to anywhere.
Be my way on high or low or middle
ground
They follow.
O let me feel
What mighty trust is mine!

I am a teacher—
And ardent, restless, longing youth
Look unto me expectantly,
Fulfillment of their dreams to aid.
As I lead they follow.
Oh, let me take the upper road
Leading to the heights
And they must follow.
A mighty trust is mine!

One there was
Known throughout the ages
And over all the world—
The Great Teacher,
Who leads forever to the Light.
His name I bear.
Oh, wondrous thought
That challenges my highest, best.
I am a teacher.

phase of juvenile behavior. The problems of family income, of anxiety, of disease, are not beyond the ken of little children. The rules and regulations, the discipline, the formalism of school life are not trifling circumstances. Nor is the teacher and the atmosphere of the school to be disregarded in understanding behavior difficulties and the educational problems of school children.

The whole child goes to school and he goes as a unitary being, a psychobiologic unity. His health, his biologic irritability, his intellectual endowment, his emotional responsiveness, and his potentials for social adaptation are constantly present.

There has been much space given to physical hygiene but its importance is no greater than that of mental and moral hygiene. The essentials of being are basic, but the essentials of living are paramount. Who is this child? Whence is this child? And why is this child as

he appears to be? In answering these questions specifically, personal prejudices must be cast aside in favor of more scientific and indeed, more honest and more searching methods.

Our attitude must be that we teach children and not subjects; that we are developing them and not imparting facts; that we are setting patterns of thought and action in harmony with our own ideals for the guidance and direction of youth, struggling to orient itself in an unknown world with its numerous perplexities, contradictions, and questions. Why does Jane fail in reading? Why does John have difficulty in arithmetic? Why does Henry appear so restless? Why do some children appear uninterested, surly, dejected, or avoid companionships? Why do some children lack initiative, spontaneity, enthusiasm? Why are others pugnacious, churlish, disobedient? Why are still others reticent, diffident, timid? Why are some fearful, cowering, and unhappy? Why do children show variations in endurance, regularity of effort, and achievement? Why are they unlike in reactions to criticism, responsibility, competition? Why are there differences in dependability, selfreliance, independence, joyousness, and happiness? Are not these questions as important as why one child limps, another holds the book too closely to his eyes, and a third asks for the repetition of questions?

To plumb the depths of a child's thoughts and soul is by no means easy. To know and to understand is to forgive much. Is it not time to give greater attention to the training of teachers in our normal schools and to their development in school systems that they may acquire greater knowledge concerning the nature of children, their potentials, their physiology, their psychology, and the interactions of such factors in the economic, social system? If we did but understand our children our educational systems might be revolutionized. Our educational thinking has been directed largely to a system patterned after adult interests, desires, and purposes. We have demanded that children conform and we find in non-conformity evidence of original sin, unhappy heredity, mental deficiency, or perverseness. If we understood children more thoroughly, possibly we should have a better understanding of the weakness in our educational institutions and be better able to undertake a more systematic development of childhood in terms of childhood's needs.

School Administration During 1927

GEORGE D. STRAYER

Professor of Education and Director, Institute of Educational Research, Teachers College, Columbia University

THE MOST FUNDAMENTAL principle of educational administration is that which proposes that an acceptable minimum program of education shall be provided for all of the children of the state at a uniform effort throughout the state in terms of the burden of taxation. This principle of "the equalization of educational opportunity" has long been acknowledged. It has been made effective in practise, however, to a very limited degree. Greater progress was made during the past year in carrying this principle into effect than has been made in any previous period of ten years.

Researches in the field of state support were begun by the Educational Finance Inquiry Commission and have been continued since that time as a direct outcome of the work begun by this group. The most important contribution in this field, "The Measurement of Educational Need," has been followed by further investigations directed by the author of this study for the state of New York. Largely as a result of this work the last New York legislature advanced the equalization program to a point which calls for the distribution of more than eighty-two million dollars by the state next year, as compared with nine million dollars in 1919. The writer has undertaken similar investigations in Alabama, Florida, and in Pennsylvania. Students who have worked with him are conducting inquiries in Georgia, North Carolina, Connecticut, and New Jersey. Other investigators are making studies along similar lines in Illinois, Missouri, Wisconsin, Oklahoma, and West Virginia. It seems reasonable to suppose that within a period of the next ten years, this most significant development in the state support of education will have been carried forward in a majority of the states.

Other evidences of the application of scientific method to the problems of administration are to be found in the reports of surveys which have been conducted during the past year. In increasing measure it may be said of each of these undertakings that they base their recommendations upon the evidence collected and upon scientific inquiry which

give validity to the program for improvement proposed. A comparison of a survey made fifteen years ago with one con-

Hitting the Mark

HITTING THE MARK is the supreme test of life. However much power there may be behind the projectile if the wrong target is aimed at or the right target missed, failure is registered. Range finding is highly technical since attention must be given to temperature, wind, distance, barometric pressure, and other elements in locating the target for such a mechanical operation as firing a cannon. Range finding for human beings is perhaps the most complex of all human endeavors. Due to the fact that we have had no scientific procedure or even intelligent practise in guiding a human being the number of misses and wrong targets aimed at is appalling. No one claims the ability to direct without error the life of young people, but with our greater knowledge of human beings, of social and physical conditions and especially of vocations something can be done to lessen the frightful waste of human life and happiness. Again we raise the question of what knowledge is of most worth. Certainly that knowledge which will help the individual properly to evaluate himself in relationship to the opportunities of service to himself and to others. To the extent that vocational guidance can contribute to this end, it merits a place in our educational program.—J. M. Gwinn, superintendent of schools, San Francisco, California, and president of the Department of Superintendence, National Education Association.

ducted during the past year most strikingly illustrates the progress which has been made.

In addition to the local surveys made during the past year, three state surveys were authorized by legislatures in Virginia, West Virginia, and Florida, and a survey of important aspects of the state administration of schools was voted by the California legislature. The most significant of these, both from the standpoint of support and the extent of the inquiry proposed, is that of the state of Florida. It is interesting to observe that the law passed by the Florida legislature requires the local survey commission "to employ a staff of recognized experts from outside the state of Florida,

trained in educational survey work, to make an impartial investigation as to the organization, administration, financial condition, and general efficiency of the educational system of the state of Florida." It is worthy of note as well that the law requires that the survey staff shall report to the legislature "recommendations for the improvement of the educational system of the state." It is a far cry from the day when legislators were willing to determine all matters affecting the educational system of their state without competent professional advice to the day on which the Florida legislature appropriated fifty thousand dollars for the conduct of a scientific professional study of the school system.

The movement to provide opportunities for boys and girls in our schools based upon their individual capacities, interests, and vocational outlook, has continued in full force. The work of research departments in public schools and the inquiries made in connection with city school surveys show that we still have as many as 30 percent of children in the elementary schools who should be reclassified, if their attendance upon school is to bring the largest return. The significance of the testing movement for the administration of schools is to be found mainly in the effect that it is having upon the classification and progress of children.

A most significant report upon teachers' salaries was published during the last year by the New York Citizens' Committee on Salaries. The study is unique in two respects. First, it originated and was financed by laymen. Second, it involved very detailed study of all the facts involved, including accurate measures of the salaries necessary to enable teachers of given qualifications to work on a definite standard of living. As a result of the factual basis, it contains probably the best existing formulation of the basic principles for sound salary schedule making. With this study, with the National Education Association's perfection of a service that for a nominal sum will furnish any school system with an abundance of details on salaries actually paid during the

current year, and with various state teachers' associations starting research bureaus for the study of their problems, there is now no excuse for teachers to advocate salary schedules except on the basis of conclusions which are openly and scientifically evolved.

Curriculum revision by local authorities continues in full blast. Of 390 cities of 10,000 or more population, 175 have made such a revision recently or are now making it. According to a questionnaire to 132 cities, 60 percent have had such a revision during the last three years and 75 percent in the last five years. All this local revision can be successful only as it embodies scientific method and the latest results of research.

The legislative situation as regards the curriculum is far more serious than is commonly realized. A hundred years ago the legislature undertook to specify that a given subject should be taught, but the content of that subject was left to the educators in the legislature. In the legislatures of 1927, bills were introduced which sought to determine the content of courses in history, in civics, and in science. Other bills proposed to

control the curriculum with respect to the amount of time to be given to particular subjects. Even though in most cases the bills failed enactment, the proposed legislation would seem to indicate distrust of the capacity of educators to determine what shall go into the curriculum and how it shall be taught. It is only as the members of our profession base their courses of study and curricula upon the continued scientific inquiry that we have any right to propose that the matter be left in our hands.

The general emphasis on research and scientific method in the field of administration is greater than ever. Section Q of the American Association for the Advancement of Science had at its holiday meeting a special program on research achievements and needed researches in school administration. The program of the Department of Superintendence at Boston will center around the substantial achievements and further needs of the profession of administration. The literature of the field was this year enriched by important works contributing to that end. A pamphlet on educational research for administrators and a bibli-

ography of bibliographies in education appeared to facilitate such research. The best work on state aid for education in a generation came out this year. A volume on state school administration was published which lays a sound foundation for the study of problems in this field. An entirely new field of business administration of schools has been clearly marked off by the publication of an authoritative treatise. A complete formulation of the building problems of a city school system, with full helps for their practical solution, became available this year.

On the whole, the year 1927 must be considered one of the most fruitful in our history in the advancement of the program for the improvement of the administration of our public schools. The problems of support, of organization, of the classification and progress of children, of the development of curricula and of courses of study, and of the business management of schools have been attacked in a scientific spirit by competent workers. The results of these researches are already modifying our practises.

Education for Creative Farming

ONE OF THE BRIGHT HOPES for the solution of the farmer's problem is the program of vocational agricultural education conducted in the public schools under the provisions of the National Vocational Education Act, better known as the Smith-Hughes Act and administered by the Federal Board for Vocational Education at Washington.

From Arkansas has come the report of a "Smith-Hughes" graduate who combined scholarship with practise and established a record in poultry raising. The young man is James H. Moore, a graduate of the Rogers, Arkansas, high school who enroled in the vocational agriculture in 1920 and graduated, at the end of the four-year course, with honors.

According to Mr. Moore's own report, he began his poultry project with nineteen pullets and with the aid of his younger brother began breeding chickens. The first season one of their hens successfully reared eighty-three chicks in one brood. One of her cockerels is the sire of the contest pen which established American's Greatest Official Contest Pen Record. The Moore boys have entered into partnership with their father, C. L.

Moore. This procedure has been recommended by the Federal Board of Vocational Education with reference to all supervised practise projects in vocational agriculture.

Supervisors of vocational agriculture in the states report that the instruction given to the boys in the schools is resulting in the adoption of improved methods on the part of adult farmers on whose land supervised practise projects have been conducted. The total project earnings of boys and girls engaged in vocational agriculture practise in 1926 is estimated at more than six million dollars.

James Moore's story in his own words is as follows:

In 1920 I began Smith-Hughes work in the Rogers High School, and there received my first inspiration to enter the poultry business. Besides studies in poultry, we received instruction in dairying, horticulture, and field crops. I derived much pleasure and benefit from these projects during my four years' work and found it of great help when I entered the University of Arkansas.

I began my poultry project with nineteen pullets of a good strain. The next year fifty hens netted me \$3.53 per hen, and the third year two hundred hens netted me \$3.44 per hen.

My younger brother was interested from

the first. He was, so to speak, my right hand man, and but for his assistance and faithfulness my project might have ended, like so many do, without results.

My father has always been a great lover of pure-bred chickens, and suggested that if we were going to be poultrymen, to get the best, highest grade of stock obtainable. After a very thorough investigation, we purchased hens, and a setting of Imperial eggs and raised nine pullets and nine cockerels.

We had a little "top-knot banty" that the summer before had very successfully reared 83 chicks in one brood. So we gave her the task of raising our Tancred chicks. She raised every one. One of these cockerels is the sire of our contest pen that established America's Greatest Official Contest Pen Record.

We feel that we made no mistake in the selection of our foundation stock, since our pen of five pullets entered in the Eleventh Arkansas State Egg Laying Contest, Fayetteville, Arkansas, established a record of 1444. Our five highest hens made a record of 1476 eggs, the greatest official pen record for America.

Our stock is trapnested, linebred, and pedigreed. We use for breeders only the handsomest males. As proof of our success in this line we have recently, out of a flock of 150 pullets, trapped out six 300-eggers—one of these laying 342 eggs from November 1, 1925, to October 31, 1926. All of these six pullets are granddaughters of Cock Bird No. 903, the sire of our famous contest pen.

Enlightening the Whole Nation

SUSAN M. DORSEY

Superintendent of Schools, Los Angeles, California

IN RECOUNTING the benefits that are sure to result from the operation of the Curtis-Reed Bill (S. 1584; H. R. 7) there is one that is so significant and far-reaching in its possibilities as to justify special emphasis. I refer to the provisions for research in the field of educational conditions and accomplishments in the nation at large.

The people of our country, having enacted compulsory attendance laws and having set up a system of free schools, are inclined to indulge in complacent satisfaction with the school situation, inclined to take it for granted that, having installed an educational machinery universal in its scope, there remains only to experience universal benefits of literacy, if not of cultured intelligence. To their discomfiture, it is found that there are unknown numbers of the illiterate and apparently increasing numbers of the mentally deficient and of those handicapped in body. The discovery of these unfortunates, the determination of the particular type of their need, and the correction of their disabilities, cannot be the sole responsibility of local remedial agencies, because in the very nature of the case such agencies do not always exist, especially in the places where they are most needed. Want cannot relieve want, nor ignorance teach ignorance. The enlightenment and wealth of the whole nation

are needed to secure through research the facts regarding child conditions at large and to advise remedies.

Such research is needed, also, to dis-

THE TASK OF COLLECTING, classifying, and testing all the information that is needed is too large for any local, state, or voluntary organization. Each individual group must be active in finding and studying the facts of its own environment. But the significant facts of local life must be united in a national picture, which, by comparing trends and tendencies, would arouse the sporting spirit of local groups to compete for honorable mention for distinguished service in realizing more fully our national ideals.—Charles R. Mann.

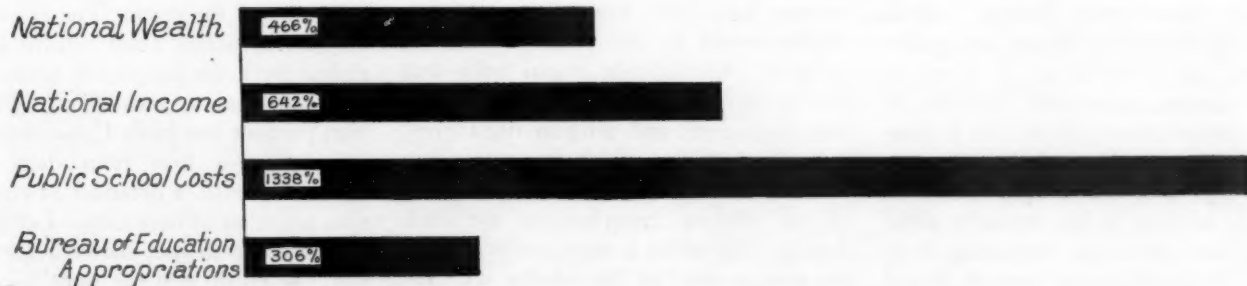
cover untapped sources of funds, to settle questions, with the aid of discovered facts, of unequal and discriminating allocation of educational moneys, to determine fair averages for the expenditure of public moneys as between education and other useful and necessary public agencies, to devise, in the light of population and wealth facts, a system of allocation of educational funds, such that the children of one region shall not perish for lack of knowledge, while those in another region perish from excess pampering of wayward and

extravagant fancies. All this is yet to be achieved. In the meantime, universal free education is unachieved and unachievable.

Many other benefits will come from the beneficent provisions of this measure, but it is my purpose to speak only of the blessings of research as applied to the remedy of our educational shortcomings. These shortcomings are not confined to the unequal support of public education in different localities; they involve, also, because of lack of accurate knowledge, a failure to secure the largest educational returns in the way of student achievement. How to overcome physical and mental deficiencies, such, for instance, as those that produce great crops of nonreaders; how to discover the type of instruction suitable in a given subject in a given locality; how to adapt all instruction to new experiences in a rapidly changing civilization; these questions can be answered only in the light of discovered facts. They and many others have universal significance and whatever is found in one part of the country that throws light on any educational question should, through a central, national agency, be made available for use everywhere.

The day of educational practise based on theory or notions is past: such practise in the future must be based on discovered facts.

PERCENT INCREASES IN NATIONAL RESOURCES AND APPROPRIATIONS FOR U.S. BUREAU OF EDUCATION - 1890 TO 1926



Figures for Bureau of Education exclude consideration of appropriations administered through the Bureau but not available for use in regular Bureau work

The Hope of the Future

A Notable Commencement Address

CALVIN COOLIDGE

THIS STATEMENT is abridged from an address delivered by Mr. Coolidge before Holy Cross College June 25, 1919. It is notable for its simple statement of great truths. An admirable project for high-school students in English would be to make a special collection of commencement addresses. These might be carefully typed and bound in book form as a permanent addition to the school library. Many schools have now joined in the nationwide effort to vitalize commencements as outlined in earlier numbers of *THE JOURNAL*.

TO COME from the press of public affairs, where the practical side of life is at its flood, into these calm and classic surroundings, where ideals are cherished for their own sake, is an intense relief and satisfaction. Even in the full flow of commencement exercises it is apparent that here abide the truth and the servants of the truth. Here is the hope of the future, brighter yet in the young men today sent forth.

If college-bred men are to exercise the influence over the progress of the world which ought to be their portion, they must exhibit in their lives a knowledge and a learning which is marked with candor, humility, and the honest mind.

The present is ever influenced mightily by the past. Patrick Henry spoke with great wisdom when he declared to the Continental Congress, "I have but one lamp by which my feet are guided and that is the lamp of experience." Mankind is finite. It has the limits of all things finite. The processes of government are subject to the same limitations, and, lacking imperfections, would be something more than human. It is always easy to discover flaws, and, pointing them out, to criticize. It is not so easy to suggest substantial remedies or propose constructive policies. It is characteristic of the unlearned that they are forever proposing something which is old, and, because it has recently come to their own attention, supposing it to be new. Into this error men of liberal education ought not to fall. The forms and processes of government are not new. They have been known, discussed, and tried in all their varieties through the past ages. That which America exempli-

fies in her Constitution and system of representative government is the most modern, and of any yet devised gives promise of being the most substantial and enduring.

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

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

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

[From COMMENCEMENT PROGRAM, Kensington High School for Girls, Philadelphia, Pennsylvania.]

In these days of violent agitation scholarly men should reflect that the progress of the past has been accomplished not by the total overthrow of institutions so much as by discarding that which was bad and preserving that which was good; not by revolution, but by evolution has man worked out his destiny. We shall miss the central feature of all progress unless we hold to that process now. It is not a question of whether our institutions are perfect. The most beneficent of our institutions had their beginnings in forms which would be particularly odious to us now. Civilization began with war and slavery; government began in absolute despotism; and religion itself grew out of superstition which was oftentimes marked with human sacrifices. So out of our present imperfections we shall develop that which is more perfect. But the candid mind of the scholar will admit and seek to remedy all wrongs with the same zeal with which it defends all rights.

From the knowledge and the learning of the scholar there ought to be de-

veloped an abiding faith. What is the teaching of all history? That which is necessary for the welfare and progress of the human race has never been destroyed. The discoverers of truth, the teachers of science, the makers of inventions, have passed to their last reward, but their works have survived. The Phœnician galleys and the civilization which was born of their commerce have perished, but the alphabet which that people perfected remains. The shepherd kings of Israel, the temple and empire of Solomon, have gone the way of all the earth, but the Old Testament has been preserved for the inspiration of mankind. The glory of Athens and Sparta, the grandeur of the Imperial City, are a long-lost memory, but the poetry of Homer and Virgil, the oratory of Demosthenes and Cicero, the philosophy of Plato and Aristotle, abide with us forevermore. Whatever America holds that may be of value to posterity will not pass away.

The long and toilsome processes which have marked the progress of the past cannot be shunned by the present generation to our advantage. We have no right to expect as our portion something substantially different from human experience in the past. The constitution of the universe does not change. Human nature remains constant. That service and sacrifice which have been the price of past progress are the price of progress now.

The defenses of our Commonwealth are not material but mental and spiritual. Her fortifications, her castles, are her institutions of learning. Those who are admitted to the college campus tread the ramparts of the state. The classic halls are the armories from which are furnished forth the knights in armor to defend and support our liberty. For such high purpose has Holy Cross been called into being—a firm foundation of the Commonwealth, a defender of righteousness, a teacher of holy men. Let her turrets continue to rise, showing forth "the way, the truth, and the light"—

In thoughts sublime that pierce the night like stars,
And with their mild persistence urge man's arch
To vaster issues.

Continuous Carefulness Counts¹

ELISABETH M. S. LAUGHTON

Teacher in Gaston School, South Boston, Massachusetts

AIM—Prevention of accidents on the highway through student activity; in addition to the general work of the class, each pupil has some particular gift, such as a decided talent for drama or drawing, poetry or printing, which the teacher must cultivate and correlate with the work in Safety First.

Pupils—The ninety-nine pupils in the seventh grade of the Gaston School to whom I teach English and hygiene are poor children, living in a crowded part of the city where traffic is so congested that Safety First lessons are an absolute necessity. Many of the pupils are Italians whose enthusiasm can easily be aroused.

Preparation—At the end of the school year last June, the new pupils who had been promoted to my Safety First room were allowed to walk freely about and examine our Safety First literature, pictures, posters, graphs, and correlated lesson work. As many of them have little brothers and sisters in the primary school, they were especially interested in this composition:

How the Gaston helped the primary school—Since our Gaston School is only a block away from the primary and since we realize that the primary is situated



BETHEL PUGH, twelve-year-old school girl of Pueblo, Colorado, winner in the 1925-26 national safety essay contest conducted by the Highway Education Board. More than 400,000 other elementary school pupils sought the gold watch and the trip to Washington, awarded her as winner of first national honors. She is the fifth pupil to win similar honors in contests conducted by the Board.

junior-high guards stationed there. Early one morning we noticed a big hole full of water in the street directly in front of the primary school. Some of the little boys and girls walked around the hole, others waded through it, while street cars and automobiles were constantly passing. Knowing the danger to the little ones, we talked the matter over and decided to authorize our secretary to report it to the street commissioner. In a few days he visited the school, was very much pleased with the spirit of the club, and promised to have the defect remedied immediately. We have always felt that this quick work helped to prevent accidents.

Opposite the door of our room is the following inscription, "This room is dedicated to Safety First. All who enter here pledge themselves to cooperate to guard our highways."

"Let's incorporate that word, cooperate, and help the cops in a Cooperation Club," suggested one of the pupils with that interesting combination of words so dear to the heart of a junior-high student. Then and there our Cooperation Club was organized with the watchwords, "Look! Listen! Help!" "Don't wait for accidents! Prevent them!" We elected our president, vicepresident, and secretary, and chose for our motto, "Continuous carefulness counts." One

on one of the most dangerous corners in South Boston, we are glad that we have

¹This essay won first National honors in the 1925-26 National Safety Lesson Contest conducted by the Highway Education Board, Washington, D. C.

Person	Age in years	Time	Place	Cause	Result
1. Myself	5	12:15	Broadway & Dorchester	Umbrella over eyes	Head injured
2. "	4	5:00	Broadway & L Street	Playing in street	Leg broken
3. "	9	5:15	M and Fourth	Climbing on ice cart	Leg broken
4. "	8	4:30	Broadway & Dorchester	Hanging on truck	Teeth knocked out
5. "	5	5:00	K and Fourth	Talking to other children	Face cut
6. "	4	4:30	N Street	Playing in street	Collar bone broken
7. "	5	5:00	I and Emerson	Watching baby in gocart	Baby killed
8. "	5	5:30	M and Fifth	Intoxicated driver	Head injured
9. "	8	12:00	L and Fourth	Roller skates on	Leg crushed
10. Father		5:30	K and Broadway	Getting off car before it stopped	Arm broken
11. Uncle	15	5:30	M and Second	Coasting	Leg broken
12. Sister	21	5:00	Dorchester Ave.	Careless driver	Almost killed
13. "	3	4:00	L and Eighth	Watching dead dog	Hand injured
14. "	14	5:00	Broadway & Dorchester	Bicycling	Fractured skull
15. "	10	5:00	L and Eighth	Running across street	Coat torn to pieces
16. Brother	6	4:30	K Street	Hopping on wagon	Killed
17. "	14	5:30	L and Broadway	Jumping off car	Leg injured
18. "	5	12:00	N Street	Playing in street	Foot injured
19. "	7	5:15	L and Seventh	Playing on vegetable wagon	Ankle broken
20. "	10	5:00	M and Fourth	Climbing on truck	Killed
21. "	7	4:45	L and Fourth	Didn't obey traffic officer	Forehead cut

girl, whose mother has a stamping machine, promised to stamp "C's" on our sleeves. We decided to signal to each other on the street by curving the thumb and first finger of the right hand to form a C, and also invented a hand grip. Enthusiasm ran so high that some pupils were actually sorry that vacation had begun. As a parting gift, I gave each pupil a typewritten Pledge of Carefulness. We talked it over, signed it, and each child agreed to get as many friends as possible to sign it and live up to its precepts.

When the class returned to school on the fifteenth of September, great was the excitement as the pledges, some of them in tatters, were examined. One girl had two hundred eighty-nine signatures; we made her our corresponding secretary.

Presentation—"How many of you have been in accidents," I asked, "or have had members of your family injured on the streets?" Twenty-one hands immediately waved wildly in the air. Each injury came from a motor vehicle. As each pupil talked, I tabulated the items on the board as indicated in the table on the preceding page.

Then we discussed how these accidents might have been prevented if only we had been careful. The pupil to whom the first accident occurred said, "I should have put my umbrella down when I crossed the street." The second said, "I should have been playing in the yard and not on the street." The third, "I should have known better than to climb into a car;" the next, "I should not have taken a chance. I had no business on a truck." Five, "I should not have talked while crossing a crowded street;" and six, "I should not have been playing in the street." The seventh said, "I should have watched the traffic instead of my baby's go-cart." The eighth, "The driver ought not to have been drinking. He was not too intoxicated to drive off before we could get his number." Nine, "I should not have had roller skates on in the street." Ten, "Father should have waited till the car stopped." Eleven, "My brother should not have been coasting in the street." Twelve, "The driver should not have exceeded speed limit." Thirteen, "My sister should not have watched the dead dog; she should have watched out." Fourteen, "My sister should not have been bicycling on the street." Fifteen, "My sister should not have run on the street." Sixteen, "My brother should not have been playing in the street." Seventeen, "My brother should have waited for the

car to stop." Eighteen, "My brother should not have played in the street." Nineteen, "My brother should not have hopped on the wagon." Twenty, "My brother should have kept off the truck." Twenty-one, "My brother should have obeyed the officer's signals."

From the table we deduced the following facts: that the most dangerous accidents occur around five o'clock when the day's work is over and owners of vehicles are hurrying home; that the most dangerous places are street corners; that accidents may be prevented through carefulness. Our assignment that day was, "What amendments ought we to add to the Pledge of Carefulness?"

Amendments—At the next meeting, the children voted to accept and place on record the following amendments:

1. Since most accidents occur around five o'clock, I will arrange to have all my errands done before then and I will warn other children to keep off the street at that time.
2. Since street corners are especially dangerous, I will take double precautions there.
3. Since accidents may be prevented by carefulness, I will form a Safety Club and teach the members that Continuous Carefulness Counts.
4. Since the traffic officer is one of my best friends, I will endeavor to aid him in every way possible; and, if I am chosen one of the Gaston Guards that stand at the corners of the junior-high and primary buildings when school is dismissed, I will be a faithful officer of the Commonwealth.

Gathering information—In the English period, the ninety-nine pupils wrote letters to friends, far and near, asking them what steps had been taken to prevent street accidents in their part of the world; and now we are constantly receiving letters from Europe and different parts of our own country. From these letters we glean many interesting facts, such as: "In Detroit there is a free school for drivers. The speed limit is ten miles in business parts and seven in alleys. Cars are not permitted to emerge from alleys, garages, stables, or places of business faster than a walk. Serious infringers of traffic laws are taken to jail in iron cages propelled by officers on motorcycles." "In Evanston, Illinois, there are striped bars, such as we have at railroad crossings. These bars are raised and lowered at street corners, allowing first the motors to pass and then the pedestrians. The school children here seem to feel especially safe." "In Los Angeles, at every dangerous corner there are traffic officers who enforce the law. Pamphlets are distributed here in great quantities." "In the state

of Washington, the head of the highway patrol persuaded the newspapers to put automobile accidents on the first page in big headlines, and he stirred up public opinion to such an extent that all offenders are given severe sentences. Specially trained officers are instructed to discuss the situation with motorists in order to put them on their honor to cooperate to make the roads safe. A Highway Safety Club of one hundred motorists was formed and now numbers many thousands; the club emblem on their cars signifies that traffic laws must be upheld. Last year there was a twenty-five percent increase of cars in the state and a forty percent decrease of accidents."

Safety first clubs—Of the ninety-nine pupils to whom I teach Safety First, ninety have formed Safety First clubs. They have induced 7389 children to sign the Pledge of Carefulness, and 2543 boys and girls have been enrolled in their Safety First clubs. Many of the parents are interested in the clubs as is shown by the following compositions:

Helen Korsac's Club—One day in school, Miss Laughton said it would be a good plan to form Safety Clubs to help the younger children, and I thought it would be great fun if I could be the first girl to have a meeting. When I went home, I was very busy writing letters to all my friends around M Street, asking if they would not like to join a Safety Club. I have a large attic with two rooms which my father allowed me to have for our club. My sister and I covered boxes with pieces of old velvet so that all the members might have comfortable seats. I had a large box for my desk and I put a piece of glass over the top to make a smooth place to write on; and, last of all, I pinned safety pictures on the wall. We had our first meeting the next day with twelve members present. All but Francis Tracey were a good deal younger than I and when I said, "Wouldn't you like to have me for president?" they all agreed, all but Francis, and we made him vicepresident. I took a piece of chalk and drew two long lines across the room for the street and two short lines for the crossing. Then Francis and I took the little children one by one and said, "Cross on the crossings." When we had them all safely across, we let them sit on the boxes and draw pictures of "Cross on the Crossing."

Next I told Francis to be the traffic officer and we all learned Rule Two, Wait for the signal of the traffic officer. We practised crossing the street when

Francis waved to us. I told the boys the new rule about children in South Boston being fined if they tried to hop on cars. Then I said, "Be home before five o'clock," and, while they were putting on their coats, I told them I had two prizes for the children who helped other people most on the street.

When my club members have learned ten good traffic rules, I am going to give them diplomas tied with red ribbon.

Uncle Jo's Club—When I went home from school and told mother about the clubs, she said there were altogether too many accidents on the streets here in South Boston and that if a club would help prevent them, I must certainly have one. "You tell Jack and Joe to go out on the street and bring back the five most careless boys they can find, while I telephone to Uncle Jo." Uncle Jo is a traffic officer. When Jack and Joe returned with the boys, I thought I had never seen a worse looking lot. Uncle Jo met them at the door with a big bundle under his arm and when two of them began to use bad words, he gave them a good lecture. Then he took them down in the cellar and opened his bundle, and lo, it contained the complete suit of a traffic officer, even to the white gloves! Uncle Jo said he was going to give it to the boy who learned the "Pledge of Carefulness" and by learning it best, he explained that he meant living it best. Nobody has earned it yet but we are almost sure that it will go to a little newsboy who is very anxious to help. Uncle Jo gets automobile magazines and Safety First papers for us, and invites his friends to come to speak to us.

Punishments to fit the crime—One afternoon, the president and three of the guards came to me, saying, "Miss Laughton, what shall we do to punish offenders? Three pupils have been hopping on cars, two have been running across the street, two have been playing ball in the street, and one has thrown orange peel on the crossing."

As they talked, I chanced to glance at a list of cities on my desk and, when they had finished, I was ready for them. "What is done to adults who disobey rules?" I asked, and the president answered, "They are fined or sent to prison." "Right," I replied, "and we'll punish in the same way. Those hopping on cars shall be incarcerated in Carson City; those who do not walk across the street shall be imprisoned in Milwaukee; there are prisons in Baltimore for those who play ball in the street and also in

Montpelier for those who throw peel in the street." The next Friday afternoon, during the last period, when the other pupils were reading books from the school library, all transgressors were sent to prison in cities appropriate to their crime. We have divided our room into sections, labelled thus:

A Few Good References

SAFETY HINTS TO DRIVERS, by S. Edgar Miles
 Safety Work with School Children, by Boston Elevated Railway Company
 Save Lives on Your Streets, by Metropolitan Life Insurance Company
 Stop, Think, by Detroit Bureau of Public Safety
 Automobile Section of The Boston Transcript; Ten Safety Stories for Young People, by Massachusetts Safety Council
 Report of the American Committee on Highway Transport, by International Chamber of Commerce
 Street Traffic Regulations for the City of Boston, by Board of Street Commissioners
 Let's Make Our Streets Safe, by Massachusetts Safety Council
 Six Safety Lessons, by Highway Education Board
 The Junior Safety Council, by Massachusetts Safety Council
 The Automobilist, by Automobile Legal Association
 Safety Education for Teachers and Pupils, by Educational Division of National Safety Council
 Handbook for Boys, by Boy Scouts
 Handbook for Girls, by Girl Scouts
 True Stories of Brave Deeds, by G. T. Hoare
 An American Book of Golden Deeds, by James Baldwin

Pride's Crossing for those who do not use the crossing,
 Carson City for those who hop on cars,
 Readsville for those who do not read and obey signs,
 Chatham for those who stop to chat in the street,
 Plymouth for those who speak rudely to the traffic officer,
 Watch Hill for those who do not watch out,
 Wheeling for those who ride bicycles on crowded streets,
 Montpelier for those who throw peel on sidewalks or street,
 Springfield for those who run and jump in the street,
 Norfolk Downs for those who keep umbrellas down over their faces when crossing the street,
 Milwaukee for those who do not walk carefully across the street,
 Baltimore for those who play ball on the street,
 Sandusky for those who are out on the street at dusk,
 Grand Rapids for those who run carelessly on the street.

I wrote a song, "U. S. A. for Safety," which may not be a classic but which my class greatly enjoyed singing to the tune of "Jingle Bells."

Dramatization—Since we learn by doing, we have dramatized various simple acts of everyday life such as getting off the car in the proper manner, crossing the street on the crossing, and helping some one in need, like a child, an old woman, a lame person, or a mother with a baby carriage.

Prevention of accident—We had practised in the schoolroom for some time when an accident occurred which might have had serious results if we had not been prepared. Just as we were leaving school one afternoon, a horse ran away and dashed down the street past the primary building. It all happened so suddenly that the members of our Cooperation Club had no time to think out any plan, but they went straight to work exactly as they had done so many times in the schoolroom. They caught five children who had started to cross the street and pulled them back to the sidewalk. One girl saw her little brother and some other boys in the street, unconscious of the danger. Like a flash she held up a stick of red and white candy, calling, "For the quickest!" The children flew to her side just in time. Two of the older pupils helped a mother lift her baby carriage back to the walk, and another helped an old lame woman. All who saw our pupils realized that their prompt action undoubtedly prevented loss of life.

Lectures and letters—The master of the school has given a lecture on Safety First in our own school hall; and, in the Senior High hall, we have attended the Safety First movie, "Crippled Lives." Miss Greenwood of the Junior Safety Council of Massachusetts has visited our room and enjoyed seeing some of our original plays. Malcolm E. Nichols, the new mayor of Boston, has written a letter to us in which he says: "I feel that your Cooperation Club is doing very good work in the prevention of street accidents. I know of no more helpful thing than to provide in every way possible for the instruction of young people in care and foresight. Much of the trouble and distress in this world is due to carelessness."

We know that what the mayor says about carelessness is true; and that is why we are endeavoring to spread throughout Boston, Massachusetts, the United States, and the world, our motto, "Continuous Carefulness Counts."

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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. The payment of \$100 gives the privileges of the \$5 active membership for life.

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Values in 4-H Clubs

WOULD you see education at its best? Go out some fall day where a fine lad and his father and a boys' club leader stand in mutual admiration of a cow that the lad has raised. Make the acquaintance of the boys' and girls' 4-H Club work. Through it boys and girls 10 to 20 years of age, in school and out, are taught better agricultural and homemaking practises and the finer and more significant things of rural life, under the leadership of the extension service of the Department of Agriculture.

Club activities include homemaking, poultry, dairying, beef cattle, sheep, hogs, field crops, finance, marketing, exhibiting, demonstrating, cooperation, parliamentary law, and contacts with many other interests.

Each project is carried successively through the stages of careful planning, actual performance of tasks, record of results, and an estimate of the success achieved. Here you have the project perfect. We have long been told that education should be intelligible to the child, interesting, useful, and lifelong. Children understand these 4-H projects because they are built into the life around them. They find them interesting. The child loves a small garden, or a cow, or a pig, or a few hens, and follows day by

day the eternal miracle of growth. He does not care much whether his work is useful. He just enjoys the task. But he is learning the virtue of service nevertheless. He is also learning the relation between the activity and the book. The boy who has won a prize at a cattle show does not have to be told to look up the bulletins of the Department of Agriculture. He will read them all.

Test these 4-H projects by each of the seven cardinal objectives of education and they have something to contribute at every point. They integrate these objectives in an unusually effective way. By assuming responsibility and carrying out a plan that requires regular habits over a considerable period of time, the child develops character.

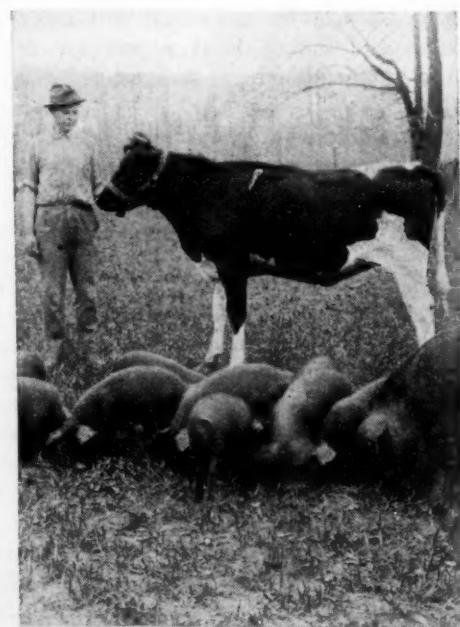
These are genuine values. They suggest to our oververbalized schools a lesson without which no teacher ever really succeeds—that education is guided growth, that growth involves the whole life of the child and the whole life of the community, that the best teachers must be integrators of all that is good, seeking ever to make contacts between the child's awakening interests and the home and the community around him. Here are arguments for sufficient salaries and secure tenure for teachers. The men and women who have done the best 4-H Club work have had both. These 4-H Club leaders have something of the pioneering spirit that has made the Danish folk high school the foundation of an enriched rural life in that remarkable and sturdy nation. These folk high schools have graduated more than 300,000 students since they were started about 60 years ago. We would do well to copy them. They would make a fine superstructure for our 4-H clubs which now enrol more than 600,000 boys and girls each year. Can you think of any contribution to American education more significant than this? Here is the pledge these 4-H folks take—

I pledge my *head* to clearer thinking, my *heart* to greater loyalty, my *hands* to larger service, and my *health* to better living—for my club, my community, and my country.

The time has come to quit talking about our poor rural schools. Why not call attention to our good rural schools for awhile? Why not hold them up as examples of what education can be in an ideal setting, free from the distractions of city life? There are poor schools in the country just as there are in the city

and some consolidation is needed at both points. But there are good schools in the country—schools that make up in genuine worth what they lack in fame. Rural schools that would make Francis Parker beam with pride can be found in many farming communities.

And there will be more such schools when farmers get their share of the world's profits. Farming is starved over wide areas because we have been too busy teaching farm lads Caesar's battles to give them sufficient mastery of the economics of marketing and co-operation to enable them to hold their own at the world's bargain counters. But a new day is dawning for the farmer and the prophecy of that day is in the teaching of agriculture in our rural high schools and in this army of 600,000 4-H citizens. It is a glorious occasion in June when the pick of this army makes its annual pilgrimage to the nation's capital. It must be a proud week for the Department of Agriculture, which sponsors these 4-H Clubs, when it brings the best of them through the spacious Union Station past the majestic dome of the Capitol to its own grounds on the Mall where in serried ranks of khaki tents they live and study and make friends with other worthy sons and daughters of our farms. May they always cherish and live for the country that will be symbolized in their memories by the Capitol, the White House, and Mt. Vernon!



CHARLIE HINES with his champion litter of Duroc pigs and Holstein calf. He is a member of the 4-H Club of Montgomery County, Maryland.

The First National 4-H Pilgrimage

THE SUDDEN SPECTACLE of a full-fledged tent city on the hitherto inviolate green sward of the U. S. Department of Agriculture, Washington, D. C., on the 15th of last June announced to the passersby that something unusual was stirring in that quarter. Seventy-five pyramidal khaki tents were pitched there with military precision, facing a hollow square, with headquarters, Red Cross, and physicians' tents at the head, and the Stars and Stripes floating above. Inquirers at headquarters tent learned that the khaki city had been put in readiness for what was to be the first national farm boys' and girls' 4-H club camp, meeting from June 16 to June 23, inclusive, 1927.

Cooperative extension workers had felt for some years that such a national gathering would be a means of further developing leadership and would afford a much needed opportunity for the discussion from a countrywide viewpoint of plans and problems arising in club work. Plans for such a gathering were therefore submitted to the state directors of extension work and with their approval were put into practise in 1927 on the occasion of this first national 4-H club camp.

Representation at the camp was limited to four members, two boys and two girls, from each state, to be accompanied by one or more extension workers in immediate charge of club work in that state. Reveille June 16, roused 147 club girls and boys, and about 75 men and women of the state and department

cooperative extension staffs in immediate charge of club work, who had come from 40 states for this first camp. In most cases the boys and girls who came as delegates were selected according to ac-



C CLUB MEMBERS attending the 4-H camp placed a wreath at the tomb of the Unknown Soldier.

complishment in their chosen lines of work and their contribution to their communities in leadership. Their ages averaged about 18 years. Among them were 17 state and nationally known

junior cattle judges, 2 winners in national contests, and state and national champions in nearly every line of club work.

Each day's program for the camp week included a general assembly at which men and women prominent in governmental affairs spoke on matters of national interest; a conference of club members and one of the state leaders in attendance; an educational tour to some government department or historical point; and a campfire, concert, or other inspirational event in the evenings. The day began at 6 a. m. with the bugler's reveille, calling the campers to prepare for flag raising, setting-up exercises, swimming, and breakfast; it closed promptly at 10 p. m. with taps.

At the first day's assembly, June 16, the Secretary of Agriculture, W. M. Jardine, welcomed the delegates; the Director of Extension Work, C. W. Warburton, spoke on the confidence felt in the department in 4-H club work; and the Chief of the Office of Cooperative Extension Work, C. B. Smith, outlined the purpose and plan of the camp. On another day, Mrs. Mabel Walker Willebrandt, assistant attorney general, U. S. Department of Justice, gave the campers a new insight into the purpose of law and what observance of law means.

William M. Mann of the Smithsonian Institution brought motion pictures of his recent expedition in Africa and told experiences in obtaining wild animals for the institution's zoological park. J.



THE PICTURE on the left shows the 4-H camp, situated in the Department of Agriculture grounds. On the right Secretary W. M. Jardine presenting each member with a gavel made of wood from the White House and from Mt. Vernon.

J. Tigert, U. S. Commissioner of Education, talked on education and its relation to life. Colonel Hanford MacNider, assistant secretary of war, was speaker at the Sunday afternoon assembly of the campers at Arlington National Cemetery. J. B. Aswell, representative in Congress from Louisiana, explained the legislative functions and emphasized the responsibilities of the American citizen in the building and maintenance of his country.

To afford members of the Department of Agriculture staff and delegates to the camp an opportunity to become acquainted, a "department dinner" was given on the evening of the twentieth, when each club member was the guest of a department representative.

One of the features specially planned for the camp was the series of conferences to be held by the boys and girls, in which as many delegates as possible were given an opportunity to take part. The members were divided into six groups for discussion of four topics—service, cooperation, achievement, and measurement. Each group was guided in the discussion by a different state club leader for each session. The leader acting as adviser to a group was given guide questions for each topic and a "key," the information which it contained, however, being intended as merely suggestive.

A chairman and a secretary were elected by the club members in each group. These met each day with one of the state club leaders to summarize the discussions and prepare a report for presentation to all of the delegates on the following day. At the end of the series

of conferences, a summary of all of the discussions was presented to the entire conference body.

Meeting at the same time, the state club leaders participated in discussions relating to fundamentals in club work. One of their first actions was to adopt an outline of the main objectives of the



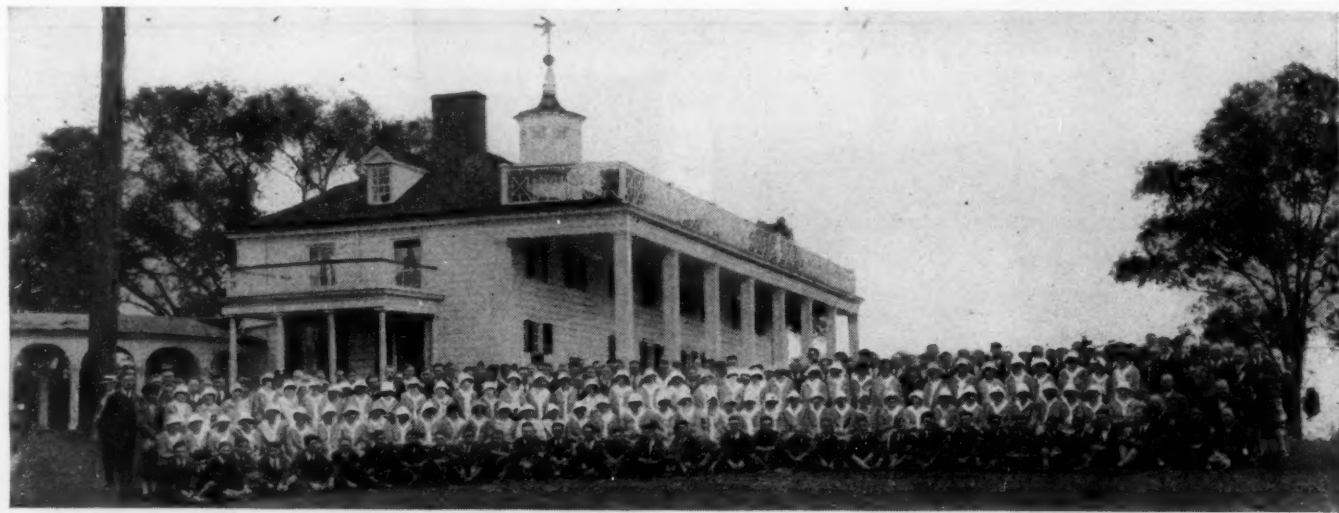
FLAG RAISING took place every morning during the week at the 4-H camp.

work. They are: (1) To do something worthwhile and to stimulate interest in community progress; (2) to improve farm and home practises; (3) to teach pride in occupation; (4) to give training in agriculture and home economics; (5) to develop appreciation of nature; (6) to teach cooperation; (7) to de-

velop rural leadership; (8) to give vision; and (9) to develop men and women.

A club pledge adopted for national use reads as follows: "I pledge my head to clearer thinking; my heart to greater loyalty; my hands to larger service; and my health to better living for my club, my community, and my country," as best expressing ideas behind the four H's in the club name—Head, Hand, Heart, Health.

WHAT IS THE BIGGEST thing in club work? The first and biggest thing in club work is to do something worthwhile. Every club member is a demonstrator. That is the first requirement of membership. Lindbergh receives the plaudits of the whole world because he has done something worthwhile—has done something better than anyone else has done it before. He did it without ever thinking of the medals and degrees and honors that might be bestowed upon him. So we, as club members, forgetting ourselves in our work, forgetting all possible prizes or awards or trips or praise, but doing the task we have set ourselves to do with all our might, will find at the end always the sweetest and most satisfying reward the world can give us—the consciousness of work well done. That alone is enough; but, if in addition, our cup is heaped up through the granting to us of a trip to the state college short course or to Washington, that is something that comes unexpectedly and is an additional joy, the more appreciated because unsought.—C. B. Smith.



THE CLUB MEMBERS and leaders attending the 4-H camp made a pilgrimage to Mt. Vernon, Washington's beautiful home on the Potomac.

Teachers' Salary Trends Since 1913¹

AT FIRST GLANCE the measurement of increases or decreases in teachers' salaries over a period of years appears a simple matter. Most of us are accustomed to accept uncritically statements such as: The average salary of teachers in the United States increased between 1913 and 1920 from \$512 to \$871 or 70 percent. Such a statement, however, really tells us little. It does not tell us whether salaries had greater or less buying power in 1920 than in 1913. It does not tell us whether they increased more rapidly or less rapidly than incomes in general. It tells us little that is pertinent to an intelligent consideration of the trends of teachers' salaries.

The table illustrates the information needed in studying salary trends. While the average salary of teachers in the United States increased from \$512 to \$871 or seventy percent between 1913 and 1920, in buying power it decreased from \$512 to \$418 or eighteen percent. Between 1913 and 1926 the average salary of teachers increased from \$512 to \$1275 or 149 percent, but in purchasing power it increased but 42 percent. The amounts received by teachers were greater both in 1920 and 1926 than in 1913, but the purchasing power of the amounts received was less in 1920, and more in 1926 than in 1913.

Did teachers' salaries following 1913 increase less or more rapidly than wages and incomes? Between 1913 and 1920 the incomes of both teachers and nonteachers increased. Teachers' salaries increased 70 percent while incomes of nonteachers increased 115 percent. Between 1913 and 1926 teachers' salaries

increased 149 percent while incomes of nonteachers increased 133 percent. Reference to column 11 of the table indicates that teachers' salaries between 1913 and 1920 increased 79 percent as rapidly as incomes of nonteachers. The rate of increase in teachers' salaries between 1913 and 1926, however, was 107 percent as rapid as other incomes. The fact that in 1926 the teachers' average salary was 249 percent of what it was in 1913, while the average income of gainfully occupied persons was 233 percent of the same average for 1913 was due principally to the relatively rapid increase in teachers' incomes in the two years following 1920. But for the spurt at this time, teachers' salaries since 1913 generally have increased less rapidly from year to year than have the incomes of nonteachers. So much for the trends in incomes of teachers and nonteachers. How about the purchasing power of these incomes?

Following 1913 the purchasing power of teachers' salaries rapidly declined. The teacher's pay check in 1918 bought 71 percent as much as in 1913. In 1919 and 1920 the corresponding percents were 77 and 82. Following 1920 an unusual spurt took place, so that whereas the average salary of teachers in 1920 had but 82 percent of its prewar purchasing power, in 1922 it had 136 percent of its 1913 buying power. Following 1922, the increase was steady, but much less rapid, until in 1926 the average salary of teachers bought 142 percent as much as in 1913. The buying power of the incomes of nonteachers follows a different route. Following 1913, and until 1921 there was little change in the purchasing power of the average income of gainfully employed persons. Since that time the buying

power of the income of nonteachers has increased more rapidly than that of teachers' salaries.

Speaking generally, following 1913 and until 1921 teachers' salaries bought substantially less than in 1913. During this period incomes of nonteachers just about held their own in purchasing power. Since 1921, the buying power of both groups has been substantially more than in 1913. The average salary of public school teachers in 1926 was greater in amount and in purchasing power, and occupied a better position among incomes in general than in 1913.

The present improved buying power of teachers' salaries is principally due to the unusual gain made between 1920 and 1922. This spurt had two causes. The average salary received by teachers was substantially increased, and the dollar regained a part of its prewar purchasing power. But for this two-year spurt, teachers would be in the worst situation in history, for their incomes failed to keep pace with those of nonteachers both between 1913 and 1920, and between 1922 and 1926.

Summarizing, increases in teachers' salaries between 1913 and 1920 failed to keep pace with increases in the incomes of the general population. Teachers' salaries bought less and occupied a lower relative position among incomes in general in 1920 than in 1913. A rapid improvement in teachers' salaries took place between 1920 and 1922. Since 1920 they have bought more and have occupied a higher relative position among incomes in general than in 1913.

Has the improvement in teachers' salaries lifted them from the unfavorable position they occupied before the war? This question will be answered in the next article.—John K. Norton.

¹For the first of this series of articles see the January issue of THE JOURNAL.

Changes in Amount and Purchasing Power of Teachers' Salaries and of Incomes of Gainfully Occupied Persons in the United States, 1913 to 1926

Year	Average salary of teachers	Average income of gainfully occupied persons	Index of average:		Purchasing power of dollar on 1913 base	Purchasing power in 1913 dollars of average:		Index of purchasing power of average:		Index of rate of gain or loss of teachers' salaries in relation to incomes in general
			Salary of teachers	Income of gainfully occupied persons		Salary of teachers	Income of gainfully occupied persons	Salary of teachers	Income of gainfully occupied persons	
1	2	3	4	5	6	7	8	9	10	11
1913.....	\$512	\$864	100	100	\$1.00	\$512	\$864	100	100	100
1920.....	871	1859	170	215	.48	418	892	82	103	79
1926.....	1275	2010	249	233	.571	728	1147	142	133	107

Figures of this table based on data from May, 1927, Research Bulletin of the National Education Association.

Economic Resources and School Costs by States in 1926

Prepared by the Research Division of the National Education Association

States	Estimated value of tangible wealth, 1926	Yearly current income	Amounts in savings accounts, 1926	Yearly expenditures for building construction, 1926	Estimated yearly expenditures for certain luxuries, 1926	Cost of public elementary and secondary schools, 1925-26	Percent that yearly school costs is of:				
							Total value of tangible wealth	Yearly current income	Amounts in savings accounts	Yearly expenditures for building construction	Yearly expenditures for certain luxuries
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	\$367,900,000,000	\$89,682,000,000	\$24,696,192,000	\$6,870,000,000	\$6,239,860,000	\$2,020,812,685	.55	2.25	8.18	29.42	32.39
Alabama.....	3,495,050,000	977,533,800	102,408,000	69,097,200	52,414,824	17,304,956	.50	1.77	16.90	25.04	33.02
Arizona.....	1,545,180,000	313,887,000	25,229,000	18,150,977*	18,095,594	8,506,677	.55	2.71	33.72	46.87	47.01
Arkansas.....	3,053,570,000	771,265,200	70,311,000	25,673,500	40,559,090	13,965,866	.46	1.81	19.86	54.40	34.43
California.....	17,585,620,000	4,188,149,400	1,679,146,000	296,812,681*	379,383,488	136,988,396	.78	3.27	8.16	46.15	36.11
Colorado.....	3,789,370,000	869,915,400	107,014,000	36,249,945*	56,158,740	26,549,547	.70	3.05	24.81	73.24	47.28
Connecticut.....	6,180,720,000	1,416,975,600	739,038,000	102,500,600	98,589,788	32,765,727	.53	2.31	4.43	31.97	33.23
Delaware.....	699,010,000	206,268,600	53,634,000	7,342,500	11,231,748	3,632,661	.52	1.76	6.77	49.47	32.34
Dist. of Columbia.....	1,986,660,000	582,933,000	80,204,000	88,155,800	48,670,908	9,290,353	.47	1.59	11.58	10.54	19.09
Florida.....	2,832,830,000	538,092,000	178,488,000	247,503,200	44,303,006	30,089,478	1.06	5.59	16.86	12.16	67.92
Georgia.....	4,561,960,000	1,372,134,600	150,597,000	78,534,200	73,006,362	17,357,622	.38	1.27	11.53	22.10	23.78
Idaho.....	1,802,710,000	340,791,600	27,793,000	18,098,968*	19,967,552	9,022,507	.50	2.65	32.46	49.85	45.19
Illinois.....	25,973,740,000	6,806,863,800	1,385,377,000	658,548,100	527,268,170	138,350,684	.53	2.03	9.99	21.01	26.24
Indiana.....	10,337,990,000	2,268,954,600	388,116,000	131,201,600	151,004,612	61,229,094	.59	2.70	15.78	46.67	40.55
Iowa.....	12,287,860,000	1,838,481,000	515,221,000	60,395,800	137,276,920	57,280,065	.47	3.12	11.12	94.84	41.73
Kansas.....	7,321,210,000	1,390,071,000	126,263,000	49,233,500	81,118,180	35,603,036	.49	2.56	28.20	72.31	43.89
Kentucky.....	4,194,060,000	1,246,579,800	179,677,000	73,117,500	69,262,446	17,599,363	.42	1.41	9.80	24.07	25.41
Louisiana.....	3,973,320,000	1,013,406,600	133,985,000	87,545,100	64,270,558	19,741,168	.50	1.95	14.73	22.55	30.72
Maine.....	2,354,560,000	600,869,400	284,380,000	22,275,600	35,567,202	10,243,404	.44	1.70	3.60	45.98	28.80
Maryland.....	4,672,330,000	1,345,230,000	399,889,000	101,989,800	86,110,068	21,665,229	.46	1.61	5.42	21.24	25.16
Massachusetts.....	15,157,480,000	4,412,354,400	2,275,704,000	255,054,500	305,129,154	77,162,431	.51	1.75	3.39	30.25	25.29
Michigan.....	13,317,980,000	3,506,566,200	1,028,545,000	355,831,400	245,226,498	99,447,319	.75	2.84	9.67	27.95	40.55
Minnesota.....	10,006,880,000	1,811,576,400	531,918,000	78,827,600	127,293,144	51,929,667	.52	2.87	9.76	65.88	40.80
Mississippi.....	2,358,510,000	690,551,400	92,660,000	33,832,100	33,071,258	12,599,596	.50	1.82	13.60	37.24	38.10
Missouri.....	11,662,430,000	2,546,968,800	384,755,000	209,782,900	183,451,884	53,217,104	.46	2.09	13.83	25.37	29.01
Montana.....	2,612,090,000	448,410,000	58,933,000	21,375,506*	27,455,384	11,566,647	.44	2.58	19.63	54.11	42.13
Nebraska.....	6,217,510,000	977,533,800	208,334,000	35,264,400	72,382,376	29,348,812	.47	3.00	14.09	83.23	40.55
Nevada.....	625,430,000	89,682,000	19,365,000	1,872,307*	6,239,860	1,957,226	.31	2.18	10.11	104.54	31.37
New Hampshire.....	1,618,760,000	376,664,400	201,723,000	9,592,500	22,463,496	6,905,290	.43	1.83	3.42	71.99	30.74
New Jersey.....	13,796,250,000	3,282,361,200	1,127,334,000	293,003,300	205,291,394	92,280,267	.67	2.81	8.19	31.49	44.95
New Mexico.....	993,330,000	224,205,000	7,485,000	9,153,501*	10,607,762	5,253,899	.53	2.34	70.19	57.40	49.53
New York.....	43,301,830,000	13,048,731,000	5,918,682,000	1,545,510,000	1,060,152,214	245,105,731	.57	1.88	4.14	15.86	23.12
North Carolina.....	5,297,760,000	1,228,643,400	148,802,000	102,540,400	64,270,558	34,691,669	.65	2.82	23.31	33.83	53.98
North Dakota.....	2,869,620,000	412,537,200	92,910,000	9,062,400	25,583,426	14,352,168	.50	3.48	15.45	158.37	56.10
Ohio.....	21,632,520,000	5,389,888,200	1,252,637,000	407,142,300	374,391,600	127,579,422	.59	2.37	10.18	31.34	34.08
Oklahoma.....	4,672,330,000	1,390,071,000	92,915,000	58,260,100	66,142,516	28,999,229	.62	2.09	31.21	49.78	43.84
Oregon.....	4,010,110,000	744,360,600	113,776,000	39,942,551*	58,030,698	18,949,947	.47	2.55	16.66	47.44	32.66
Pennsylvania.....	33,699,640,000	8,331,457,800	2,336,513,000	552,683,400	559,715,442	169,643,289	.50	2.04	7.26	30.69	30.31
Rhode Island.....	2,244,190,000	645,710,400	321,865,000	41,385,000	40,559,090	10,208,133	.45	1.58	3.17	24.67	25.17
South Carolina.....	2,796,040,000	798,169,800	103,694,000	18,217,700	38,063,146	16,058,356	.57	2.01	15.49	88.15	42.19
South Dakota.....	3,421,470,000	484,282,800	85,568,000	7,555,900	31,823,286	15,129,260	.44	3.12	17.68	200.23	47.54
Tennessee.....	4,929,860,000	1,085,152,200	165,512,000	67,373,300	69,886,432	20,501,486	.42	1.89	12.39	30.43	29.34
Texas.....	11,515,270,000	3,246,488,400	164,924,000	232,411,800	190,315,730	65,128,019	.57	2.01	39.49	28.02	34.22
Utah.....	1,802,710,000	331,823,400	64,395,000	14,302,346*	23,087,482	10,012,894	.56	3.02	15.55	70.01	43.37
Vermont.....	993,330,000	260,077,800	182,272,000	10,374,900	14,351,678	4,525,831	.46	1.74	2.48	43.62	31.54
Virginia.....	5,702,516,200	1,264,516,200	229,383,000	49,549,100	74,878,320	21,755,438	.38	1.72	9.48	43.91	29.05
Washington.....	5,996,770,000	1,291,420,800	192,423,000	55,909,170*	96,717,830	30,727,980	.51	2.38	15.97	54.96	31.77
West Virginia.....	5,481,710,000	968,565,600	154,822,000	56,348,600	63,646,572	26,235,479	.48	2.71	16.95	46.56	41.22
Wisconsin.....	9,197,500,000	2,080,622,400	489,951,000	117,197,100	142,268,808	45,516,000	.49	2.19	9.29	38.84	31.99
Wyoming.....	1,140,490,000	224,205,000	21,622,000	8,217,348*	13,103,706	6,838,253	.60	3.05	31.63	83.22	52.19

YOU CAN OBTAIN the figures for your state by reading the table as follows: In 1926 the value of tangible property in Connecticut was \$6,180,720,000; the yearly income was \$1,416,975,600; the amount in savings accounts was \$739,038,000. This state expended \$102,500,600 for construction of buildings; and a total of \$98,589,788 for the following articles: Soft drinks and ice cream, theaters, candy, chewing gum, tobacco, sporting goods and toys, jewelry, perfumes, and cosmetics. As compared with these indications of its resources and buying power, Connecticut expended \$32,765,727 in 1926 for public elementary and secondary schools.

The following statements may be made for the United States, based upon the percents of columns 8 to 12. For every half cent (.55c.) expended in 1926 for public schools the people of the United States had \$100 of tangible wealth; for every \$2.25 expended for schools the

people of the United States had \$100 of current income; for every \$8.18 expended for schools there was \$100 in the savings accounts; for every \$29.42 expended for schools the people of the United States expended \$100 for building construction; and for every \$32.39 expended for schools \$100 was expended for the above mentioned luxuries. A similar statement may be prepared for your state, using the percents given. For a further discussion of the significance of tables such as this consult pages 8 and 9, and 28 and 29 of the January, 1927, issue of the *Research Bulletin of the National Education Association*.

Sources of data: The value of tangible property in the United States is estimated from data of the National Bureau of Economic Research, the National Industrial Conference Board, and the U. S. Bureau of the Census. Income for the United States from *News Bulletin of the National Bureau of Economic Research*,

February 21, 1927. The total was distributed among the states on the basis of the percent of total income found in the states in the years 1919 and 1920. Amounts in savings accounts are compiled by American Bankers Association, New York City. Expenditures for building construction were obtained from the F. W. Dodge Corporation. The figures followed by an asterisk are independently estimated. The expenditures for luxuries are rough estimates based upon the best figures available. Figures as to cost of public elementary and secondary schools are those of the U. S. Bureau of Education. They include building costs as well as current expenses. The cost of education in Florida is double that for the previous year, owing to the fact that heavy expenditures for buildings were necessary to replace school property destroyed by the tornado. Similar special circumstances affect the expenditures of certain other states.

Social Studies at Seattle

THE DEPARTMENT OF SOCIAL STUDIES held two sessions at Seattle in connection with the summer meeting of the National Education Association. The first session on Tuesday afternoon, July 5, was a joint meeting with the faculty of social science of the University of Washington. Charles E. Martin, dean of the social science department of the university, presided. Walter S. Davis, state senator and professor of political science in the College of Puget Sound at Tacoma, Wash., was the first speaker. "Patriotism and the Constitution" was his subject. Mr. Davis said:

There is in the world today a mighty force which we call patriotism, or love of country. It belongs exclusively to no age or clime and illustrations of it are found scattered throughout the pages of history. What we owe to the Constitution may be imagined by supposing that it had never been adopted. Would not our land be, as Webster said in the reply to Hayne, composed of states discordant, belligerent, drenched in fraternal blood? Would we perhaps be as Europe today, rival governments with hostile boundary lines? In your hands, in your classrooms, fellow teachers of the social sciences, is the destiny of the republic to be decreed, and the republic speeded onward in a grander career in the twentieth century.

Jesse H. Newlon, superintendent of schools, Denver, Colo., next addressed the group on "The Social Studies and Citizenship." Mr. Newlon said:

Education for citizenship is a process to which many agencies contribute. The contribution of the school in developing in the boys and girls ideals of good sportmanship, habits of law, obedience, and of assuming one's civic responsibilities, tolerance, a sense of justice, alertness to civic conditions is made not only through the social studies but through the life of the school. When it comes to the social studies themselves, the school must select subjectmatter and adopt methods of teaching in the light of the qualities of the good citizen.

Read Bain, lecturer in sociology in the University of Washington, told of the teaching of social science in the Washington high schools. Mr. Bain's statement was based on replies to a questionnaire from 173 teachers of social science in the accredited high schools of Washington. He found the principal obstacles to the teaching of the social sciences to be lack of library equipment, inadequate teaching force, and too many

subjects. An address on the "Requirements for Social Studies in the Primary Schools," by Edgar Randolph, professor of education in the University of Washington, completed the afternoon's program. Mr. Randolph said:



EDNA H. STONE, *vicepresident of the National Council for the Social Studies, and supervisor of the teaching of social studies, University High School, Oakland, California.*

An analysis of the Proposed Uniform Law to regulate the teaching of the Constitution, advocated by the American Bar Association and other organizations, shows that the impossible would be expected of the elementary school. Two principles of selection of curriculum materials must always go together: (1) What society needs, and (2) what little children can learn. About what society needs, these organizations will doubtless be a better judge than most teachers in many cases. About what little children can learn, the professional teachers will in most cases be better judges than the Bar Association. Is it not perhaps our duty to appear as advocates of children, with a brief against undue expectations and a plea also for consideration of the equities of the other school subjects?

The second session on Wednesday afternoon, July 6, centered in the general theme "The Teacher as a Factor in Social Studies Teaching." Frederick E. Bolton, dean of the school of education, University of Washington, appeared first with an address on "The Teacher's Opportunity through the Social Studies." Mr. Bolton well reviewed the situation in the following paragraph:

What the world needs is new attitudes, new sympathies, new friendships, new understandings of the integral part which each one plays in the weal or woe of civilization. To the development of these higher and nobler objectives the social studies teacher is under obligation to make a genuine contribution. If a boy studies a social subject and does not think differently about human welfare and human relations; if he does not have deeper sympathies and the urge to cooperation and helpful service, the values are largely nil. His behavior, his conduct, his citizenship, his character, these are the only true measures of the value of the studies.

"The Teacher's Need of a Social Viewpoint," was next discussed by Crystal Harford, assistant supervisor of social studies, University High School, Oakland, Calif. Miss Harford listed some of the purposes a teacher with social vision would keep before him. They are:

1. To build international goodwill.
2. To cultivate tolerance in thought and in opinion.
3. To reveal principles of justice.
4. To develop a basis for evaluation of standards, achievement, and leadership.
5. To encourage sympathetic participation in social betterment.
6. To develop a technic for the study of social relationships, a mastery of tools for future use.

The final address was presented by Milton Bennion, dean of the department of education, University of Utah, whose subject was "The Place of Ethics in a Program of Teacher-training for the Social Studies." Mr. Bennion greatly strengthened the conviction that teachers who would help boys and girls to develop right attitudes and to have strong, eventuating desires, must have an understanding themselves of the fundamentals of social ethics.

The officers of the Department of Social Studies for the year 1927-28 as elected at Dallas, Texas, last February are: *President*, J. Montgomery Gambrill, associate professor of history, Teachers College, Columbia University, New York City; *vicepresident*, Edna H. Stone, supervisor of the teaching of social studies, University High School, Oakland, Calif.; *secretary-treasurer*, Edgar Dawson, professor of political science, Hunter College, New York City; *corresponding secretary*, Mary V. Carney, teacher of history, Central High School, St. Paul, Minn.

Visual Instruction at Seattle

THE DEPARTMENT OF VISUAL INSTRUCTION of the National Education Association held its fourth annual conference at Seattle, July, 1927. The large attendance at the two programs which were presented by the president, Ernest Crandall, indicated the increasing interest that is being manifested in this new educational problem.

The general theme for the conference was, *The Motion Picture in the Life of the Child*. Thomas E. Finegan, formerly state superintendent of public instruction of Pennsylvania and now education director of the Eastman Kodak Company, discussed this problem from the standpoint of classroom instruction. He emphasized the need of better educational films which could be used in the ordinary classroom as a definite part of the teaching procedure. Dr. Finegan stated:

The motion picture should not be regarded in any sense as a substitute for the visual aids which have already found their place in the schools; nor should there be any thought of the substitution of such pictures for the textbooks or for the teacher.

The real purpose of the motion picture in the classroom is to give concisely but comprehensively, a clear idea of those subjects related to the activities of life which are considered in the regular daily work of the schools and which can be best represented through pictures in action. Such a film should be used in the classroom by a teacher giving instruction to his pupils. This type of film is, therefore, simply a classroom agency in the hands of a teacher. It is to be used by him when needed, similar to the use of other classroom aids and apparatus.

I shall make a single prophecy and that is, that the film is to become an effective agency in teaching institutions of the country, that film libraries adapted to instructional purposes and coordinated with courses of study will in time be established in each school, college, and university so that films adequate in number and character may be available for the daily use of the teacher as maps, charts, textbooks, reference books, and scientific apparatus are now available for the purposes which they serve in the classroom.

During the second session which was held July 7, Mrs. Anna V. Dorris of the State Teachers College, San Francisco, spoke on *The Possibilities of Mass Instruction with Motion Pictures*. She emphasized particularly that only certain types of subjectmatter of common interest to all ages could be taught effectively to large groups of children of different mental abilities. She said:

There are two definite reasons why educators should give serious consideration to

the motion picture as an important factor in public school education. First, motion pictures have already found a prominent place in many educational institutions, and their influence is growing daily with unprecedented rapidity. They are with us permanently, and every thinking educator acknowledges their tremendous latent possibilities for



MRS. ANNA V. DORRIS, president of the Department of Visual Instruction for 1927-28, and director of visual instruction and geography, State Teachers College, San Francisco, California.

classroom and for larger group or mass instruction.

Second, The misuse and abuse of the motion picture in many public schools seems not only serious but dangerous to educational growth. This constant issue must be attributed largely to a lack of knowledge of fundamental principles governing modern pedagogy and overenthusiasm regarding the possibilities of this new and novel device.

The great danger from an unwise or too extensive use of visual aids is that the experiences essential to real growth and power shall not be provided for in the teaching situation. We cannot expose children, or even adults, to pictures, be they ever so appealing and captivating, and delude ourselves into thinking that such exposures and superficial contacts will provide fundamental and lasting results.

Psychologically, we know this is contrary to all laws of learning. While stimulating educative situations is the first concern in the educative process, the second concern is effortful response involving prolonged attention. Genuine interest guarantees attention and opens the way for educative opportunities and possibilities.

Another danger which confronts this movement of visual instruction in the public schools is the confusion of entertainment

with careful learning. It is regrettable that too frequently attempts are made to use such appealing visual devices as a substitute for, rather than as supplementary to, the oral and written method of gaining knowledge.

Colonel Jason S. Joy, director of public relations of the Motion Picture Producers and Distributors of America, Hollywood, California, gave an interesting address on the influence of the motion picture on child life outside the school and what the motion picture industry is doing to improve the quality of its production. He stated:

The industry has been concerned for some time now in finding out exactly what the effect of pictures is—on behavior, as an educator, and as a force for good.

It was this determination—a determination to establish and maintain the highest possible moral and artistic standards of motion pictures—and to put the motion picture to as many uses for the public good as possible that the Motion Picture Producers and Distributors came into being five years ago, with Will Hays as its president. . . . Motion pictures, today, are more than an instrumentality for recreation. They have been made available to the classroom, to the church and to the doctor's clinic. Whenever and wherever motion pictures can be of service, there they are being placed. . . . The right sort of motion pictures provide the right sort of thrills and the right sort of action for boys and girls.

During the ensuing year the Department of Visual Instruction is undertaking a survey of what is now being done in the various school systems, normal schools, colleges, and universities in the United States. It is hoped that such a survey will furnish sufficient data to point the way to more definite scientific experimentation in the field of visual instruction as an important factor in classroom teaching. The results of this survey will be reported at the next annual meeting at Minneapolis in July, 1928.

The officers of the Department of Visual Instruction of the National Education Association for 1927-1928 are: *President*, Mrs. Anna V. Dorris, director of visual instruction and geography, State Teachers College, San Francisco, Calif.; *vicepresident*, Charles Roach, director of visual instruction, Los Angeles, Calif.; *secretary-treasurer*, Dudley Grant Hays, director of visual instruction, Chicago, Ill.; *executive committee*, Carrie Brown, director of visual instruction, Portland, Ore.; Ernest L. Crandall, director of visual instruction, New York City.

Aiding Adolescents to Interpret Life

HOW SHALL THE SCHOOL HELP THE ADOLESCENT TO FIND HIMSELF, TO MAKE CONTACT WITH THE WORLD—TO ORIENT HIMSELF? The artist who painted the shepherd boy standing on the brow of a hill and looking far out across the horizon called his picture, "Untried Pastures." He might well have given it the title: "The Elementary Pupil Looking Toward the Junior High School." Elementary school activities emphasize mastery of the tools of knowledge—reading, writing, spelling, and the processes of arithmetic. The junior high school provides adolescent youth with activities in which he uses these tools in making contact with his enlarging world.

Excursions into new fields of human interest—One of the unique and special functions of the junior high school is that of aiding boys and girls to discover themselves. The years of early adolescence are years of exploration in which the pupil tries out his abilities, capacities, and aptitudes and discovers his likes and dislikes.

According to Henry C. Morrison, "The adolescent child has more problems to meet inside of himself than ever happened to him before or that ever will happen again." In the junior high school, educators have provided a type of school that meets the needs peculiar to the adolescent.

The junior-high-school age is the age of widening curiosity about one's self, the world of nature, social relationships, and man's relation to his God. Hence, two of the chief functions of the junior high school are exploration and orientation. Experimentation is proving that these functions can best be realized through introductory courses in general science, general mathematics, general language, and social studies. These exploratory courses do not attempt to incorporate in their programs the notion of an introductory course which would "skim the cream" off of the various high-school subjects for beginners and those of low ability. The general introductory courses are offered because they are the best approach to each new field of knowledge. From each field are selected the most vital and essential topics, presenting outlooks and overviews that make going to school a great adventure.

The real business of the junior high

school is to organize a new curriculum—a new body of constructive material which shall be richer and better for children of early adolescence—This means providing curriculums enriched beyond those commonly found for pupils



ALICE FREEMAN PALMER memorial. Daniel Chester French, sculptor.

12-16 years of age, providing flexible curriculums to suit individual needs, and reorganizing courses of study so as to eliminate material justified for the most part only by traditional practise.

The junior high school must take into account the unfolding personality of the adolescent and provide for contacts with a wide range of materials, so that he will successfully make adjustments to his environmental contacts. According to Calvin O. Davis, in the junior high school the large and fundamental aspects of a subject should be studied, touched upon lightly, and passed over with no attempt at completeness of presentation. This plea for general introductory courses which enrich the experience contacts of pupils is in no sense a defense for lack of thoroughness. It is a plea for learning a few fundamental things well, and postponing specialized courses to a later period in the school course.

Psychological basis for general introductory courses—Most psychologists hold that the mind first takes note of the

more conspicuous points of any subject and later notes details. It would seem to follow, then, that the first consideration given to unfamiliar subjectmatter should be general in its nature.

Through the general science course junior-high-school pupils are brought into contact with many different phases of elementary science—General science in the junior high school bridges the gap between the nature study of the elementary school and the specialized science of the high school. Pupils are given, in an elementary way, a full sweep of the field of science. Glimpses are taken into the larger scientific fields that lie beyond. Interest of the pupils in the world about them, rather than amount of information, is the vital consideration.

A recent analysis of programs of studies in 139 junior high schools showed that general science is a required subject or a part of the core-curriculum in the majority of these schools in the eighth grade. Among the reasons for requiring junior-high-school pupils to take this introductory course in science are these:

1. Every pupil wants a broader understanding of the world of nature. He needs not merely to understand it, but to comprehend its power and its beauty. He needs also to interpret the relation of his life to society; for example, he should learn the importance of personal hygiene and right habits of living. He needs to understand the importance to his home environment of such factors as sanitation, ventilation, and care of food. Likewise, he needs to appreciate how his social environment is affected by such factors as sewage disposal, water supply, and lighting and transportation systems.

2. The junior-high-school pupil needs to appreciate the vast significance of science to everyday life and to American industrial life, which is so largely developed and controlled by scientific discoveries.

3. General science furnishes a background of knowledge which enables the student to select more intelligently the science electives offered in the advanced curriculums.

Why a course in general mathematics?—If we are to interpret modern civilization in its quantitative aspects to junior-high-school pupils, we must cover a fairly broad field of subjectmatter. The content of the course must be selected to meet the needs of the pupils, rather than the logical requirements of mathematics. When the next step in the pupil's mathematical instruction would be aided by the use of an algebraic, geometric, or trigonometric prin-

ciple, it should be taught and used immediately. Since experience shows that life outside of school requires a pupil many times to know something of the simpler aspects of geometry and trigonometry before he has completed a full year of algebra, courses in general mathematics have been developed.

What is general mathematics?—General mathematics is an introductory, exploratory course in the simple and significant principles of arithmetic, algebra, intuitive geometry, statistics, and numerical trigonometry, taught so as to emphasize their natural interrelations.

Further research and experimentation are needed to point out more specifically what the content of the course in general mathematics should be. For the most part, it is tentatively agreed that the mathematical knowledge and skills, which are still incomplete by the end of the sixth grade, and which should be acquired during the seventh and eighth grades are: Further training in the fundamental processes, the arithmetic of the home and the community, particularly that of savings, expenditure, and investment; intuitional geometry, and such aspects of algebra as the understanding of positive and negative numbers, evaluation of formulas, and solution of equations of the first degree of the unknown.

The need for an introductory course in general language—A pupil elects a foreign language, but rarely chooses it advisedly. Exploratory courses would tend to make the choice a real and sensible one.

In school systems where a general language course has been developed, it furnishes a background course for language study of any type, a study of English in its relations to other languages, and is a tryout course to guide the pupil in his election of a particular foreign language, or in his decision not to pursue the study of any foreign language.

The claims made in support of the general language course by those who have tried it are that the pupil who later takes up French, German, or Spanish begins his study with a better understanding, pursues it to a better purpose, and is less likely to figure in the too well-known "first-year mortality."

While the content of general language courses varies in different school systems, it usually includes: (1) The story of the development of language in general, and the origin of English and its relation to other languages; (2) some information as to the history and etymology of our English words and the

relation between them and the words of other languages; (3) a foretaste of the study of foreign language, which gives pupils what has been termed a language sense; and (4) a general background of the national customs, home life, civilization, literature, and history of Rome, Germany, France, and Spain.

The general language course is a course *about* foreign languages and the peoples who speak them rather than a

Where to Go for Further Help

THESE ARE references which teachers interested in general courses will find helpful:

THE JUNIOR HIGH SCHOOL AT WORK by Herbert Bruner. Contributions to Education No. 177. Teachers College. Columbia University, New York City, 1925. 111 pp.

JUNIOR HIGH SCHOOL EDUCATION by Calvin O. Davis. Yonkers-on-Hudson, World Book Company, 1925. Chapters X-XIII.

THE JUNIOR HIGH SCHOOL CURRICULUM by Department of Superintendence. Washington, D. C., N. E. A., 1927. Pp. 295-297.

SECONDARY EDUCATION by Aubrey A. Douglass. Boston, Houghton Mifflin, 1927. Pp. 258-267; 394-395.

THE JUNIOR HIGH SCHOOL by Leonard V. Koos. Boston, Ginn and Company, 1927. Pp. 214-267.

course in several foreign languages. It emphasizes content values rather than form values. The aim of such a course is to give pupils an appreciation of the purpose and significance of foreign-language study in general, and the advantages each particular language possesses over other languages as a subject for study. Such a course might also be expected to give pupils an appreciation of the culture of foreign peoples.

In addition to general exploratory courses in science, mathematics, and language, general courses in social science have special value for junior-high-school pupils. The social studies are coming to be the core of the junior-high-school curriculum. They include geography, American history, community, economic, and vocational civics—or that body of subjectmatter which includes the present acts of man, their background, and their outlook.

The revolt against the learning of mere facts without any relation to life is practically unanimous. The chronological organization of subjectmatter, "textbook habit," and the classroom as a "recitation" period no longer reign

supreme. Courses in the social studies today are carried on largely by laboratory and library methods. In place of the brief isolated paragraphs on a vast number of topics formerly given pupils in history textbooks, supplementary books in our best junior high schools now furnish a wealth of anecdote, narration, and description on a more carefully selected list of topics.

In order to interpret the industrial, social, and economic contacts of the junior-high-school pupil, the newer social studies courses are organized around such large topics as: The effect of geographical forces on the life of man, the factors determining the industrial growth of a nation, the contrast between the lives of people in industrial and agricultural nations, and the effect of mechanical inventions on the life of man. These topics are made vital issues through pictures and illustrative materials, field trips, handwork, special reports, and debates. These activities call for thinking, reasoning, and the making of decisions on the part of pupils. To do and to be, rather than merely to know, are the outcomes.

Among the major purposes of the general course in social studies in the junior high school are exploration, guidance, and orientation. Pupils in the junior high schools are neither children nor adults—they are finding their way from one group to the other. They love the romance and adventure of life. The junior-high-school curriculum should be so organized as to offer them long vistas, rather than short views, confused with details, into such fields of organized knowledge as science, mathematics, language, and the social studies. Carefully organized exploratory courses in these subjects help adolescent youth in discovering what life is all about, and give him a background of knowledge to which he can relate the daily experiences of life and the more detailed facts of later high-school and college courses.

General, exploratory, and orientation courses are a challenge to the teaching profession. We see their advantages to youth. But is our own training broad and deep enough for us to organize and administer these courses so that they interpret life correctly? Have we been seeing the content of our junior-high-school curriculum as it relates to all life or as details in water-tight subject compartments from which narrow viewpoint, due to our own past training, we free ourselves with difficulty?—MARGARET M. ALLTUCKER.

The Manufacturers' Association and the Public Schools

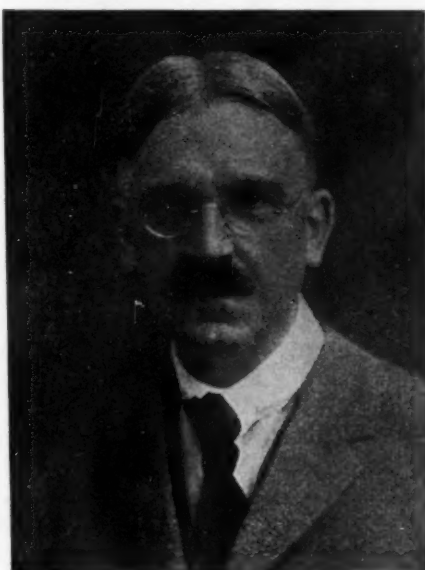
JOHN DEWEY

OTHERS will undoubtedly speak to you regarding the details of the manufacturers' program in reference to the claims which the association puts forward in its behalf, of its marking an advance in strengthening of the educational interests of children. Instead of speaking of these details, I wish to consider with you the attitude shown by the Manufacturers' Association toward public education in general. I think without going into the specific points of their program, we can judge a good deal as to the probability of those details really being in the direction of progress, by looking at the spirit and attitude in which that association, through its representatives, approaches the whole matter of public education. I don't mean by this that I have any private or confidential information regarding their attitude. I know only what they themselves have put forward in their printed documents; and a striking feature of those documents to which I invite your attention is the fact that they have a tendency to gather and pile together the various criticisms which are made, and made very freely, regarding our school system.

Now it probably is not news to any of you that our school system is not perfect. It has its defects and a good many people have pointed out these defects, and have made some severe criticisms of many points in our public school system. I suppose if I were on trial I might have to plead guilty myself. But there are at least two quite different ways with two quite different ends in view in which these criticisms may be offered. Now I will give you in a moment some samples of their critical attitude, and then ask you to consider what conclusion they draw, what moral they point to? Is it that the Manufacturers' Association, with the very large resources financial and political which they have at command, should turn in and use their power to improve the public schools until these defects disappear? This is certainly one method of reacting to knowledge of just criticisms, is it not? The fact that evils exist is so much the more reason for effective organization to remedy them

and make the schools what they may and should be for the children.

No, that is not the conclusion which is



JOHN DEWEY as head of the Department of Philosophy at Columbia University is recognized throughout the civilized world for his clear thinking. This address was delivered before the banquet of the National Consumers League on November 28, 1927. The league is an educational movement founded in May, 1899, to awaken consumers' interest in their responsibility for the conditions under which goods are made and distributed.

drawn. The conclusion which is implied and rather strongly intimated, though not stated with complete frankness, is that these defects in the public schools afford a reason why a considerable portion of the children should not stay in the schools. In other words, the public schools being so bad, it is quite obvious that the factory, the shop, and the store, would be better places for the children than the school system. I expect if these public-spirited and rich and presumably beneficent gentlemen keep on, that in a few years we shall be reading in the headlines of the papers of the "Great Improvement in Park Avenue Apartments. Fifteen percent gain in children now leaving school and finding a place operating a machine." Or, "Conditions in family life on Fifth Avenue very much better. Large proportion of children now leaving school at between four-

teen and sixteen to take positions in the department stores of the city, and some of them engaging in selling newspapers."

For if this argument that the schools have such defects that it is better for a considerable portion of the children to go into factories at an early age has any point at all, it is a point which is entirely independent of the economic status and wealth of the parents. It is an argument which, if it is good for one child, is good for all whether their parents are working people or whether their parents are millionaires. Yet I do not find the recommendation urged upon the well-to-do. I think some of these people who drew up the report are trustees of some of our more important universities; I have not heard them as university trustees engaged in urging that the youth who go to college should seek the superior educational advantages of the factories.

The criticisms made are of the following nature. "The public generally and educators are coming into a distinct doubt if not disappointment as to the progress that is being made in public education."

Then they go on to point out the very large increase in the number of children in the public schools in the last ten or twelve years put by some as high as ten millions, at the very large increase in funds and the high-school attendance increased proportionately, involving an enormous burden of taxation, and so on.

The conclusion then is this: "How far are we progressing in the right way in our educational campaign? Are we making education a fad without an adequate understanding of what education is or should be?" Of course it is entirely proper for any body of people, whether representing the interests of manufacturers or others, to inquire whether our education is becoming a fad. But I think we have the right, since we are seriously interested in the particular problem, to question the motives of this particular body of people in raising the question whether Americans at the present time are in danger of making a fad out of the education of their own children.

What is our next step to be? Is it

to say that, because some children are physically backward, they shall be deprived of all of the benefits of medical attention and supervision and care of the public schools and turned over to the tender mercies of factory owners whose chief interest in them is the profit they can make out of their labor? Is that the conclusion? Or is it that, since the mental powers of some are backward as compared with others, therefore, they should have no further education at all but engage in the mechanical, deadening and stupefying work of operating machines for eight hours a day, or forty-eight hours a week, making the same motion over and over again, nobody knows how many thousands of times a day? Or should the Manufacturers' Association do what some other public spirited citizens have done in developing special schools for the care of more or less backward and defective children, and go forward to see to it that if our present school methods do not adequately meet the needs of these children, the schools be improved until these children are properly taken care of?

Again they ask "Are we grinding out a vast lot of machines without developing the thinking capacity of the child?" If I were a big manufacturer, and I had a whole lot of machines that didn't require any great amount of intelligence to operate and my chief interest were in profits got from the factory, I should rather hope that the answer to that question was in the affirmative—that we are grinding out a lot of machines without developing the thinking capacity of the children. For if their thinking capacity is very highly developed they are not going to take these absolutely routine and deadening jobs of the kind which, in other portions of their report, they recommend that all of the less capable school children, those approaching morons, go into because they can do those things without thinking capacity being required.

I don't quite understand their great eagerness on the one hand that the schools develop thinking capacity, and their desire on the other hand that the children somewhat backward mentally should be turned over to manage the automatic machines. Then there is another old friend in here. I should have felt

lost, being a college professor, if this bogie hadn't turned up somewhere: "There is unquestionably an increasing tendency in many of our public schools and colleges to the rankest socialism, really to bolshevism itself."

You will excuse me if I can't say that word with all of the explosive power that should accompany it.

"Many of our teachers not capable of serious thinking, or investigation, are caught by the chaff of bolshevism spread broadcast, and are teaching false doctrines dangerous to the future of America."

The moral is evident. The sooner the children leave school, early enough so they don't get into high school or college, the more they will be protected from these dangerous bolshevistic college professors, and the less dangerous will they be to 20 percent or more annual dividends in the textile industries of the United States, and hence less dangerous to the future of America.

There are defects in our school system. There are evils. There are just criticisms to be made. But what do these things indicate? The reply is that they indicate the necessity of organization of all of the intelligent and humane members of the community to remedy these evils, to make the schools such that all children, whatever the grade of culture or wealth of their parents, whatever their own individual physical and mental capacity, may get full profit from them.

And I submit that, antecedent to the study of the details of their program, when we find a body of men approaching the condition of our public schools with the obvious purpose of using these evils to detract from the significance and importance of the work of the public schools, that we have a right to be suspicious of any further conclusions or recommendations which they put forth.

The American people, including American business men, say a great deal about the practical idealism of America. Now if there is any one phase of human life in which there is need of idealism and need that that idealism be practical, it is in the upbringing of the young. This is the one thing, it seems to me, before which every serious minded person must stand in awe when he considers the immense issues which are at stake both for individuals and for the future of society. Any genuinely practical idealism will go upon the belief that what the wisest and best of human parents want for their own children, that the community as a whole should want for the children of the community as a whole. It is a shame to our supposed idealism in any degree in which we come short of making any effort to live up to that ideal. I do not mean that we can at once put it into effect. The desire and the capacity of the wise and well-to-do members of the community with reference to their own children will, for a very, very long time, outrun what the community as a whole can and will do for its children as a whole. But I do say that, if we cannot carry out the program, it is at least the part of decency and of humanity to refrain from adding to the obstacles from which the children of the more unfortunate and the more backward portions of the community suffer.

If we cannot actively give to all of the children that which it is ideal they should have, we may at least refrain from deliberately adding to the obstacles from which they already suffer. And as for those who add to the sufferings and trials and difficulties, the handicaps from which so many, and indeed the mass of our children already suffer, I say as for those who would add to these, I think the old words of scripture still apply, "that it were better for them that a millstone be tied about their neck."

ARE THE manufacturers attempting to improve the lot of working children in states which lack minimum protection or are they planning to drag down standards in states with maximum protection? Who are being "further protected"—the children or the manufacturers?—From *The Nation*.

NATIONAL RESOURCES AND SCHOOL COSTS



Based on latest reliable sources of information.

Research Division
National Education Commission

Department of Superintendence

Tentative Program for Boston Meeting

February 26-March 1, 1928

THE FOLLOWING PROGRAM is tentative and incomplete; topics and assigned speakers may possibly be moved; and other topics and speakers will be added.

Sunday, February 26, 4:00 P. M.

Vesper Service

Instead of having one large vesper service, the convention will be officially opened with vesper services held simultaneously in historic Boston churches—Park Street Church, King's Chapel, St. Paul's Cathedral, Old North Church, and Arlington Street Church. President Gwinn will preside at the sixth meeting, which will be held in Faneuil Hall.

Monday, February 27, 9:00 A. M.

Invocation—Dr. Samuel A. Eliot, Arlington Street Church, Boston, Mass.

Greetings—Malcolm E. Nichols, mayor of Boston.

Response—Milton Potter, superintendent of schools, Milwaukee, Wis.

The Secondary School Provides Entrance Requirements:

For Higher Education—A. Lawrence Lowell, president of Harvard University.

For Business and Industry—Alvan T. Fuller, governor of Massachusetts, Boston.

For Home—Mrs. A. H. Reeve, president of National Congress of Parents and Teachers, Philadelphia, Pa.

For Citizenship—Jeremiah E. Burke, superintendent of schools, Boston.

Monday, February 27, 2:00 P. M.

Discussion Groups

The Department will meet this afternoon in the following discussion groups:

Group 1, The Program of Education of the Adolescent Youth—Leonard V. Koos, professor of secondary education, University of Minnesota, presiding.

Group 2, Variations Found in Secondary School Curriculums—John J. Maddox, superintendent of schools, St. Louis, Mo., presiding.

Group 3, Differentiating and Expanding the Secondary School Curriculums—Thomas R. Cole, superintendent of schools, Seattle, Wash., presiding.

Group 4, Counseling and Guidance for Adolescent Boys and Girls—George N. Child, superintendent of schools, Salt Lake City, presiding.

Group 5, Curriculum Problems of the Small High School—A. T. Allen, state superintendent of schools, Raleigh, N. C., presiding.

Group 6, The Senior High School Teacher—E. B. Cauthorn, assistant superintendent of schools, Dallas, Texas, presiding.

Group 7, The Junior College—R. J. Leonard, director of school of education, Teachers College, Columbia University, presiding.

Group 8, The School and Social Agencies—Nicholas Bauer, superintendent of schools, New Orleans, La., presiding.



JOSEPH M. GWINN, *president of the Department of Superintendence, and superintendent of schools, San Francisco, California.*

Group 9, Adapting Elementary Schools to Individual Differences of Pupils—R. G. Jones, superintendent of schools, Cleveland, Ohio, presiding.

Group 10, Group and Creative Activities in Education—Charles S. Meek, superintendent of schools, Toledo, Ohio, presiding.

Group 11, Better Understanding of Creative Activities: from both Administrative and Classroom Procedure (joint meeting with National Council of Primary Education and National Council of Kindergarten Supervisors and Training Teachers)—Lucy Gage, George Peabody College for Teachers, Nashville, Tenn., presiding.

Group 12, Music Education—Peter W. Dykema, professor of music education, Teachers College, Columbia University, presiding.

Group 13, Health and Physical Education—D. J. Kelly, superintendent of schools, Binghamton, N. Y., presiding.

Monday, February 27, 7:30 P. M.

The Use and Abuse of Democracy in Education—W. H. P. Faunce, president of Brown University, Providence, R. I.

The Inter-American Ideals—Thomas E. Benner, president of University of Porto Rico. Master Film—Education in American Schools.

Tuesday, February 28, 9:00 A. M.

Financing Public Education

Progressive Tendencies with Respect to Sources of School Revenues—Fletcher Harper Swift, professor of education, University of California, Berkeley.

The Equalizing Principle in State School Support—Albert S. Cook, state superintendent of schools, Baltimore, Md.

Efficiency in Expenditure of School Moneys—Fred M. Hunter, superintendent of schools, Oakland, Calif.

Reports of Committees:

Commission on the Curriculum—Edwin C. Broome, superintendent of schools, Philadelphia, Pa.

Commission on Articulation of Educational Units—Herbert S. Weet, superintendent of schools, Rochester, N. Y.

Commission on Supervision—Albert S. Cook, state superintendent of schools, Baltimore, Md.

Financing Educational Research—Randall J. Condon, superintendent of schools, Cincinnati, Ohio.

Committee on Relation of Boards of Education and Administrative Offices—E. C. Hartwell, superintendent of schools, Buffalo, N. Y.

Auditing Committee—David A. Ward, superintendent of schools, Wilmington, Del.

Executive Committee—M. G. Clark, superintendent of schools, Sioux City, Iowa.

Nomination of Officers.

Tuesday, February 28, 2:00 P. M.

Administrative Units

Section 1, State Departments of Education—Ernest W. Butterfield, state commissioner of education, Concord, N. H., presiding. Topic: Making the Schools Public Schools.

Section 2, County Superintendents—Kate V. Wofford, county superintendent of schools, Laurens, S. C., presiding. Topic: Equal Opportunity for the Country Child.

Section 3, Superintendents in Cities with Population Below 10,000—Philip H. Kimball, superintendent of schools, Brunswick, Me., presiding. Topics: Keeping the People Informed, Improvement of Teachers in Service, and Adapting Courses of Study and Programs in Education to the Smaller Communities.

Section 4, Superintendents of Cities with Population 10,000 to 100,000—S. E. Weber, superintendent of schools, Charleston, W. Va., presiding. Topic: Appropriate Forms of Publicity for Promoting the Best Interests of City School Systems.

Section 5, Superintendents of Cities with Population from 100,000 to 250,000—Carroll R. Reed, superintendent of schools, Bridgeport, Conn., presiding. Topic: Supplementary Education.

Section 6, Superintendents of Cities with Population 250,000 and over—David E. Weglein, superintendent of schools, Baltimore, Md., presiding. Topic: The Improvement of Teachers in Service.

Section 7, For City Assistant and District Superintendents—F. M. Underwood, district superintendent of schools, St. Louis, Mo., presiding. Topic: The Job of the City Assistant or District Superintendent.

Section 8, Business Managers—Byron W. Hartley, superintendent of schools, Louisville, Ky., presiding. Topic: Some Administrative Problems Relating to School Supplies.

Section 9, Joint Meeting with Educational Research Association and the National Society of College Teachers of Education—Dean William Webb Kemp, school of education, University of California, presiding.

Tuesday, February 28, 7:30 P. M.

Joint Meeting with the Department of Secondary School Principals

Supervision in the Secondary School

Statement of the Problem and the Viewpoint of the Principal—F. L. Bacon, president of Department of Secondary School Principals, principal of Newton High School, Newtonville, Mass.

From the Standpoint of the Superintendent—John J. Maddox, superintendent of schools, St. Louis, Mo.

From the Standpoint of the Teacher—Cornelia Adair, president of the National Education Association, teacher in Junior High School, Richmond, Va.

Should Supervision be Made Scientific?—Charles H. Judd, director of school of education, University of Chicago.

Wednesday, February 29, 9:00 A. M.

The Profession of Educational Administration

What is the Work of the Superintendent of Schools?—W. W. Charters, professor of education, University of Chicago.

The Qualifications of the Professional Superintendent of Schools—John H. Beveridge, superintendent of schools, Omaha, Nebr.

The Relation of the Superintendent of Schools to Lay Control—E. C. Hartwell, superintendent of schools, Buffalo, N. Y.

The Professional Training of School Executives—George D. Strayer, professor of educational administration, Teachers College, Columbia University.

The Training of Superintendents of Schools While in Service—A. B. Meredith, state commissioner of education, Hartford, Conn.

Ballot boxes will be open in the Mechanics Building. Votes for Department of Superintendence officers may be deposited between 11:00 A. M. and 6:00 P. M.

Wednesday, February 29, 2:00 P. M.

There will be no session of the Department of Superintendence. This afternoon will be reserved for allied departments and for sightseeing.

There will be a trip to historic Plymouth, where an appropriate program has been arranged by the Plymouth schools and the

Town Committee. Similar trips are scheduled for Lexington and Concord.

Wednesday Evening, February 29

As usual, this evening will be reserved for college dinners.

Thursday, March 1, 9:00 A. M.

The Relation of Higher Education to Public Education

The Endowed Institution of Higher Education, Its Relation to Public Education—James R. Angell, president of Yale University, New Haven, Conn.

Important

SPECIAL RAILROAD RATES, one and one half fare for the round trip. Identification certificates furnished to members of the N. E. A. on request. Write Secretary J. W. Crabtree, N. E. A. headquarters at Washington, your State Director or your State Secretary. If you neglect to secure in advance your identification certificate, no adjustment of fare can be made after arrival at Boston. Sale begins in eastern part of the country February 21, final return limit March 7.

Sleeping room reservations are handled through the Housing Committee, J. Paul Foster, Convention Bureau, Chamber of Commerce, 80 Federal Street, Boston.

Films loaned by various school systems throughout the country are to be shown during the period of the convention in a special projection room in the Mechanics Building.

Convention headquarters, registration, postoffice, exhibits, and general sessions are located in the Mechanics Building on Huntington Avenue.

Programs for other departments and organizations were printed in the January JOURNAL.

The State University, Its Relation to Public Education—Lotus D. Coffman, president of University of Minnesota.

The Relation of the Public Schools to Higher Education—Susan M. Dorsey, superintendent of schools, Los Angeles, Calif.

Report of the Committee on Resolutions.

Thursday, March 1, 2:00 P. M.

Education and the State—Stratton D. Brooks, president of University of Missouri, Columbia, Mo.

Education and the Nation—William M. Davidson, superintendent of schools, Pittsburgh, Pa.

Progressive Education in England—Beatrice Ensor, director of the New Education Fellowship, editor of *The New Education*, London, England.

The Debt of New England to the South and West—A. E. Winship, editor of *Journal of Education*, Boston, Mass.

Business session.

Thursday, March 1, 7:30 P. M.

At this final session a splendid musical program will be presented by the Boston

schools. The address will be by a speaker of national prominence.

Organizations and Departments

Department of Elementary School Principals will meet on Tuesday and Wednesday afternoons. At the Tuesday afternoon session will be greetings by Cornelia Adair, president of the National Education Association, and the following speeches: The Principal and the Curriculum, Margaret M. Alltucker, assistant director of research, National Education Association; Tendencies in Supervision, James R. McGaughy, Teachers College, Columbia University; The Growth of Principals in Service: from the standpoint of the professional institution, John C. Almack, Stanford University; from the standpoint of the superintendent's office, L. Frazer Banks, assistant superintendent of schools, Birmingham, Ala. On Wednesday afternoon will be greetings from President J. M. Gwinn, of the Department of Superintendence, and the following addresses: Evaluating Supervision—from the standpoint of the professional institution, W. W. Charters, University of Chicago; from the standpoint of the superintendent's office, A. L. Threlkeld, superintendent of schools, Denver, Colo.; from the standpoint of the principal's office, Eva G. Pinkston, principal of Cumberland School, Dallas, Texas; A Year's Program in Supervision, H. O. Gillet, principal of elementary school, University of Chicago; A Plan for the Supervision of One Subject, Don C. Rogers, principal, John M. Smythe School, Chicago. The Department will have dinner at the Hotel Statler on Tuesday evening. All elementary principals are invited to attend the Department breakfasts on Monday, Tuesday, and Wednesday mornings at the Hotel Statler.

National Association of Secondary School Principals will hold meetings on Monday, Tuesday, and Wednesday of convention week. At the Monday afternoon session there will be greetings from President Gwinn, of the Department of Superintendence, and the following addresses: The Progress of Education in India, R. V. Gogate, chairman of the committee on education of the Hindustan Association of America; The Educational Program of Soviet Russia, George S. Counts, associate director of the International Institute, Teachers College, Columbia University; Report of the Committee on International Understanding, L. W. Brooks, Chairman, principal of high school, Wichita, Kansas; Report of the National Committee on Research in Secondary Education, William A. Wetzel, principal of senior high school, Trenton, N. J., and appointment of nominating and other committees. The Association will meet in two sections on Tuesday morning—junior high school and senior high school. Jessie M. Hamilton, vice-president and principal of the Morey Junior High School, Denver, Colo., will preside. The following addresses will be given: The Supervisor's Place in the Rating of Teachers, Joseph Gonnely, district superintendent of schools, Chicago; The Place of the Teacher in Organizing New Curricula, A. L. Threlkeld, superintendent of schools, Denver, Colo.; Organizing and Supervising an Extra-

curricular Activities Program, Joseph Roemer, University of Florida; The Place of Research in the Secondary Schools, Ellsworth Warner, principal, Hine Junior High School, Washington, D. C.; Guidance in Junior High School, Mrs. Helen Watson Pierce, assistant superintendent in charge of junior high schools, Los Angeles. The meeting will close with general discussion. Charles F. Allen, vicepresident, and principal of the West Side Junior High School, Little Rock, Ark., will preside at the senior high school section. Emery N. Ferris, professor of rural education, Cornell University, will speak on Some Important Problems of the Small High School; Walter F. Downey, headmaster, English High School, Boston, on Character Education in Secondary Schools—The Present Program of the High School Headmasters of Boston; Bancroft Beatley, assistant professor of education, Harvard University, on the Battle of the Specialists in Secondary Education; and Edith Everett, White-Williams Foundation, Philadelphia, on The Visiting Teacher in High Schools. The meeting on Tuesday evening will be a joint session with the Department of Superintendence, with President J. M. Gwinn presiding. F. L. Bacon, president of the National Association of Secondary School Principals, will speak on Supervision in Secondary Schools; John J. Maddox, superintendent of schools, St. Louis, on Supervision in Secondary Schools—the Viewpoint of the Superintendent; Cornelia S. Adair, president of the National Education Association on Supervision in Secondary Schools—the Viewpoint of the Classroom Teacher; and Charles H. Judd, director, School of Education, University of Chicago, Can Supervision be Made Scientific? On Wednesday morning there will be a demonstration of the Induction Ceremony of the National Honor Society and induction of a chapter of the Girls' Latin School, Ernest G. Hapgood, headmaster. Edward Rynearson, president of the National Council, and E. J. Eaton, chairman of the Committee on Induction Ceremony, will participate. The Wednesday afternoon meeting will be devoted to Guidance in Secondary Schools, as follows: Report of the Committee on Educational and Vocational Guidance, Edward Rynearson, principal of Fifth Avenue High School and director of Vocational Guidance, Pittsburgh, Pa.; The Status of Counseling and Guidance in Secondary Schools, L. V. Koos, professor of secondary education, University of Minnesota; The Organization of Guidance Work in Secondary Schools, Jesse B. Davis, professor of education, Boston University; A High School Vocational Guidance Program in Operation, Merle Prunty, principal of high school, Tulsa, Okla.; Methods of Guidance in Secondary Schools, Edward Rynearson; discussion by W. C. Reavis, assistant professor of secondary education, University of Chicago. The meeting will close with reports of nominating and other committees.

Department of Rural Education will meet Monday, Tuesday, and Wednesday of convention week. On Monday afternoon the general topic will be The Problem of Differentiating Rural Education with the following speakers, each followed by general discussion: School Administrations, Julian E. Butterworth, professor of education, Cornell

University, and N. L. Engelhardt, professor of education, Teachers College, Columbia University; Supervision, Helen Heffernan, chief of Division of Rural Education, Sacramento, Calif., and I. Jewell Simpson, assistant state superintendent of schools, Baltimore, Md.; The Elementary School Course

Program of Studies, Clyde Hill, professor of secondary education, Yale University; Francis E. Spaulding, assistant professor of education, Harvard University; Teacher Preparation, A. B. Meredith, commissioner of education, Hartford, Conn.; William McKinley Robinson, professor of education, Western State Teachers College, Kalamazoo, Mich. Tuesday afternoon the department will meet in section groups as follows: (1) State Supervisors of Rural Education and Inspectors of Rural Schools; (2) County Superintendents and County Supervisors of Rural Schools; (3) Persons Engaged in the Preparation of Rural Teachers; (4) Vocational Directors and Rural Extension Workers; (5) Village and Consolidated School Principals. On Wednesday afternoon the 4-H Clubs and the Public School Systems of the Several States will be the subject of addresses by A. C. True, formerly director of the states relations service, U. S. Department of Agriculture, and Fannie W. Dunn, professor of education, Teachers College, Columbia University. The meeting will close with a business session.

Department of Deans of Women will meet on Monday, Tuesday, Wednesday, and Thursday at the Copley-Plaza Hotel. On Monday morning will be held the executive committee meeting and a joint session with the National Committee of Bureaus of Occupation. In the afternoon will be a business session and in the evening a discussion of the professional training needed by deans of women, for members only, which will be summarized by Margaret T. Corwin, executive secretary, graduate school, Yale University. Tuesday morning will be devoted to sectional meetings, university, college, teachers college, and high school. Tuesday afternoon there will be a general session and tea at Radcliffe College with the following speakers: Mrs. Chase Going Woodhouse, United States Bureau of Home Economics, Washington, D. C.; Dean Mary Yost, of Leland Stanford Junior University, Calif.; Dr. Beatrice Hinkle, of New York City. In the evening will be a formal dinner at which Dean Dorothy Stimson, of Goucher College and president of the Department, will preside. Speakers will be Ada Comstock, president of Radcliffe College; Dr. Alice Hamilton, of Harvard Medical School; and Mrs. Anne Allinson, of Providence, R. I. On Wednesday morning will be a discussion of the problems in the professional training of deans of women, for members only. At the luncheon President Mary E. Wooley, of Mt. Holyoke College, will speak on the Institute of Pacific Relations. On Thursday morning will be a business session, at noon a luncheon of the high school section, and in the afternoon will be held two joint sessions: with the National Panhellenic Congress and with the National Association of Principals of Schools for Girls. In the evening will be a meeting of the old and new executive committees.

National Council of Teachers Retirement Systems and Committee on Retirement Allowances of the N. E. A. will hold a joint luncheon on Monday, February 27, with President E. G. Lantman and Chairman E. Ruth Pyrtle presiding. Payson Smith, state commissioner of education for Massachusetts, will deliver an address of welcome and Miss

Department of Superintendence

1928 Yearbook—The Development of the High School Curriculum

Part I. Fundamental Issues in Secondary School Curriculum Building

Needs of American Adolescent Youth

The Objectives of Secondary Education

Curriculums Found in American Secondary Schools

Curriculum Problems of the Small High School

The Appropriateness of High School Courses for Pupils not Going to College

The Relationship Between High School and College

College Admission Requirements in Relation to Curriculum Revision in Secondary Schools

Differentiation of Curriculums for Pupils of Different Levels of Ability

School Counseling as Related to the High School Curriculum

Evaluation of Extracurriculum Activities

The Junior College with Reference to the Curriculum Problem as it Centers Around Orientation Courses.

The Senior High School Teacher

Part II. Research in Secondary School Subject Fields

Social Studies, English, Mathematics, Science, Modern Foreign Languages, Latin, Music, Art, Home Economics, Industrial Arts, Commercial Studies

Part III. Health and Physical Education in Junior and Senior High Schools

Part IV. Official Records

Constitution and Bylaws

Report of the Secretary

List of Members

Price, \$2

of Study, Anna D. Cordts, Iowa State Teachers College, Cedar Falls; Helen Heyl, assistant, Rural Education Bureau, Albany, N. Y. Appointment of committees. On Tuesday morning the following addresses will be given, each followed by discussion: The High School Program of Studies, Joseph Roemer, professor of secondary education, University of Florida; Emery N. Ferris, professor of education, Cornell University; The Junior High or Intermediate School

Pyrtle will make introductory remarks, following which John K. Norton, director of research of the National Education Association, will submit a revised statement of principles of teachers retirement funds and an outline of projected report of Committee on Retirement Allowances of the National Education Association for 1928 with discussion.

On Tuesday morning the National Council will listen to an address by George B. Buck, consulting actuary, New York City, on actuarial problems incident to the organization and management of teachers' retirement systems. At the afternoon meeting there will be an address on industrial retirement systems as a matter of good business and H. H. Baish, of Harrisburg, Pa., will talk on Tendencies and Dangers in a Retirement System. A final meeting will be held on Wednesday morning.

National Conference of Supervisors of Home Economics will hold meetings on Friday and Saturday, February 24-25, with headquarters at the New Parker House. The general topic for the conference will be Factors Determining the Home Economics Curricula in the Junior High School. On Saturday evening a dinner will be held in honor of United States Commissioner of Education John J. Tigert.

National Association of High School Supervisors will hold meetings Monday afternoon, Tuesday morning, and Tuesday afternoon of convention week at the Ritz-Carlton Hotel. Avery W. Skinner, University of the State of New York, is president of the association.

National Council for the Social Studies (Department of Social Studies of the National Education Association) will hold sessions both morning and afternoon on Saturday, February 25. The general theme of the program will be the study of international relations in schools.

National Conference on Educational Method will hold a meeting in Sanders Theater at Harvard University, Cambridge, Tuesday morning, February 28, and a luncheon on Wednesday, February 29, at the Copley-Plaza Hotel.

National Association for the Study of the Platoon or Work-Study-Play School Organization meets Monday and Tuesday afternoons, in Repertory Hall.

American Association of Teachers Colleges has headquarters at the Copley-Plaza Hotel, with meetings on Friday and Saturday, February 24-25.

Supervisors of Student Teaching have headquarters at the Hotel Kenmore, with meetings Monday afternoon and Tuesday morning.

The National Council of Administrative Women in Education will have a dinner on Monday evening at the Statler Hotel; Caroline S. Woodruff, president, will preside. The speakers will include Cornelia Adair, Lucy Wheelock, Boston; Mary Mellyn, Boston; Fannie Fern Andrews, Boston; Helen Parkhurst, New York City; and Lida Lee Tall, Towson, Md. At the Wednesday afternoon session in the Boston Public Li-

brary the speakers will be Susan M. Dorsey, Los Angeles, Calif.; Mrs. Edith Leland Groves, Toronto, Canada; Mary McSkimmon, Brookline, Mass.; Ada Louise Comstock, president, Radcliffe College; and Margaret Maguire, Philadelphia, Pa.

Facts About Boston

(Compiled by Boston Real Estate Exchange, November, 1927)

- Settled in 1630.
- Has 30,000 acres of magnificent harbor with 40 miles of berthing space; accommodates the largest ships afloat.
- Has the largest dry dock in the United States.
- Has the finest passenger and freight pier in the world.
- Is the largest wool center in the United States. Receives more than half the raw wool imported into the United States.
- Has the largest wool storage warehouse in the world, capacity 100,000,000 pounds.
- Is the most important fish port in the Western Hemisphere and has the largest fish freezing and cold storage plant in the world.
- Is the largest center and market of the allied shoe and leather industries in the world.
- Is the center of the most important cotton manufacturing district in the United States and is the greatest American port of entry for Egyptian cotton.
- Is the leading center in America for high grade coffees.
- Is the center of the country's paper trade.
- Was the first city to establish a municipal airport and has the most advantageously located airplane landing field on the Atlantic coast.
- The Boston Postal District covers the largest area of any district in the United States and handles 1,300,000,000 pieces of mail annually.
- Has two of the largest general publishing houses in the United States, standing third in the field of book publication.
- Sells at retail more books per capita than any other city in the world.
- Leads in the production of electrical apparatus.
- Is the leading confectionery center in the United States.
- Was the birthplace of the copper industry in America.
- Is the second port in the United States in volume of ocean borne passenger traffic.
- Is the second of all United States ports in the volume of imports.
- Has the second largest Army base in the United States.
- Is one of the three great rubber manufacturing centers of America.
- Is fourth in volume of bank clearing in the United States, over twenty-five billion dollars in 1926.
- Receives over 500,000 convention visitors every year.

METROPOLITAN BOSTON

- Designated by statutory enactment—area, 409 square miles; population, 1,808,845 in last census (1925).
- Fourth in population in the United States; increases 25,000 every year; only surpassed by New York City in density of population.
- Fourth Industrial District in the United States.
- Metropolitan Park System finest in the United States, with its 10,627 acres.
- Three million volumes in 125 public libraries.
- Water supply capacity of 80,680,100,000 gallons.
- Assessed valuation, \$3,430,298,752.
- Nearly \$900,000,000 invested in manufacturing establishments.
- Over 25,000 retail stores.

The Educational Research Association submits the following revision of its program as published in January for its general open meeting, Wednesday afternoon: The Place of Research in a Program of Curriculum Development, Charles H. Judd; The Testing Movement in the Light of Recent Research, Edward L. Thorndike; Conclusions from the Findings of Certain Investigations, Lewis M. Terman.

Exhibits—The exhibits will be conducted on a greater scale than at any previous meeting of the Department. More than two hundred organizations are participating. The exhibits will occupy three floors of the Mechanics Building and will include displays and demonstrations of modern school equipment and teaching material. The exhibit hall will be open for visitation beginning Saturday, February 25.

An outstanding feature of the convention will be the Living Exhibits which take the form of actual teaching demonstrations by teachers and pupils from the schools of Boston and vicinity. These will be operated on regular schedules in Paul Revere Hall, which is located in the Mechanics Building. Motion pictures from films loaned by state and city school systems will be shown on regular schedules in theaters located on the lower floor of the exhibit hall.

Social Functions

The Massachusetts Schoolmasters' Club, this year celebrating its fiftieth anniversary, extends a cordial invitation to all visiting delegates of the Department of Superintendence and allied organizations to attend a luncheon and meeting to be held at the Hotel Bellevue, Boston, on Saturday, February 25, at 1.00 P.M., tickets, \$1.50. Acceptances should reach the secretary, Leonard M. Patton, 26 Valley Road, Milton, by Thursday, February 23. Frank W. Wright, president.

Boston University dinner, Wednesday, February 29, Ball Room, Copley-Plaza Hotel, Tickets \$3. Robert F. Mason in charge.

Boston Kiwanis Club will hold its regular meeting Tuesday, February 28, at 12.20 P.M., at the Boston City Club. All members of the Department of Superintendence who are Kiwanians are cordially welcome.

Kindergarten dinner, Hotel Bellevue, Tuesday evening, February 28, 6.30 o'clock. Lucy Wheelock in charge.

Goucher College dinner, Wednesday, February 29, 6.30 o'clock, University Club. Tickets, \$2. Mrs. Howard F. Root, 44 Dwight Street, Brookline, in charge.

Department of Classroom Teachers luncheon, Wednesday, February 29, 12.30 o'clock, Hotel Statler. Julia Sullivan in charge.

National Council of Primary Education and National Council of Kindergarten Supervisors will hold a joint luncheon Tuesday, February 28, Copley-Plaza Hotel, Lucy Gage and Caroline Barbour in charge.

Teachers College dinner, Wednesday evening, February 29. George D. Strayer in charge.

Harvard dinner, Wednesday evening, February 29. Harvard Club. Dean Henry W. Holmes in charge.

National Association for the Study of the Platoon or Work-Study-Play School Organization will have a banquet Tuesday, February 28, at 6.30 p. m. Alice Barrows, U. S. Bureau of Education, Washington, D. C., in charge.

Rotarians with educational classification will meet on February 29.

University of Chicago reception and dinner, Wednesday, February 29, six o'clock, Twentieth Century Club, 3 Joy Street, Boston. Tickets \$2. Dean William S. Gray in charge.

Educational Press Association will meet at luncheon, Tuesday, February 28. J. Herbert Kelley, secretary.

Builders of Our Profession

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

CALIFORNIA—G. J. Badura, Christine Lofstedt, Cora Snider Rusling, Preston W. Search.
 COLORADO—Roy R. Brourink.
 DELAWARE—Gilbert Nickel.
 ILLINOIS—Flora J. Cooke, Oscar F. Koch, Cora E. Mull.
 INDIANA—Frank B. Miller, Z. Mayo Smith.
 MAINE—Harold Gonzales, Lucille E. Smith.
 MARYLAND—A. M. Isanogle.
 MICHIGAN—S. M. Brownell, Otto F. Norwalk, Harold Steele.
 MINNESOTA—Joseph Dostal.
 MISSOURI—John R. Kirk.
 MONTANA—Ira Lee Plummer.
 NEBRASKA—Charles A. Spacht, O. L. Webb.
 NEW MEXICO—B. F. Haught.
 NEW YORK—Fred H. Bowker, Howard R. Driggs.
 OHIO—E. J. Ashbaugh, George A. Bowman, H. W. Hodson, John J. Richeson.
 PENNSYLVANIA—D. B. Kraybill, Harry F. Weber, Mrs. Rhoda R. B. Wood.
 TEXAS—Albert Barnett, Virginia Bobo, Harris M. Cook, J. A. Hill, R. P. Jarrett, L. H. Rhodes, Ferman Sawyer, D. A. Shirley, Jim Webb.
 UTAH—George H. Brimhall.
 VIRGINIA—William M. Brown, Samuel Talmage Magann, William E. Stark.
 WISCONSIN—Asa M. Royce.

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

Six years or more

CALIFORNIA—*South Pasadena*, Marengo Avenue; *Stockton*, Lafayette.
 ILLINOIS—*Chicago*, Pullman; *Fairbury*, Fairbury Township High.
 INDIANA—*Hammond*, Columbia, Edison, Hessville, Kenwood.
 MAINE—*Castle Hill*, Castle Hill Public Schools; *Chapman*, Chapman Public Schools; *Mapleton*, Mapleton Public Schools, High; *Old Town*, Old Town and Orono Public Schools, Birch Street, Great Works, Herbert Gray, Old Town Junior High, Old Town Senior High, Orono Grammar, Orono High, Stillwater, T and W Island, Webster.
 MASSACHUSETTS—*Brookline*, Edward Devotion, Runkle.
 MICHIGAN—*Detroit*, Bellevue, Greenfield Park; *Grand Rapids*, Walker.
 MISSOURI—*Saint Joseph*, Lincoln; *Sedalia*, Sedalia Public Schools, Arlington, Broadway, Eugene Field, Horace Mann, Jefferson, Martha Letts, Prospect, Smith Cotton High, Washington, Whittier.
 NEW JERSEY—*Kearny*, Franklin, Nathan Hale; *New Brunswick*, Lord Stirling.
 OHIO—*Massillon*, Harvey; *Norwood*, Allison Street, Sharsburg.
 PENNSYLVANIA—*Altoona*, Altoona Public Schools, Adams, Allegheny, Curtin, Emerson, Fairview, Franklin, Garfield, Irving, Jefferson, Madison, Miller, Penn, Prospect Park, Roosevelt Junior High, Senior High, Stevens, Washington, Webster, Wright.
 TEXAS—*El Paso*, Aoy.
 VIRGINIA—*Lynchburg*, Frank Roane.

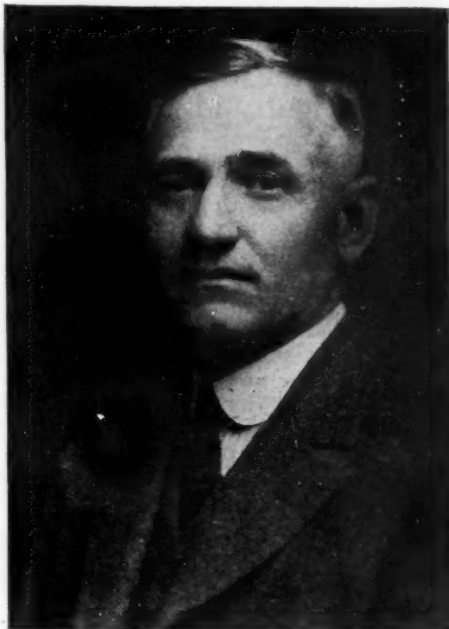
Five years

CALIFORNIA—*Long Beach*, George Washington Junior High and Elementary; *Los Angeles*, Cahuenga, Melrose Avenue; *South Pasadena*, El Centro Street.
 HAWAII—*Kaunana*, Laupahoehoe Junior High, Wai-anae.
 ILLINOIS—*Blue Island*, Lincoln, Seymour Junior High, Whittier.
 IOWA—*Sioux City*, Whittier.
 MICHIGAN—*Bay City*, Farragut.
 SOUTH DAKOTA—*Sioux Falls*, Emerson.
 TEXAS—*Houston*, Southmore.
 UTAH—*Sevier District*, Salina Grade.
 VIRGIN ISLANDS—*Saint John*, Benjamin Franklin, Bethany, East End.
 WEST VIRGINIA—*Clarksburg*, Morgan.

Four years

ARIZONA—*Tempe*, Tempe State Teachers College; *Nogales*, Nogales Public Schools, Camp Stephen D. Little, Elm Street, High, Lincoln Street, Plum Street.

CALIFORNIA—*Danville*, San Ramon Valley Union High; *Los Angeles*, Ann Street, Central Avenue, Home Economics Department, San Pedro Street, Third Street; *San Bernardino*, Urbana; *San Francisco*, Edward Robeson Taylor, Roosevelt; *South Pasadena*, Los Flores.
 COLORADO—*Denver*, Globeville.
 DELAWARE—*Wilmington*, Public Number 22.
 IDAHO—*Idaho Falls*, Eagle Rock, Eastside, Riverside.



JOSEPH ROSIER, president of the State Normal School, Fairmont, West Virginia, is another builder of the profession. He has been active in the work of the National Education Association for many years, having held important offices and served as a member of leading committees. He is now N. E. A. director for his state. He was elected chairman of the committee on resolutions for 1927-28 to report at the Minneapolis meeting.

ILLINOIS—*Blue Island*, Blue Island Public Schools, Community High, Greenwood, Lincoln, Sanders, Seymour Junior High, Whittier; *Oak Park*, Holmes.
 INDIANA—*Elwood*, Edgewood; *Hammond*, Franklin, High; *South Bend*, John F. Nuner.
 MAINE—*Fort Fairfield*, Grammar; *Portland*, North.
 MASSACHUSETTS—*Everett*, Hale.
 MICHIGAN—*Ann Arbor*, Tappan; *Detroit*, Hosmer, Lingemann, Logan, Lynch, South Strathmoor, Western High, Wilkins; *Grand Rapids*, Coit, Lexington, Michigan, Stocking; *Muskegon*, Nelson.
 NEBRASKA—*Omaha*, Howard Kennedy, Madison, Saunders.
 NEW JERSEY—*Trenton*, Girard.
 NEW MEXICO—*Albuquerque*, Fourth Ward.
 OREGON—*Portland*, Beach, Beaumont, Couch, George, Laurelhurst, Peninsula, Rose City Park, Sitton, Vernon.
 PENNSYLVANIA—*Chester*, Morton, Starr, Watts; *East Mauch Chunk*, East Mauch Chunk District Public Schools; *Homestead*, Fourth Ward; *Pittsburgh*, Short Course Business High.
 SOUTH DAKOTA—*Chester*, Chester Consolidated; *Onida*, Onida Public Schools.
 UTAH—*Sevier District*, Glenwood Grade; *South Sanpete District*, South Sanpete District Public Schools, Axtell, Centerfield, Clarion, Ephraim Elementary, Ephraim High, Fayette, Gunnison Grade, Gunnison Valley High, Manti Elementary, Manti High, Manti Junior High, Mayfield Junior High and Elementary, Sterling.
 WEST VIRGINIA—*Clarksburg*, Monticello; *Martinsburg*, High Street.

Three years

ALABAMA—*Birmingham*, Stonewall Jackson.
 ARIZONA—*Douglas*, Grammar.
 CALIFORNIA—*Fresno*, Lafayette; *Los Angeles*, Amelia Street, Americanization Department, Carpenter Street, Commonwealth Avenue, Dahlia Heights, Eagle Rock, Euclid Avenue, Lafayette Junior High, Lincoln Elementary, Lockwood, Reseda, Rosemont Avenue, Rowan Avenue, Santa Monica Boulevard, Second Street, Sixty-eighth Street, Speech Correction Department, Staunton Avenue, Theodore Roosevelt, Thirty-sixth Street, Tujunga, Union Avenue, Van Ness Avenue; *San Diego*, Part Time High.
 FLORIDA—*Davie*, Public; *Tampa*, Hillsborough Senior High.
 GEORGIA—*Atlanta*, Whiteford.
 HAWAII—*August Ahrens*, Lanakila.
 IDAHO—*Idaho Falls*, Idaho Falls Public Schools, Central and Junior High, Eagle Rock, Eastside, High, Osgood, Riverside.
 ILLINOIS—*Brookfield*, Brookfield Public Schools; *East Saint Louis*, Junior High; *Peoria*, Whittier.
 INDIANA—*South Bend*, Kaley.
 IOWA—*Council Bluffs*, Rue.
 KANSAS—*Parsons*, McKinley.
 KENTUCKY—*Louisville*, John Marshall; *Owensboro*, Owensboro Public Schools, Abraham Lincoln, Emerson, Franklin, George Washington, Junior High, Longfellow, Robert E. Lee, Senior High, Woodrow Wilson.
 MAINE—*Dover-Foxcroft*, Pleasant Street; *Presque Isle*, Aroostook State Normal School.
 MASSACHUSETTS—*Everett*, Lafayette; *West Springfield*, Riverdale.
 MICHIGAN—*Detroit*, Carleton, Carstens, Gardner, Hanneman, Monteith, Scripps; *Grand Rapids*, East Leonard, Straight.
 MISSOURI—*Kansas City*, Leeds.
 NEW JERSEY—*Asbury Park*, Bond Street, Bradley, High; *Camden*, Sewell.
 OHIO—*Akron*, Frank H. Mason; *Cincinnati*, Garfield; *Harbor Special Schools*, High, Jackson, Washington.
 OREGON—*Portland*, Holman; *Washington County*, District Number 13, District Number 29, District Number 34, District Number 95.
 PENNSYLVANIA—*Chester*, Eyre, Franklin, Graham, Jones, Martin, Thurlow, Wetherill; *Kame*, Central, Clay Street, Sub-High, Welsh Street, West Side; *Pittsburgh*, Brushton; *Summit Hill*, Summit Hill Public Schools; *York*, York Public Schools, Arch Street, Burrows, Central Grade, Cherry Street Junior High, Continuation, East King Street, Franklin, Garfield, Hannah Penn Junior High, Hartley, Jackson, Jefferson, Lincoln, Madison, McKinley, Noell, Pine Street, Plank Road, Princess Street, Ridge Avenue, Smallwood, Stevens, William Penn Senior High.
 TEXAS—*Dallas*, Alamo, Ben Milan, Cedar Lawn, James Bowie, James S. Hogg, Obadiah Knight, Roger Q. Mills, Rosemont, Sam Houston, San Jacinto, Stephen F. Austin, Stephen J. Hay, Trinity Heights; *Houston*, Bowie.
 UTAH—*Salt Lake City*, Edison; *Sevier District*, Cove Grade.
 WASHINGTON—*Spokane*, Field.
 WEST VIRGINIA—*Clarksburg*, Linden.
 WYOMING—*Salt Creek*, Public.

Two years

ALASKA—*Chicagof*, Public.
 CALIFORNIA—*Dinuba*, Dinuba Elementary Schools; *Fresno*, Edison Technical High, Kirk, Lowell; *Huntington Park*, Union High; *La Crescenta*, La Crescenta Public Schools, La Crescenta, Lincoln, Montrose; *Lankershim*, Public; *Long Beach*, James Russell Lowell; *Los Angeles*, Annandale Boulevard, City Terrace, Classical Department, Clifford Street, Horace Mann Junior High, John Burroughs Junior High, Le Conte Junior High, Normandie Avenue, Primary Manual Arts Department, Richland Avenue, Riggan Avenue, Sawtelle Boulevard, Sierra Park, Soto Street, Winnetka Avenue, Wonderland Avenue; *Pasadena*, Webster; *San Francisco*, Alamo.
 COLORADO—*Hillrose*, Hillrose Consolidated Schools; *Meeker*, Meeker Public Schools, Rio Blanco County High.
 DISTRICT OF COLUMBIA—*Washington*, Arthur, Barnard.
 FLORIDA—*Fort Lauderdale*, Oakland Park.
 HAWAII—*Ainaken*, Haasheo, Halawa, Hanalei, Holualoa, Hoolahua, Huleia, Kaunahua, Kapunapuna, Kaunakakai, Kohala High and Grammar, Makapala, Mana, Paauhau.
 ILLINOIS—*Chicago*, Eli Whitney, James Shields; *Decatur*, Oakland; *Harrisburg*, Dorrisville; *Oak Park*, Irving; *Serena*, Serena Community High.
 INDIANA—*Raub*, York Township High.
 IOWA—*Council Bluffs*, Madison.

KANSAS—*Parsons*, Washington; *Rolla*, Rolla Rural High.

MASSACHUSETTS—*Malden*, Belmont.

MICHIGAN—*Detroit*, Coolidge, Cooper, Leslie, Lyon, Thirkell, Thomas; *Ludington*, Lakeview.

MINNESOTA—*Minneapolis*, Emerson, Robert Fulton.

NEW JERSEY—*Asbury Park*, Asbury Park Public Schools, Bond Street, Bradley, High, North Bangs Avenue, Prospect Avenue, South Bangs Avenue; *Bridgeton*, Junior High; *Camden*, High; *Kearny*, Roosevelt, Washington; *Northfield City*, Northfield City Public Schools, Mill Road, Mount Vernon.

NEW YORK—*Rossville*, Staten Island, Public Number 6.

NORTH CAROLINA—*Durham*, Lakewood, South Side.

NORTH DAKOTA—*Mohall*, Mohall Public Schools.

OHIO—*Cincinnati*, Bond Hill; *Cleveland Heights*, Coventry; *Marietta*, High; *Martins Ferry*, Mackey.

OREGON—*Portland*, Portsmouth, Williams.

PENNSYLVANIA—*Chester*, Booker T. Washington Junior High, Gartside, Hoskins, Lincoln, McCay, Patterson, Powell, Sun Village; *Kane*, Kane Public Schools, Central, Clay Street, High, Special Teachers Department, Sub-High, Welsh Street, West Side; *Kresgeville*, Polk Township High; *Redstone Township*, Braznell, Herbert, Orient, Republic, Royal; *Uniontown*, Gallatin, Park.

TENNESSEE—*Knoxville*, University Avenue.

TEXAS—*Dallas*, John H. Reagan, Lida Hooe, Maple Lawn, Robert E. Lee.

UTAH—*Mount Pleasant*, North Sanpete High; *Salt Lake City*, Columbus, Longfellow; *Sevier District*, Annabella Grade, Joseph Grade, Richfield Grade.

VIRGINIA—*Lynchburg*, E. C. Glass High, Fairview; *Richmond*, Chimborazo, Oak Grove.

WASHINGTON—*Brush Prairie*, Hockinson; *College Place*, College Place Public Schools; *Seattle*, Maple.

WISCONSIN—*Sheboygan*, Sheridan.

Current year

ALABAMA—*Birmingham*, Barker.

CALIFORNIA—*Bonsall*, Bonsall Union; *Encinitas*, Public; *Fort Bragg*, Grammar; *Fresno*, E. R. Snyder Continuation High, Fresno Technical Intermediate, Parental, Winchell; *Inglewood*, Center Street; *Kelseyville*, Union High; *Los Angeles*, Allesandro, Berryman Avenue, Burnside, Cheremoya Avenue, El Sereno, Estara Avenue, Florence Nightingale, Forty-ninth Street, Griffin Avenue, Kindergarten and Primary Grade Department, Los Feliz, Malabar Street, Marengo Heights, Modern Language Department, Moneta, Mount Washington, Music Department, Ninety-second Street, Norfolk Street, Orchestra Department, Pacific Palisades, Penmanship Department, Sixth Avenue, Vinedale; *Palos Verdes Estates*, Malaga Cove; *San Bernardino*, Arrowhead, Edison; *San Diego*, Cabrillo, Central, Chollas, Detention Home, Encanto, Euclid, Garfield, Mission Beach, Normal Heights, Ocean View; *San Francisco*, Detention Home; *San Luis Obispo*, Court; *San Pedro*, Leland Street; *Sawtelle*, Woodrow Wilson; *Venice*, Machado.

CANAL ZONE—*Cristobal*, Silver City.

COLORADO—*Denver*, Garden Place Junior High; *Hoehne*, Consolidated.

CONNECTICUT—*Westport*, Staples High; *Woodstock*, Public.

DELAWARE—*New Castle County*, Marshallton, Newport.

DISTRICT OF COLUMBIA—*Washington*, Gales.

FLORIDA—*Broward County*, Deerfield; *Daytona Beach*, Lenox Avenue; *Orlando*, West Central; *Pensacola*, J. B. Lockey.

GEORGIA—*Cedar Grove*, High.

HAWAII—*Andrew E. Cox*, Hilo Junior High, Kahuku, Kalihiwaena, Liliuokalani, Lincoln, Mauna Loa, Pohukaina, Royal, Salvation Army Boys, Waialua, Waikii.

ILLINOIS—*Chicago*, Poe, Riverdale; *Decatur*, Washington; *Evanston*, Larimer; *Oak Park*, Emerson, Hawthorne, Lincoln, Longfellow, William H. Hatch.

INDIANA—*Hammond*, Harding, Irving, Lincoln, Maywood; *Martinsville*, South; *North Manchester*, West Ward.

IOWA—*Council Bluffs*, Dodge, Eighth Street.

KANSAS—*Bonner Springs*, Bonner Springs Public Schools, Lincoln, McDaniel, Senior and Junior High; *McLouth*, High.

LOUISIANA—*Glenmora*, Grade, High.

MAINE—*Andover*, Elm Street; *North Andover*, Public School District Number 24; *Roxbury*, Roxbury Village.

MASSACHUSETTS—*Amesbury*, Junior High; *Athol*, Lake Park; *Everett*, Horace Mann, Lewis; *Falmouth*, Public; *Newton Lower Falls*, Fiske; *Shrewsbury*, Calvin Coolidge Junior High; *Stoughton*, Stoughton Public Schools, Adams, Capen, Clapp, Dennis, Drake, High, Kimball Junior High, Smith, Supervisors Department, Tolman; *Taunton*, Tremont; *Wellesley*, Isaac Sprague; *West Springfield*, Main Street; *Westwood*, Islington.

MICHIGAN—*Dearborn*, High; *Detroit*, Cary, Edgar Guest, Fitzgerald, George Ford, Grandmont, Grant, Harding, Law, McKinley, Monnier, Ravenswood, Saint Clair, Van Dyke; *Ionia*, Jefferson; *Pontiac*, Crofoot; *Saginaw*, Crary-Lincoln.

MINNESOTA—*Minneapolis*, Jackson.

MISSOURI—*Kansas City*, Norman.

Program for February Faculty Meeting

BASED ON THIS ISSUE OF THE JOURNAL each topic in the following outline is covered by an editorial or an article.

1. Continuous Carefulness Counts. How do you account for Miss Laughton's success with her pupils in teaching safety? How can you and your pupils adapt this plan for your own use?
2. Teachers' Salary Trends since 1913. How do the facts in this article compare with salaries in your community?
3. School Administration during 1927. What reasons are given by Dr. Strayer for the recent progress in equalizing educational opportunity? How is this hopeful for education generally?
4. Growth in Understanding Children. In what ways can teachers study children as individuals? How can the case study method help teachers in understanding the whole child?
5. Values in 4-H Clubs. Compare the aims of the 4-H Clubs and the seven cardinal objectives of education? Do you see any similarity in this club work and the junior high school movement? From what agencies in your county and state can you find out more about 4-H work?
6. Aiding Adolescents to Interpret Life. What are exploratory and orientation courses? Why are such courses essential in junior high school? How are they valuable to students who continue in school and those who do not?
7. Recent Educational Psychology. What factors are emphasized in recent studies of children's behavior? How is psychology contributing to better teaching?

NEBRASKA—*Omaha*, Fairfax, Speech Correction Department.

NEVADA—*Kimberley*, Grammar; *Reno*, Babcock Primary, Mary S. Doten, Orvis Ring, South Side; *Verdi*, Public.

NEW HAMPSHIRE—*Milford*, Public.

NEW JERSEY—*Leonardo*, Grammar; *Princeton*, Elementary; *Williamstown*, Cecil.

NEW MEXICO—*Yrden*, Public.

OHIO—*Bremen*, Bremen Public Schools, Grade, High; *Cable*, Public; *Cincinnati*, Central Fairmount, Columbian, Horace Mann, Kilgour, North Avondale, Raschig, Roosevelt; *Cleveland*, Chesterfield, Miles, Mount Pleasant, Tod; *Cleveland Heights*, Boulevard, Roxboro Elementary; *Columbus*, American Addition; *Harpster*, Harpster Public Schools; *Marietta*, Harmar, Pike, Terberg, Willard; *Martins Ferry*, North; *Ravenna*, Ravenna Public Schools, Chestnut Street, High, Highland Avenue, Junior High, West Main Street; *Youngstown*, Jackson.

OKLAHOMA—*Mannford*, Mannford Public Schools; *McAlester*, McAlester Public Schools.

OREGON—*Eugene*, Theodore Roosevelt Junior High; *Gresham*, Union High; *Pendleton*, Pendleton Public Schools, High; *Portland*, Eliot, Joseph Lane, Llewellyn, Multnomah; *Washington County*, District Number 26 Jt. School.

PENNSYLVANIA—*Cheltenham*, Heller; *Chester*, Smedley Junior High; *Dormont*, Hillsdale Avenue; *Edge Hill*, Public; *Elkins Park*, Myers; *La Mott*, Public; *Lancaster*, Pearl Street, Walnut Street; *Pittsburgh*, Kelton Avenue; *Plymouth*, Grade; *Redstone Township*, Colonial, Filbert, Grindstone, High, Old Grindstone, Rows Run, Thompson Number One, Tower Hill Number One; *Union Town*, East End.

RHODE ISLAND—*Westerly*, White Rock.

SOUTH CAROLINA—*Blaney*, Blaney Public Schools, Grammar; *Elloree*, Midway High; *Saint Matthews*, Saint Matthews Public Schools, Grammar, High.

SOUTH DAKOTA—*Canton*, Canton Public Schools, Central High, East Side, West Side; *Sioux Falls*, Lowell.

TEXAS—*Dallas*, Leila P. Cowart; *El Paso*, Crockett; *Houston*, Cooley.

UTAH—*Nephi*, Juab District Public Schools, Mona; *Salt Lake City*, Blaine; *Sevier District*, Koosharem Grade, Monroe High, Sigurd Grade, Venice Grade.

VERMONT—*Rutland*, Kingsley, Lincoln, Madison, Watkins Avenue.

VIRGINIA—*Richmond*, Madison, Springfield.

VIRGIN ISLANDS—*Saint John*, Bay Boys' Home, Horace Mann.

WASHINGTON—*Spokane*, Young; *Tacoma*, Jason Lee.

WEST VIRGINIA—*Beaver Pond District*, Ada, Beaver High, Belcher, Bluefield, Brushfork, Carr, Central Point, Ceres, Delph, East End, Fairview Grade, Fairview Junior High, Gap, Hancock, Harry, Littleburg, Memorial, Nemours, North Side, Preston, Ramsey Grade, Ramsey Junior High, Sandlick, Wade Grade, Wade Junior High.

WYOMING—*Greybull*, Greybull Public Schools, Grade; *Rock Springs*, Junior High.

AFTER ALL ELSE has been said and done in and for the schools and colleges in the way of endowments, equipment, and legislation, we shall find that the personality of the principal or president or classroom teacher is the largest asset of any educational institution. From the pupil's point of view the teacher must know not only his subject; that, of course, he must know; but back of that, and even more important and essential, is his knowledge of and sympathy with the real inner life and personality of the individual pupil. Conversely, the pupil must not be content with getting a knowledge of the mere textbook lesson and scoring a good recitation. He must catch the spirit of enthusiasm and feel the inspiration that every true teacher manifests and strives to impart for the information and stimulation of his pupils. The relation of teacher and pupil must be based upon mutual sympathy, respect and appreciation or teaching will break down instead of building up. In other words teaching will break down and be not a mere give-and-take matter of so many courses and so many hours for so many weeks or months or years, for so much pay.

The teacher must be more than an hireling, and more than an arbitrary master. He must be an enthusiast, an inspirer—in love with his profession and eager to make his pupils see truth as he sees it: The teacher, the professor, the president, whom we remember and love and canonize is the one who thus conceived his job, felt his mission, imparted himself to his pupils. He never had to bid for order, for loyalty, for respectful attention when he spoke to the class. No one of us ever asked or thought about his pedigree, his material means, his poverty, trials and disappointments and discouragements. We knew, however, that he had all these—knew it subconsciously—we knew him just simply as our teacher. He was one to whom we could go, unhesitatingly, for advice and sympathy when we were discouraged, in doubt, or in need of any kind. He it was, also, to whom we went when we had done well and won victories. And we knew that he would rejoice for and with us. There are, we believe, many such pupils and many such teachers. They glorify the schools and the profession.—FRANK H. PALMER, editorial in *Education*.

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NOTES and ANNOUNCEMENTS

JEAN L. SOULES, president of the Department of Classroom Teachers, has been granted a three months' leave of absence with salary by the School Board of Spokane, Washington, for the purpose of attending the Boston meeting and of carrying on field work. During February, March, and April Miss Soules will conduct conferences and speak to groups of teachers in Arizona, Illinois, Iowa, Maine, Massachusetts, Michigan, New Hampshire, Ohio, Pennsylvania, Vermont, Wisconsin, and Wyoming.

THE 1928 RESOLUTIONS of the Indiana State Teachers Association contain the following statement: "We commend the work of the National Education Association in its efforts to create a Federal Education Department with an officer in the President's Cabinet. We urge all members of the teaching profession to support the National Education As-

sociation's program by enrolling in the organization."

REPORTS from readers of THE JOURNAL ranked "Cincinnati Sets the Pace" highest among articles appearing in the November issue. The two articles, "Progressive Education" and "Partnership of Parents and Teachers" tied for a close second.

PROCEEDINGS of the Toronto convention of the World Federation of Education Associations will be available about February 1. This volume is a valuable contribution to the educational and sociological problems of the world. Orders should be sent to Charles H. Williams, 101 Jesse Hall, University of Missouri, Columbia, Mo.

COMMENCEMENTS IN PENNSYLVANIA—According to Robert C. Shaw, deputy superintendent of public instruction, the

old type of commencement exercise in Pennsylvania is passing and programs are built largely on subjects that touch life much more directly than formerly. In the vocational schools the programs are greatly abbreviated and in addition to the regular exercises displays of classes and pupils are placed before the public. Children choose some phase of their work and give demonstrations as a feature of the program. In the other high schools there have also been changes, as for example, at one commencement each member of the class gave a book review, selecting the book from the list offered during the course.

THE MEXICO DEPARTMENT OF EDUCATION has its own radio station and schools are encouraged to instal receiving sets and to follow its program.

COMMENCEMENT ADDRESSES—What is
(Continued on page A-48)

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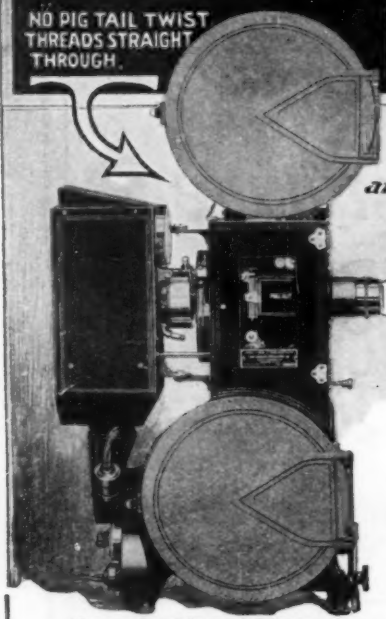
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(Continued from page A-46)

the most helpful commencement address you ever heard or read and where may it be found? THE JOURNAL wishes to call attention to some of the best examples of commencement speaking and will appreciate the cooperation of its family of readers.

RADIO FOR CLASSROOMS—The Connecticut State Board of Education is planning to broadcast a number of talks on books and nature study, to be directed to the pupils in their classrooms. The talks are to begin January 13 and continue inclusive of June 1, on alternate Friday afternoons from 2 to 3 o'clock. Three persons will talk for twenty minutes each.

AMERICAN LIBRARY ASSOCIATION will meet at West Baden, Indiana, during the week of May 28, 1928.

IDAHO life members of the N. E. A. attending the convention of the Idaho State Educational Association had a banquet during the meeting.

EDUCATIONAL ACHIEVEMENT IN THE PHILIPPINE ISLANDS—The following

note from Luther B. Bewley, director of education, Manila, came in too late to be included with THE JOURNAL'S Annual Roll Call in the January issue:

Passage of the agricultural and vocational education bill, which provides for the promotion of agricultural and vocational education; for cooperation with the provinces, cities, and municipalities in the promotion of such education in agriculture, commerce, trades, and industries; for cooperation with the University of the Philippines and other insular institutions in the preparation of teachers of vocational subjects; and appropriate funds and regulates their expenditures.

DORCAS M. TINKER, principal of the Aldan School, Aldan, Pennsylvania, writes that all of her teachers are studying the problems of the teaching profession. Some of the books they are working with now are as follows:

HOSIC—*Brief guide to the project method*

SMITH—*One hundred ways to teach silent reading*

PROCTOR—*Educational and vocational guidance*

WILLIAMS—*Graphic methods in education*

PERRY—*The status of the teacher*

ANDERSON & DAVIDSON—*Reading objectives*

YOUNG & MEMMOTT—*Methods in elementary English*

MORTON—*Teaching arithmetic in primary grades*

MORTON—*Teaching arithmetic in intermediate grades*

UHL—*The materials of reading*

BUCKINGHAM—*Research for teachers*

CUBBERLEY—*Principal and his school*

GATES—*Management of smaller schools*

PERRY—*Discipline as a school problem*

NUTT—*Supervision of instruction*

SEARS—*Classroom organization and control*

WILSON, KYTE & LULL—*Modern methods in teaching*

FRIENDLY ADVICE—H. W. Morton, of Kenosha, Wis., writes:

I like THE JOURNAL very much. This is my first year as a member. Keep hammering on the need of good classroom work. Continue to show interest in the teachers' problems and you will get them to join. Teachers have long thought of the National Education Association as the organization of the "bosses," which perhaps it was. May I offer a few suggestions:

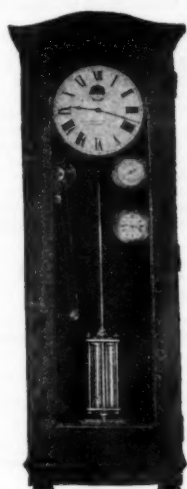
Publish articles on research work being done.

Publish some articles on the ethics of teaching.

Publish a few articles on the need of a better state education meeting.

Urge superintendents to let their teachers attend the Department of Superintendence when it is close; also deans of colleges of education.

(Continued on page A-50)



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(Continued from page A-48)

Urge the N. E. A. to meet in Atlanta, Richmond, New Orleans, Oklahoma City, etc.; this will develop a professional spirit there.

How would it be to have sectional meetings of the N. E. A. to be held in smaller towns? Let's say the eastern, western, northern, and southern sections to meet in such places as Raleigh, N. C.; Charleston, S. C.; Huntington, W. Va.; Baton Rouge, La., etc. In this way we will reach the teachers. They could meet in the summer time when summer school is on.

AT THE CALL of the national vicepresident, E. Ruth Pyrtle, an enthusiastic group of elementary principals from cities of the state met at Lincoln on December 10 and organized a Nebraska branch of the Department of Elementary School Principals of the National Education Association. The organization set as one objective for immediate consideration and intensive study the fundamental principles of teachers' retirement allowances as outlined by the committee of the National Education Association. The following officers were elected: *President*, Virginia Ellett, Washington School, Omaha; *vicepresident*, Annie M. T. Cogil, Hayward School, Lincoln; *secretary-treasurer*, Edith Isaacson, South Central, Omaha.

The next meeting will be held at Omaha, February 23, when Arthur S. Gist, national president of the Department of Elementary School Principals, will be a guest and one of the principal speakers.

ABRAHAM LINCOLN's reply to an address of welcome at Indianapolis, February 11, 1861—

In all trying positions in which I shall be placed, and doubtless I shall be placed in many such, my reliance will be upon you, the people of the United States; and I wish you to remember, now and forever, that it is your business, and not mine; that if the union of these states and the liberties of this people shall be lost, it is but little to any one man of fifty-two years of age, but a great deal to the thirty millions of people who inhabit these United States, and to their posterity in all coming time. It is your business to rise up and preserve the Union and liberty for yourselves and not for me. I appeal to you again to constantly bear in mind that not with politicians, not with Presidents, not with office-seekers, but with you, is the question: Shall the Union and shall the liberties of this country be preserved to the latest generations?

THE NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS has chosen the Congress Hotel, of Chicago, as convention headquarters, April

(Continued on page A-52)

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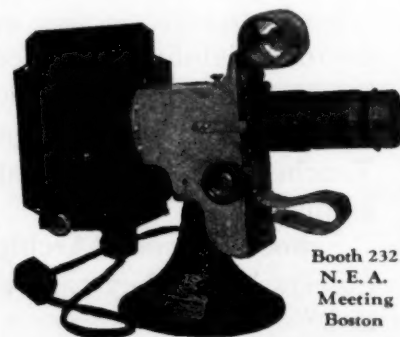
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25, 26, and 27. For further information concerning this meeting, address Arthur G. Skeeles, secretary, Columbus, Ohio.

"THE COMMENT," OFFICIAL PUBLICATION of the Grade Teachers Fellowship Society, published this story of appreciation of a veteran teacher:

A striking material proof of the truth of the assertion that there is no service of human beings that is greater or more honorable than teaching is the beautiful memorial which has been erected by the former pupils and friends of Amelia Carriel in appreciation of her fifty years of service as a teacher.

The memorial, placed on the playground of the public school of O'Fallon, Illinois, consists of a massive block of granite, three sides of which have been left in their rough state, the fourth side or front bearing the simple, significant inscription: "As water to a thirsty soul." Above this inscription, placed in a basin hollowed out of solid granite, are two drinking fountains, and above these a few lines, giving the name of the well-known teacher, Amelia Carriel, and the dates of her service. Contemplating it

(Continued on page A-54)

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(Reviewer's Note: In case my answers do not seem adequate, you are invited to order a copy on approval.—Alfred O. Brown.)

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(Continued from page A-52)

in its entirety, the memorial is found to be quite symbolic of those qualities which dominated the character of Miss Carriel—strength, beauty, simplicity, and service.

DEAN WILLIAM FLETCHER RUSSELL, of Teachers College, Columbia University, will be inaugurated on April 10, 1928. At the same time the alumni of the college will meet and there will also be held a national conference to consider the present condition of American education, its successes and shortcomings, and its future development in response to new social demands.

PROGRESSIVE EDUCATION ASSOCIATION sixth annual convention will be held March 5-10 at the Hotel Commodore, New York City. There will be many prominent speakers and exhibits representing the products under progressive methods.

NATIONAL CHILD WELFARE ASSOCIATION, in cooperation with Teachers College, Columbia University, will hold a conference on Character Training in Public Schools, New York City, March 2-3, following the meeting of the Department of Superintendence.

TEACHING AS A FINE ART will be the keynote of the eighth annual Ohio State Educational Conference, which the College of Education, Ohio State University, will conduct at Columbus, April 12-14, 1928.

DO YOU READ STATISTICS?—It is not possible to understand modern life in its larger relations without doing so. The statistical tables published each month in *THE JOURNAL* deal with matters of wide importance. For example, in your state, how do school costs compare with luxuries and building construction? You will find the answer in the table in this issue of *THE JOURNAL*.

TEACHERS who are planning for bird study with their pupils this spring can get valuable help by writing to the National Association of Audubon Societies, 1974 Broadway, New York City.

HOME AND COMMUNITY DEPARTMENT, American Farm Bureau Federation, at its last meeting, adopted the following resolution:

Whereas there is need for better educational facilities among rural people, we here-

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by indorse the county library plan of making books available to rural people.

SUGGESTIONS FOR TEACHERS—John C. Hammer, superintendent of schools, Newport, Tenn., and a life member of the National Education Association, sends the following suggestions for teachers:

Be explicit in all your directions.

Make your lesson assignments clear, leaving no doubt in the minds of the pupils as to what is expected of them.

Prepare lessons daily.

Do not nag.

Secure the attention of the pupils before attempting to teach.

Be gentle but positive at all times.

Do not require pupils to write words, themes, or recite stanzas of poetry as punishment. It creates a dislike for the subject.

Become acquainted with the home environment of your pupils.

Acquaint yourself with the physical defects of your pupils.

Think of your profession as second to none. Truly no class of people have greater opportunities for real service.

Do not expect sympathy because of your profession. You chose it.

OXFORD VACATION COURSE—American women teachers are to be offered another summer vacation course by the Women's Colleges at Oxford in July, 1928. This year's subject will be "England in the Nineteenth Century: 1815-1900." Each morning there will be two lectures, short series having been arranged on literary, historical, political, economic, and scientific topics. In addition there will be other general lectures on important current subjects. Enrolment will be limited to 350. Inquiries should be addressed to Esther Caukin, secretary to the Committee on International Relations, American Association of University Women, 1634 I Street N. W., Washington, D. C.

NATIONAL ORATORICAL CONTEST on Outlaw-War Treaties for American young people is being conducted until World Goodwill Day, May 18, 1928. Information may be had from Arthur C. Watkins, 532 Seventeenth Street N. W., Washington, D. C.

NEW ENGLAND EASTERN Arts Convention will be held in Hartford, Conn., April 18-21, 1928. Information may be had from William H. Corbin, Hartford Chamber of Commerce.

AMERICAN FOREST WEEK will be observed April 22-28, 1928, which will be

(Continued on page A-58)



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(Continued from page A-57)

the sixth national observance of the week. Information may be had from American Forest Week Committee, Lenox Building, Washington, D. C.

THE HOSPITALITY of Seattle left an abiding impression on all who were privileged to attend that great meeting. One of those who did most to make the Seattle meeting a success was Charles B. Potter, principal of the Rainier Elementary School, Seattle, Washington. His many friends throughout the country will feel a sense of personal loss in his sudden death on January 9, 1928.

ENROLMENT in public junior colleges has more than doubled during the last five years, according to L. V. Koos, who has been doing research in this field for some time.

SAID THEODORE ROOSEVELT, in a speech in Carnegie Hall, March 20, 1912: "The leader for the time being, whoever he may be, is but an instrument, to be used until broken, and then to be cast aside; and if he is worth his salt, he will care no more when he is broken than a soldier cares when he is sent where his life is forfeit, in order that the victory may be won. In the long fight for righteousness, the watchword for all is to spend and be spent. It is of little matter whether any one man fails or succeeds; but the cause shall not fail, for it is the cause of mankind. We here in America hold in our hands the hope of the world, the fate of the coming years; and the shame and disgrace will be ours if in our eyes the light of high resolve is dimmed, if we trail in the dust the golden hopes of men."

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