

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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Life Membership to Mrs. Lindbergh

THE SCENE in Mechanics Hall on March 1 when Mrs. Lindbergh received life membership in the National Education Association will long remain as an inspiring memory to the thousands privileged to be present. One of the Boston papers remarked that it was the greatest show that had ever been to Boston and Boston people could not attend. Indeed not all members of the Association itself could be accommodated with the 6500 tickets available—the maximum number which the police of Boston could allow to be distributed. The interest in Mrs. Lindbergh and her son which had been gathering force during the week reached its climax on Thursday night when the streets about Mechanics Hall became so crowded as to require the attention of four hundred policemen detailed to maintain order and direct the traffic.

When the doors were opened at 6:15, the waiting crowds dashed down the aisles and quickly filled the hall. By 8:00 o'clock every seat in the house and every chair on the stage was filled. The Boston Public School Symphony Band entertained with a concert. The Glee Club of the Massachusetts Institute of Technology gave a delightful program. At 8:15 Mrs. Lindbergh and her party, who had been dining at the home of



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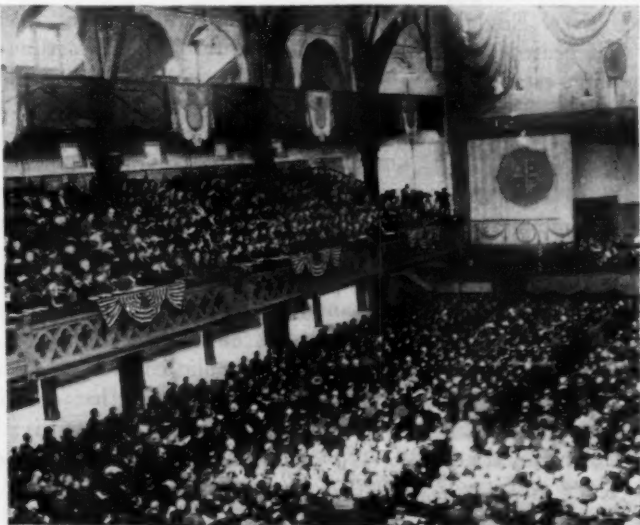
THIS PHOTO shows the life membership medal presented to Mrs. Lindbergh. In the foreground is a log schoolhouse against a background of trees and the National Capitol. On the reverse side are the words, "Evangeline L. L. Lindbergh, March 1, 1928." The photos below show Mrs. Lindbergh addressing the audience in Mechanics Hall. On the platform with her are Colonel Lindbergh, President Gwinn, Governor Fuller, past officers of the National Education Association, and others.

Governor Fuller, reached the hall. The crowd rose as the eminent guests came upon the platform. Its greeting was prolonged and sincere. Clearly the audience wished to hear from Colonel Lindbergh. Doctor Gwinn presented him as the modern Lochinvar. Colonel Lindbergh quietly faced the crowd and waited for the applause and cheers to subside. He spoke without notes and without gesture, talking slowly but effectively. His brief speech follows:

We in the aircraft industry believe that the coming generation will be greatly affected by aviation. People today are learning to fly. Those of tomorrow will grow up with flying as we have with the automobile. Our aircraft today are entirely practical. They can be operated at a profit on commercial air lines. They are being used even today, we may say extensively, for private transportation. Tomorrow, figuratively speaking, the airplane probably will have the same effect on the living conditions and upon the city and country that the auto has had.

It is entirely possible that in a few years the suburbs of our cities will be greatly extended by the use of the airplane. With flying fields situated close to the business districts, there is no more reason why the business man cannot live 100 or 200 miles from his work than there is for him to live less than twenty miles from his office as is the case today in so many instances.

Aviation will affect practically all of the subjects now taught in our schools. It will



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affect languages inasmuch as it will bring foreign countries more closely together. It will affect science through the new conditions encountered and the mediums through which people will travel and through the new instruments brought into use. For instance our weather forecasting will undoubtedly be improved through the coming of aviation. It will be necessary to forecast more accurately for aeronautics than it is today for agriculture. It will be necessary for the man who flies, and most of us will fly in the future, to know more of the atmospheric conditions than it is now necessary to know.

As I have said, our plans have developed to a high point of perfection now. Yet with the existing information we can foresee a much greater development in the next few years. We can now fly through practically any conditions with the exception of sleet. Ten or fifteen years ago we were held down by rain, storm, or night and by fog. Today we can fly through all these conditions although we cannot land in a dense fog. We must be able to see ground in order to land safely.

Rapid as the development has been in the last decade we expect that there should be still more rapid development in the years to come. Consequently I believe that it is essential to incorporate in our school systems elementary aeronautics. It is not necessary to teach aeronautics in detail. But everyone even today should have a general idea of this subject in order to be able to understand the newspapers. And tomorrow there will be a great deal more concerning this new means of travel than there has been in the past.

Before closing I want to thank you all for the attention you have given me tonight and I hope you will see fit to incorporate in the schools of this country subjects, elementary subjects at least, on aeronautics. I thank you.

W. F. Durand, member of the National Advisory Council for Aeronautics, Stanford University, California, then talked on Aeronautic Education. William P. MacCracken, Assistant Secretary for Aeronautics, Department of Commerce, Washington, D. C., spoke on Education in the Development of Aeronautics. Then came the grand climax of the meeting and the convention. The great audience, in fact all America, had followed Mrs. Lindbergh from her schoolroom in Detroit, through her airplane journey to Boston, and during the full week of receptions, luncheons, and dinners. It was evidence of appreciation of a great mother and a beloved teacher. President Gwinn called upon Superintendent Cody of Detroit to present Mrs. Lindbergh. Then as the audience rose President Gwinn on behalf of the Department of Superintendence placed around Mrs. Lindbergh's neck the chain that held the life membership emblem, explaining that he did so as a tribute to her as the mother of the world's greatest flier and

the teacher who by her modesty and devotion to duty reflected credit on the world's greatest profession. Mrs. Lindbergh's brief response follows:

There are only two words with which to express gratitude—thanks and appreciation. I say them both to you sincerely. I should like to here pay tribute to two of our great living teachers—Calvin Coolidge and Myron T. Herrick. These men teach the doctrine of emancipation—emancipation from useless selfservice, and education to useful service and appreciation and consideration and love for our fellow-workers. I thank you sincerely.

President Gwinn then tapped the gavel made from wood removed from the historic frigate "Old Ironsides," and declared the meeting of the Department of Superintendence adjourned.

BUBBLING UP—Its landscape dotted with venerable academic foundations, New England has supposed it knew the fountain springs of education. It was quite natural for people hereabouts to think that education only got its start when some group of "divines" founded a college to teach missionaries for the Indians, or when an old-time merchant devoted part of his worldly wealth to building an academy for the youth of his neighborhood. Such institutions—and very splendid places most of them are—have been donations and have been carried on by gifts. They have grown into the lives of the people, gaining the respect and affection of thousands of alumni and of thousands more who have been impressed with the character and achievement of graduates.

As emigrants from New England scattered through the west, they carried with them their educational ideals. Often their descendants for several generations have returned to New England schools and colleges. Repeatedly institutions of higher learning, established in other states, were patterned after foundations here.

It is not strange that the educational stream has been supposed to flow from sources only to be found among those whom the world, from its point of view, calls "fortunate." The general notion has been that learning, beyond elementary stages, must wait the pleasure of a high-minded, benevolent millionaire, who founds or adds to a college.

This week Boston has come to realize that the stream of knowledge sometimes bubbles right up out of the soil, and that it may be cherished by communities, which give it expression in public in-

stitutions with wide points of difference from the eastern ideal.

It is something of a shock for easterners to realize that the western school superintendents, so prominent in convention here, feel independence of institutions accepted as authoritative in this part of the country. Yet so it is. And, if one will bend his mind to receive a new point of view, he may find his outlook widened.

The most fascinating thing about the convention has been the fact that it is due to a desire for culture that has bubbled up rather than trickled down. There has been a strange, almost grim, earnestness about the meetings. Here are a multitude of men and women concerned with the technic of their profession. The less serious among them are in very small proportion.

The overwhelming majority are not even bent on seeing the sights. They are on the quest of improved methods of anything and everything that will better qualify them to minister to the minds of those who would be informed on matters intellectual, and who would be prepared for the future.

These school people are bent on educating their own communities—and not merely for the workaday world. They have a view of the prospect in America more optimistic than that of the banker who used to say, "Anyone who is a bear on the future of the United States will go broke."

They have observed an increase of leisure given by the economic process. They wish to make people ready to use spare time wisely and well.

The structure they are building is like nothing else on earth. That is why it draws criticism from many who have elder plans fixed in mind. Because of great natural advantages and because the wheel in international fortune has turned our way, we have a population that, even in moments of economic depression, enjoys a prosperity never known before in a complex civilization.

The public school system has sensed this fact. It is struggling to give answers to the query, what will people do when they are not required to toil as incessantly as their ancestors?

The leaders of this system, every one of them under public control, are working for all the rest of us, that our lives may be enriched through the cultivation of mind and spirit. Through them, America is making ready for its future.—UNCLE DUDLEY.—*Editorial in the Boston Globe, March 1, 1928.*

Democracy in Education

W. H. P. FAUNCE

President, Brown University

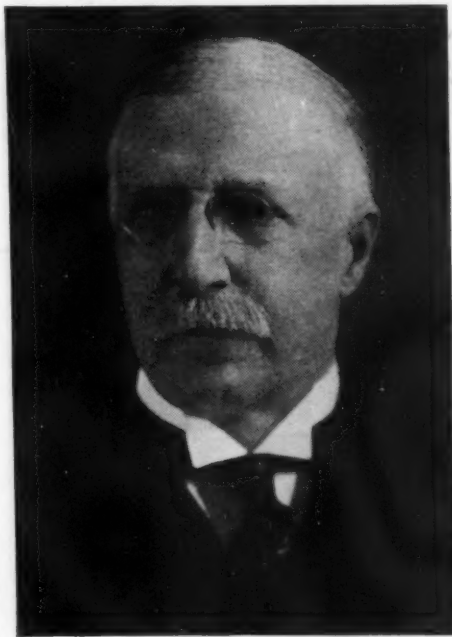
AMERICA, we commonly say, means democracy. But what is democracy? We rejoice that the World War abolished a goodly number of kings. The pomp and circumstance of royalty has become unpopular throughout the world. But in getting rid of kingship we may come under the domination of something worse. What is this democracy which seems to be in the ascendant in nearly all the leading nations of the twentieth century?

If I wanted to show any young man or woman today the meaning of democracy, I would ask him or her to read first of all Lincoln's Gettysburg Address and then Emerson's Boston Hymn. Those two historic utterances have crystallized the experience of three centuries on this continent.

Democracy, then, is freedom—not identity or similarity. Democracy does not mean levelling down, or levelling up, or any kind of levelling or standardizing process. It does not mean that one man is as good as another, but that all men are good enough to help in finding out who the best ones are. A public school which produces in the course of ten years a few potential leaders of the state or the nation is far more democratic than one which merely enables thousands to read and write and cipher and to live respectable but stupid lives. Boys and girls are no more alike in their ability to devise, administer, and create than they are in the color of their eyes and hair. When all men grow six feet tall all may develop the same brain power and the same heart power. "Unto one He gave five talents, to another two, to another one." Some of the timber that is floated down from the forests of northern Maine to the sea is made into the masts of seagoing vessels, some into chairs and tables, and some into toothpicks. You cannot make seaworthy masts out of toothpick timber.

When Mr. Ford makes an auto, all the parts are interchangeable; when Nature grows a flower, no parts can be interchanged; and when we grow men and women no two are alike or ever will be alike through all the ages. We do not mould human beings as we make silver forks and spoons by a heavy weight descending on the child and

stamping child nature into some desired pattern. The children that give us the most trouble may be precisely those most



WILLIAM H. P. FAUNCE comes from New England theological stock and is himself a Doctor of Divinity and a distinguished scholar and writer. All who heard him at Boston were delighted with his refreshing statement of the ideals of American educational workers.

worth educating. It is the top and the bottom of the class that are the most interesting and challenging portion of the school, precisely because those pupils decline to conform!

So democracy should not mean mediocrity. European lands have always distrusted America as the land where excellence is unpopular, and now America is happily beginning to perceive and criticize its own surrender to the fatal average. Our magazines are filled with selfcriticism and our fiction shows us that a civilization which exalts a Babbitt or an Elmer Gantry has yet much to learn. The majority may easily become the mob, and the saving remnant be engulfed. In a republic there is constant danger that the least sensitive and delicate minds will dominate the situation and impose their standards on their superiors in discernment and character.

In the moving picture industry we have one of the greatest instruments for

the possible education of the people ever devised. It may be so used as to bring all the famous cities of the world, all the historic shrines, all the inventive processes, all the leading personalities and events of our time before the eyes of the humblest worker in a New England factory or Colorado mining camp. And that agency of democracy has fallen largely into the hands of shrewd, unscrupulous managers who fear not God nor regard man. It has become in many quarters the means of coarsening the fiber, dulling the sensibilities, and weakening the conscience of the young people of America.

Happily another agent of democracy, the revolving disk for reproducing music, has fallen into better hands, and our musical records bring us not only the blare and vulgarity of jazz, but the finest symphonies and the sweetest voices of our generation.

Yet when we have a choice of pictures or records, frequently the spirit of a school or a college is such as to frown on the best and practically exclude it from presentation. In the house of a college fraternity I have seen two or three students who insisted that what they called "high-brow stuff" should not be heard and that only songs suited for the cabaret should be allowed. Recently, speaking at a certain college, I ventured to quote a sonnet of Shakespeare that has been precious to me for many years. At the close of the address as the assembly was dispersing, a shame-faced student showed me a copy of Shakespeare's sonnets which he carried in his inside pocket. He was reading it slyly in moments of leisure, but afraid to show it to his fellow students, who preferred the vulgar periodicals of the day. In that particular college the best was obliged to hide its head. Then democracy becomes hatred of excellence, and that hatred is found today in many schools and clubs and churches in America. The great danger in our schools is that they may be geared to the capacity of the average child, and there is no such creature. They should be geared to the discovery and training of leaders, in the confident conviction that most of our children may lead in something, and that the discovery of the boundless va-

rieties of human ability wrapped up in the most prosaic and unpromising children makes the daily task of the teacher an adventure into the infinite far more alluring than any expedition in hunting and fishing, a true voyage of discovery in realms of gold.

Democracy means, then, an equal chance for unequal minds. Every tree in the forest should have an opportunity for air and sunlight, and every human being is an unknown quantity, an X that should have a chance to become X^{nth} power. Democracy means the transcending of all distinctions of race, creed, occupation, or possession. When a school or college confines its pupils to the children of the rich only, it is forgetting what democracy is. But if it limits its students to the followers of one religious creed, or one racial origin, it is equally unAmerican. The supreme question about any student is not where he came from, but where he is going to, not who his father or mother were but what he, himself, is and may become. When we are, through the educational process, thus discovering and building men and women we need envy no engineer or architect in the world. We may feel as did the French artist, who used to wake in the morning crying: "O what joy!—Another day in which to paint!"

We have a little story that I like to tell in Providence of the New England boyhood of one of our mayors of the city by the name of Patrick J. McCarthy. He was born a few miles from this hall in the city of Cambridge, a barefoot Irish boy, driving the cows each morning before breakfast to pasture. One morning he met a man of precisely opposite birth and training in every possible respect, Professor Charles Eliot Norton of Harvard University, Professor of the Fine Arts, one of the most delicate, one of the most fastidious teachers of his generation in the country. Professor Norton saw the barefoot boy driving the cows and said to him, "Can you read, my boy?"

"Oh, yes, I can read."

"What do you read?"

"Oh, the poorest of the daily papers, and a dime novel," fashionable in that time.

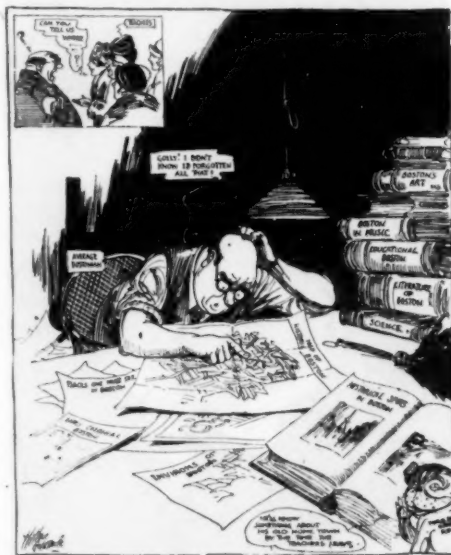
Professor Norton said, "Did you ever read a book called 'Oliver Twist,' by Charles Dickens?"

"No, never heard of it."

"Tomorrow morning I shall be walking this way again and I will bring you

that book and I want you to read it, then come to my house next Saturday and report what is in it."

So the book was loaned, and the boy read diligently all the week, supposing that Mr. Norton did not know what the book contained and really wished to find out. The boy appeared and told the story with vivid, dramatic, Irish fervor, and another book was loaned, and another, then he got the boy into the gram-



Getting an Education

mar school, carried him through the high school, but the family said, "No college for Patrick." Those fads and frills they could not tolerate, but he did go through the law school, became one of the leading lawyers in my city of Providence, was finally elected mayor of the city and served with high honor and efficiency. On the morning of his inauguration as mayor, his first message was a telegram from Charles Eliot Norton of Harvard University saying, "I am glad at last my pleasant little Pat has come into his own."

Ah, that is the story of thousands of Americans, born with practically nothing, but coming into the sphere of the contagious personality of some man of large horizon and strong enthusiasm and rich experience. That is the educational process of thousands who are born low down in the ranks and have climbed to be leaders in the republic.

But if teachers are thus to have educational adventure, if they are to stimulate growth in pupils, they must be growing personalities themselves. Many a school system—unhappy phrase!—has stunted the teachers that it professes to train and has put a premium on acquiescence, con-

formity, and routine. Anything like originality or personal flavor or individual quality has been banished from some of our schools by the iron hand of a system which allows no free play to any man or woman. Yet when the graduates of any school come back for an anniversary or reunion, what do they talk about? Not the buildings, not the curriculum—always about the teacher. What makes a teacher interesting? The fact that something is now happening in the teacher's mind. He went to Europe last summer. He attended an extension course in some university. He climbed a mountain and went through a storm at sea. He has mastered a new author in English literature. He has become all aglow through a new study of the stars.

The world is held back chiefly, not by bad men and women, but by good ones who have stopped growing. The most discouraging place I have ever visited was a certain normal school, where everything was arranged to repress personality and exalt system, and where teachers were sent out annually who were icily regular, splendidly null. Such a school often exhibits to the casual visitor a long row of apathetic faces immune to intellectual enthusiasm. If a teacher loves English poetry, or history, or chemistry, with unflagging appreciation, he will make her pupils love it by a happy contagion—even though he be ignorant of all the school laws of Massachusetts!

The teacher is, then, the agent of the state in preserving itself and creating its own future. Education is not a charity, it is a part of the national defense. Fewer submarines and more high schools constitute the best program for defending America. The most useful studies are not those dealing with bread and butter, but those removing from the mind of youth its prejudices, its distorted views of other nations, its racial and religious hatreds.

The true teacher has to deal not only with facts, but with values. Modern science, to which we owe so much, which has virtually created our present civilization, is necessarily silent concerning values. It can tell us how to construct an automobile, but not how to use it or in what direction to travel. The purpose and the goal of life, the aims and ideals of a democratic world—to explain these and make them alluring through the educational process—that is the adventurous calling and the indispensable function of the teachers of America.

Growth Through Mental Hygiene

WILLIAM H. BURNHAM

Professor of Pedagogy and School Hygiene, Clark University, Worcester, Massachusetts

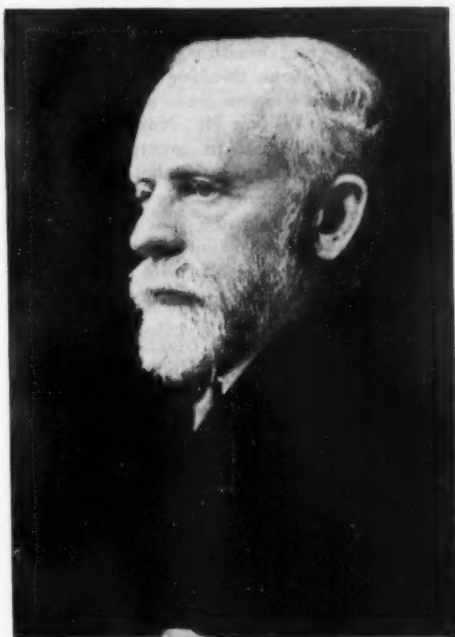
THE CITY of Cleveland, which has long stood in the front rank in practical school hygiene, now has definite training for its teachers in applying the gospel of mental health. In this it emphasizes fourteen points, some of which relate to the following: emotional selfcontrol, ability to endure criticism, slights, and abuse, that is, lack of the extreme sensitiveness characteristic of the professional teacher; the ability to use one's senses, to see, hear, taste, and smell; putting aside unhealthy images and ideas; still further, increased accuracy of thinking and control of attention; learning to sit, stand, and move in a natural way, and, on the other hand, learning to relax; the practise of facing difficulties, doing something difficult of achievement; the habit of not taking one's tasks too seriously; the cultivation of normal relations with other persons and of a wholesome philosophy of life; making sure of what one wants to accomplish today, tomorrow, next month, and in ten years; and finally, as I understand it, of trying to do today's work better than yesterday's.

Such actual training in the practise of mental hygiene by teachers can not fail to give the teacher a better understanding of youth as well as a better application of the gospel of mental health in his own life.

The contributions of mental hygiene to education are many. Perhaps the greatest of these is that which comes indirectly from its contribution to the training and mental regimen of teachers. For the mental growth of teachers new stimuli and new points of view are always necessary. Inevitably we are handicapped by many limitations—the routine and monotony of our work, the force of custom, the educational machine, the demands of marking, grading, promotion, official rules, and most of all, perhaps, the conventional habits of our own thinking.

Mental hygiene aids the teacher by vitalizing the old essential truths of a commonsense pedagogy that today seem to have lost their freshness and vitality. In a word, teachers need this new point of view in order to see the real significance of the old truths of education itself.

THE JOURNAL of the National Education Association emphasizes the importance of growth. The ways in which



WILLIAM H. BURNHAM is the author of "The Normal Mind." Clark University, where he spent most of his teaching career, is associated with G. Stanley Hall and his monumental work on "Adolescence."

mental hygiene contributes to the spiritual growth of the teacher are many. They are suggested by the beginning already made at Cleveland and elsewhere in the training of teachers in relation to their own mental health.

In the first place the fundamental conception of mental health as a normal integrated personality is of supreme importance. Since the teacher's function is the sacred one of guiding and training human personalities, it is, of course, essential that the individual teacher should develop a wholesome personality. The way this may be done involves the whole body of modern doctrine in regard to the mental health. But fortunately the prime means for developing an integrated personality applicable to everyone, is coordinated purposive activity in the doing of worthwhile tasks. This is illustrated in the emphasis mental hygiene puts on the need and value of a significant task for every child, and the importance in later life of the integration of the personality at a higher level

which comes from devotion to some great task, as illustrated by the great leaders in the world's work everywhere and especially in the lives of the world's great teachers. Mental hygiene contributes to the growth of the teacher's personality in three ways: first, by its direct contribution to the mental health of the individual teacher; second, by giving a new and stimulating point of view; third, by presenting a higher and stimulating ideal for the teacher's calling. All three of these are really concerned with the mental health of the teacher in the highest sense.

Mental hygiene gives aid of prime importance to the health of the individual teacher. It helps him to see the conditions that threaten his own mental health. It helps him to develop a mental attitude of serenity and the ability to ignore the slights and petty difficulties of the schoolroom.

Teachers as a group are among the most conscientious people in the world. Their aim is perfection and anything short of perfection in themselves or in their pupils is apt to be keenly felt on account of their sensitiveness. They are likely to do a vast deal of worrying. As President Hyde long ago pointed out, many teachers do their work three times over; in the first place in dread and anxiety in preparing for their class work; second, in their actual work of teaching; and third, in thinking it over afterward and regretting that it had not been done differently and better. This tendency to worry is wellknown. If it does not concern their work, it is apt to concern their relations to teachers and officials above them, to the conditions of their work, to the matters of discipline in their own classroom, or to the performance of their pupils.

Uneasy lie the heads of all that rule,
His most of all whose kingdom is a school.

Mental hygiene not only helps the teacher to avoid worry, but more important than this, is the aid it gives in showing the pitfalls that threaten one's own character as a teacher and an integrated personality. It reveals to the teacher the survivals of childish attitudes, envy, jealousy, exaggerated sensitiveness, and all the other childish atti-

tudes that arise from an undue development of the ego complex.

As special illustration of this and the way as teachers we are apt to fool ourselves should be mentioned the artificial ways in which we are apt to react to disintegrating conditions and the commonplace difficulties of the schoolroom. In other words, the defense mechanisms to which the teacher resorts in protecting the dear ego, as Stekel calls it, are many, as every teacher of wide experience knows.

Mental hygiene gives a new point of view. The significance of the new doctrine of mental health, as representing a new point of view in education, has promise of development of the utmost importance. In a recent book *Holism and Evolution*, General Smuts has called attention to the importance of certain great epoch-making points of view in science. Such was the Copernican view of astronomy, such the doctrine of evolution as taught by Darwin, such in recent years the new point of view of general relativity contributed by Einstein. Since mental hygiene deals with the wholeness and healthfulness of the greatest thing in the world—the human mind—the new point of view that puts in clear perspective the significance of healthy mindedness is likely, when generally understood, to rank with these other great points of view in general science.

The importance of this new point of view for the teacher lies not merely in the fact that this represents a means of seeing important practical problems clearly in relation to the significant facts of development and education; but it represents a new philosophy of life for the individual teacher, enabling one who gains this point of view to see the facts of education in right perspective and to hold the great things of life at their true value, to discard and neglect the trivial things which tend to fritter away the teacher's time, waste his energy, and worst of all, develop those habits of pedantry which so enslave the conventional teacher that the higher goods of life are unrealized and unseen.

Mental hygiene not only makes this supreme contribution and gives its aid in a multitude of ways to the preservation and development of the teacher's own mental health, but it also makes clear the mental attitudes that should make up his professional character—the foundation of the teacher's own philosophy of education, if you please. This, it makes clear, should include at least the

following essentials, as stated in Burnham's *Great Teachers and Mental Health*:

First, the attitude of the learner, which should include the scientific attitude, and the fundamental attitude for the mental health of the individual, that of facing reality; second, the attitude of the artist, so that the

conditions; seventh, the attitude of the mental hygienist, which always aims at preventing mental disorder and at the development of habits of mental health; and eighth, finally, the attitude of cooperation in the social groups of which one is a member.

Mental hygiene contributes to the growth of the teacher's character by the very ideal of a wholesome personality itself. To direct and guide in the development of human personalities is a transcendent function. Still further, mental hygiene presents the ideal of a normal social group as an integrated group, one where each individual has the opportunity for initiative and where the leader does not dominate the group but merely integrates the different abilities of the members of the group for a common purpose. Each school represents the state in miniature and the ideal of an integrated social group as the aim of mental hygiene should be the teacher's ideal. Every school should aim to give democratic training in such normal social groups. This represents the higher form of the democratic ideal in education; and actual training in such groups is the only way to give the necessary preparation for the duties of citizenship in a democracy. Thus mental hygiene shows the supreme importance of the teacher's function—a task that appeals to the highest ability and suitable to produce an integrated personality in the individual teacher.

Hence it comes to pass that for the teaching profession today and for the individual teacher alike no subject is so important as that of mental hygiene, and no preparation for the teacher's work equals the training in the principles of a sound scientific mental regimen. This, as pointed out, has its threefold value for the development of the teacher's personality: first, by its aid to the individual teacher in the care of his own mental health and in the ability to rise above the emotional handicaps, inhibitions, and enslaving habits which have survived from an older conception and an older condition of the teacher's calling; second, by its new point of view enabling the teacher to see the real value of the essential doctrines of education; third, by its higher and stimulating ideal for the teacher's calling.

THERE IS nothing in the world so silly as anybody who thinks that this country will for a minute bow to the dictates of people who think our schools are costing too much. We have only just begun to buy education.—Editor A. E. Winship.

Books on Mental Hygiene

- Burnham, William H. *Great teachers and mental health*. The characteristics of sane thinking as shown in the lives of some great teachers.
- Burnham, William H. *Normal mind; an introduction to mental hygiene and the hygiene of school instruction*. Represents the results of matured observation.
- Healy, William. *Mental conflicts and misconduct*. Deals with the part that mental conflict plays in delinquency.
- La Rue, Daniel W. *Mental hygiene*. Simple, general textbook.
- Miller, H. Crichton. *New psychology and the teacher*. Clear, healthy, and full of valuable information on child psychology.
- Morgan, John J. B. *Psychology of the unadjusted school child*. Simple exposition of the facts and principles of abnormal psychology.
- O'Shea, Michael V., ed. *The child; his nature and his needs*. Survey of presentday knowledge concerning child nature.
- Sayles, Mary B. *Problem child in school*. Narratives from case records of visiting teachers.
- Sayles, Mary B. *Three problem children*. Three detailed case studies, showing diagnosis and method of treatment.
- Wallin, John E. W. *Mental health of the school child*. A reference book concerning what is being done for the diagnosis and treatment of mental deficiency in children.
- White, William A. *Mental hygiene of childhood*. Of great value for those who have to do with children who may yet be saved from failure.
- Wile, Ira S. *Challenge of childhood; studies in personality and behavior*.
- Williams, Frankwood E., and others. *Social aspects of mental hygiene*. Essays on various phases by experts.
- [Prepared by Cleveland Public Library]

teacher will find his work worthwhile for its own sake; third, the attitude of the special student of childhood, so that one may get the child's point of view and have prevision for the meaning of the child's behavior; fourth, the attitude of the scholar, in order to give a cultural background; fifth, the attitude of the trainer rather than that of the mere instructor; sixth, the experimental attitude, which looks upon educational problems as open questions and is ready, as far as possible, to study them under controlled

Physical Education as a Career

JAY B. NASH

Professor of Physical Education, New York University

PHYSICAL EDUCATION is one of the administrative divisions of education. It is a profession, based upon the foundation laboratory sciences of biology, chemistry, physiology, and anatomy, and also the sciences of hygiene, psychology, and sociology.

To get a conception of physical education as it is now understood, it is necessary to visualize the program of physical education activities. This program is best represented by that great range of activities characteristic of the playground, the swimming pool, the gymnasium, the club, the camp, and various kinds of vigorous play and recreation.

This program of physical education must be contrasted sharply with the artificial programs of "physical training" and "physical culture" which have for many years been parading under the banner of physical education. The old physical training had as its core a remnant of military training with formal activities or drills. These have dwindled in importance in the physical education program till they occupy a negligible place because it has been proved that they have little or no value.

Even the gymnasium floor is looked upon by the best thinkers as a bad-weather institution to be used when weather forbids the use of outdoor space or when there is no outdoor space to use.

Many of the best types of physical education activities, namely, the playground activities, have been conducted outside of the school organization, because of the unwillingness of schoolmen through traditional attitude to incorporate them in the school curriculum.

These activities are gradually being brought back under the administrative control of the school because they are of primary importance in connection with education. Already various schools are conducting year-round programs in connection with their playgrounds, swimming pools, and gymnasiums. Other schools have adopted certain phases of the boy and girl club program, or have organized evening activities for industrial workers in cooperation with other community institutions.

Because an activity is "physical" by

no means indicates that it is not at the same time mental. In fact there is ample evidence to show that play activities indicate a definite mental hunger.

Suggestive Four Year Course

General

English Composition	4
English Literature	4
Biology	8
History (American)	4
Government	4
Public Speaking	4
Hygiene	6
Chemistry	8
Anatomy	8
Physiology	8

Education Group

Educational psychology	4
History of education	4
Educational sociology	4

Physical Education Group

Principles of physical education.....	4
Nature and function of play	2
General kinesiology	2
Physiology of exercise.....	2
Adaptation of corrective exercises.....	2
The physical examination	2
Physical efficiency and achievement tests	2
Principles of teaching.....	2
Methods of teaching physical training in elementary schools.....	2
Methods of teaching physical training in junior and senior high schools	2
Observation and practise teaching.....	4
Special methods: Technic of teaching activities	10
Personal technic in activities.....	10
Administration of physical education	2
Electives	10
Total	128

This hunger for activities is powerful. The activities which are satisfying to the child and which assist him to adjust himself are the natural play activities.

Physical education is not interested primarily in "exercise" in the adult sense. While physical education activities involve exercise as the word is used by adults, "exercise" is by no means the important objective of the activities.

We are coming to recognize that all educational values flow out of activity. This is more than the simple philosophy of learning by doing as there is no learning except as it is a product of activity.

The vigorous big muscle activities are responsible for fundamental phases of development which are fourfold:

1. *The development of organic power*—Organic power is probably best illustrated in what we call *endurance* or *vitality*. It means simply the power to expend great energy and to withstand fatigue. This organic power is today tremendously needed. More and more there is a strain upon the nervous system. There is the hurry and worry of business life. If men are to stand up under this strain, there must be built up through big muscle activity during childhood and youth great organic capacity.

2. *Menti-motor development*—In play activities menti-motor power is developed. This means that the latent powers in the neuro-muscular mechanism called strength and skill are developed; and that millions of nerve cells are brought into functional activity under the control of the will. This power is greatly needed today in connection with the varied and highly mechanical life that we live. Quick responses learned on the athletic field or in simpler games may save a life in the crowded traffic or prevent accidents in our modern factories.

3. *Development of the impulses*—In the games of childhood and youth the most powerful impulse tendencies of human nature are exercised. Character traits are developed. In the stress of the game, the temptation is particularly strong to be unsportsmanlike and violate the rules for the sake of winning. Probably the most effective instance where the child distinguishes right from wrong is when other children point a finger at him and say, "You didn't play fair." Physical education activities offer a tremendous range of opportunities for guiding the development of the impulses in an approved direction.

4. *Development of judgments*—In no phase of education is it necessary to think situations and to will coordinations so rapidly as in physical education. Judgment is necessary. Action must be instantaneous. A slight error in judgment is fatal to the individual and to his team. The entire being of the player is set upon making a good showing for his team-mates. He thinks because thinking is imperative in play in order to do his best.

The play activities are vital to the life of the child. The child wants to do

them. The youth enters into the game of baseball, or the small child into his tag game, because of a want, a drive, a hunger which is impelling. Only when there is such an impelling hunger is it possible to establish standards and regulations in regard to conduct.

One of the standards in behavior which we can build upon the driving interest in play is the *health* standard. Children are only slightly interested in the promise of future values in health or in the fear of future pain. Their most vital interest is the joy of living today. They want to do things. Upon these desires to do and achieve we can build standards of physical fitness which are selfimpelling. Boys will keep fit when they realize that by doing so they can accomplish what they most desire to do.

Upon the behavior tendencies in the game we can also build *citizenship* standards. Boys want to play—the play is social and requires a social give and take. Therefore, in the game we can by proper leadership establish social standards of behavior. The ability to cooperate, to play fair, to be loyal to one's team-mates, to be courteous to one's opponents are all standards of behavior which can be built in the social relationship of the game and made selfimpelling by the "want" of the boy.

While these standards of health and citizenship are possibilities, they are possibilities only under proper *leadership*. The power that is resident in the leader of boys in physical education activities might be likened to a charge of TNT. This charge might be placed under a great building and be exploded with a loss of thousands of lives or it might be used to blast the Panama Canal, according to the objectives of the man who touches off the fuse. That is the place of leadership.

Leadership becomes the supreme problem in physical education as in all phases of education. Upon trained leadership rests the future service of all physical education. No other teacher in the school and no other member of the community, not excepting the father, stands so close to the boy as does the director of physical education who organizes a play program. The group of boys with whom a boy plays and the physical director, when he is a play leader of these boys, exercise the most powerful influence in a boy's life. This is especially so during adolescence. As is the group—so is the boy. As is the leader—so is the group.

As noted above, this powerful activity

drive, second only to the drive of hunger, is non-selective. It may be expressed in rowdiness, tormenting of the fruit vender, breaking of windows, just as readily as it may be expressed in the playing of wholesome games. The task of the leader is the guiding of boys in the selection of wholesome activities.

No teacher in the public schools should be more carefully chosen than the physical director. The fact that a man has played on some varsity team may be a guarantee that he is skilled to participate in activities, but it is no guarantee that he possesses the standards to lead boys.

In selecting a physical director to conduct a program of play activities, the following standards should be kept in mind:

Personal skill—The individual must have or be capable of learning the necessary skills involved in the playing and the teaching of games and the other phases of physical education activities.

Personal character and leadership qualities—The director of physical education should have high personal qualities. He should be able to see beyond immediate objectives of all education the remote objectives of all education and life. He should be able to lead the boy to social adjustment through activities.

Intellectual power—The individual should possess an A-1 intellect—capable of developing capacity to think clearly.

There are many *opportunities* in the profession of physical education. There are many applicants to fill the small positions and practically none for the positions of great responsibility. The actual number of men in physical education has increased fully twenty-five fold in the last ten years—a growth unprecedented in public education. This growth has been in all fields—teaching, supervision, and administration.

The firing line of physical education is the teaching position in the public school. A man in this place holds the most strategic position in public education.

In the field of supervision there is a constant demand for men to work in the educational systems of our big cities and in our country communities. These men must know the learning process upon two levels, the teacher's and the pupil's. They must be professional leaders.

There are many positions open today in the field of administration. With hundreds of men in our profession in larger cities, administration is becoming a gigantic task. Physical education plants must be built, land acquired, playgrounds laid out, program of activities

planned, activities adapted to age levels, examinations given to determine organic capacity, teacher training courses arranged, standards of attainment set—all of this must be guided by the administrator of physical education. These administrative positions are open not only in connection with the cities but they are also open in connection with many of our county and state departments of education.

There is a growing demand in cities that the position of superintendent of recreation and the director of physical education be combined under the direction of one man. This combination means a department which functions three hundred sixty-five days of the year. It will conduct activities during all of the daylight hours on the playground and in many instances during the evening in the community center.

A training in physical education prepares one for recreation leadership in connection with playgrounds, recreation centers, summer camps, church, social and community centers, settlements, boys' and girls' clubs. Many such positions are unfilled today because of the lack of trained leaders.

What type of training will develop leadership in physical education? Can it be acquired in a four-year undergraduate course? Are there opportunities for graduate work? All of these are questions which should naturally be asked by the prospective physical director.

The four-year course outlined on page 103 will equip the physical director to handle any of the types of physical education activities. To be an effective leader he must possess also the personal qualities.

If the physical director expects to qualify for positions of large responsibility, it will be necessary to acquire training to carry on the full function of the physical director. Men must acquire this advanced training if they expect to become administrators in large cities, counties, or states; supervisors in city or county systems; directors in institutions for the defective; superintendents of playground and recreational systems and directors of professional training and teacher training institutions. The call of the day is for trained workers to occupy these big positions at yearly salaries ranging from four to six thousand dollars. Whether physical education is able to recognize what lies within it depends upon whether leaders with scientific training and personal qualifications are forthcoming.

The Twin "Bread and Butter Cities"¹

WHILE THE inexhaustible forests of northern Minnesota were still inexhaustible Paul Bunyan, the logger Munchausen and Yankee Hercules, bossed a lumber camp.

Paul Bunyan invented the logging industry, camp stove story-tellers always said. Each year Paul hitched the legendary Blue Ox Babe, which measured forty-six ax handles and a plug of tobacco across the horns, to the bunk house on skids and pulled a load of loggers to cut and pile and drive a new range of timber.

To feed his loggers and the Blue Ox, Paul sent John Shears to run his farm on the banks of Honey Creek and under the shadow of old Rock Candy Mountain. There two happy but sensitive bees, Bum and Bill, collected enough honey to fill the thirty-five hundred barrels which were required for the loggers' cakes each winter. Boss was the great butter cow; farmer John Shears had only to put salt in her milk, stir it a bit, let it stand awhile, and he would have tubs full of the finest butter in the land.

So runs the legend of Paul Bunyan. It is spun of tall tales saved from an heroic era in Minnesota. With the dwindling of the forests Paul and Babe moved to new timber frontiers. But if Paul could come back to visit his farm acres he would soon find that Hans Hansen, the immigrant from Scandinavia, worked as many marvels with the resources of Minnesota as did the redoubtable John Shears. And the University of Minnesota's dairy department sends a cost accountant to check on Hans.

Hans' prize cow—let us call her Clothilde, for short—and her stall mates are no common cows. Clothilde traces her ancestry back to the dairy queens of Schleswig-Holstein and Friesland. The Blue Ox Babe could pull a bunkhouse. Clothilde can supply two pounds of fresh yellow butter each week to eleven families in Wilmington, Delaware. If Clothilde could give her year's quota of milk in one day every man, woman, and child of Winona, a city of

19,000, could have a pint to drink. Then there would be some left over—enough for the 6000 citizens of Little Falls to toast their Charles Lindbergh with a pint apiece.

Every day Minnesota factories churn enough butter to make seven pats



Hibbard Studio

WHERE THE falls of Minnehaha Flash and gleam among the oak-trees, Laugh and leap into the valley—The Song of Hiawatha.

the size and shape of a standard box car, roof and all, mounted on wheels for delivery in New York, New Orleans, or New Mexico. One solid box car of butter equals 150,000 individual pounds. How many slices from the 26,000,000 loaves of bread, made from the 80,000 barrels of flour which Minneapolis mills per day, could be spread with seven box cars of butter?

Minnesota is the bread and butter state, the outstanding leader in the milling of flour, the paramount churner of butter.

On each of our 48 states each of us is dependent, consciously or unconsciously, for some contribution to our daily existence. On Minnesota we depend consciously. The housewife cannot escape knowing that the flour on the kitchen shelf came from Minneapolis. She is not permitted to forget that she buys butter from the land of lakes.

Who, indeed, can have a pain and not be recommended to the Mayo Clinic at Rochester? Who in the world of sports has not heard of the Minnesota

shift? The radio fans all know Minnesota; some of them hope to see "the land of the sky blue waters."

No child who goes through American public schools fails to read Henry Wadsworth Longfellow's advance publicity on Minnesota in "Hiawatha." The lover of the poem on Indian life may make an excursion to Minneapolis and see with his own eyes the Falls of Minnehaha, and Lake Nokomis, both preserved by the municipal park system within fifty years of the time when Longfellow and Hiawatha made such good use of them.

Who in the world of music has not heard of the St. Olaf choir from the Norwegian college of that name at Northfield? Who in the world of architecture does not know Cass Gilbert's Statehouse at St. Paul? Who does not vision Duluth as a city red with iron ore?

If you are not a housewife, if you are never sick, if you don't like poetry and never attend choral concerts, if you don't care where steel comes from so long as it comes, well then, you have read "Main Street." Sinclair Lewis was a native of Sauk Center. You cannot escape Minnesota!

Minneapolis and St. Paul have themselves out-Bunyaned Paul. Swifter than the attack of Bunyan and his loggers on the Big Woods, has been the rise of the Twin Cities. Alphonse Apollinaire Thomas had his picture in a Minneapolis paper recently because he has seen with his own eyes two houses at the Falls of St. Anthony multiply into a city of homes for 434,000 citizens beside a twin city of homes for 380,000 more citizens. To a Londoner that would be like having Dick Whittington as an oldest inhabitant; to a New Yorker like seeing Petrus Stuyvesant with his wooden leg stumping up Wall Street in the noonday rush.

The late Joseph Pennell, great American etcher, wandered through Minneapolis one day and discovered that the flour mills bulking above the harnessed Falls of St. Anthony were beautiful.

"There is still character in Minneapolis," said Pennell. "It is the character, the grandeur, the beauty of usefulness. It is in the mills. These mills were not built to be imposing, impressive. They are impressive from their needs, their site, their form, their skyline, and

¹ Prepared especially for THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION by the National Geographic Society. Photos are furnished through the courtesy of the Minneapolis Civic and Commerce Association.

the way they have grown above the rushing river, the way they are shrouded in the mists of the morning, the way they loom and grow into a mighty mass when the sun sets behind them.

"There is one place on the river bank," he continued, "where the Pillsbury A mill reposes above the trees, above the rushing, swirling mass, just as the Cathedral of Albi lords it over the Tarn in Southern France. You go 5000 miles to see that. This mill is as fine as the Cathedral of Albi because it is finely placed, sturdily built, and well proportioned."

Pennell must have surprised many Minneapolitans. Recovering, they christened their creation (of which they had not been overproud) the Bread and Butter Skyline. The mills have fixed the character of Minneapolis even as the Parthenon on the Acropolis has dominated Athens. A relation which Minneapolis' Acropolis has to the true Acropolis and St. Paul's Statehouse has to the Roman Forum, helps further to illustrate the marvelous rise of the Twin Cities. Athens lived a thousand years before the Parthenon crowned the Acropolis; Minneapolis this year celebrates her 75th birthday anniversary with her riverside "Parthenons," already built. The Forum Julium of Rome was erected 700 years after Romulus founded the city; Cass Gilbert's Statehouse became the distinguishing landmark of St. Paul a mere hundred years after Zebulon Pike established on the terraces a United States military post.

The idea circulates that Minneapolis and St. Paul are truly Twin Cities; that

they look—or glare—at each other across the bosom of the Mississippi. The fall line of lesser rivers often supports twin cities so why should not the great Mississippi have quadruplet cities at the upper limit of river travel? The quadruplets founded at the Falls of St.



J. F. Westover

THIS is what the airman sees as he flies over Minnesota's great state university.

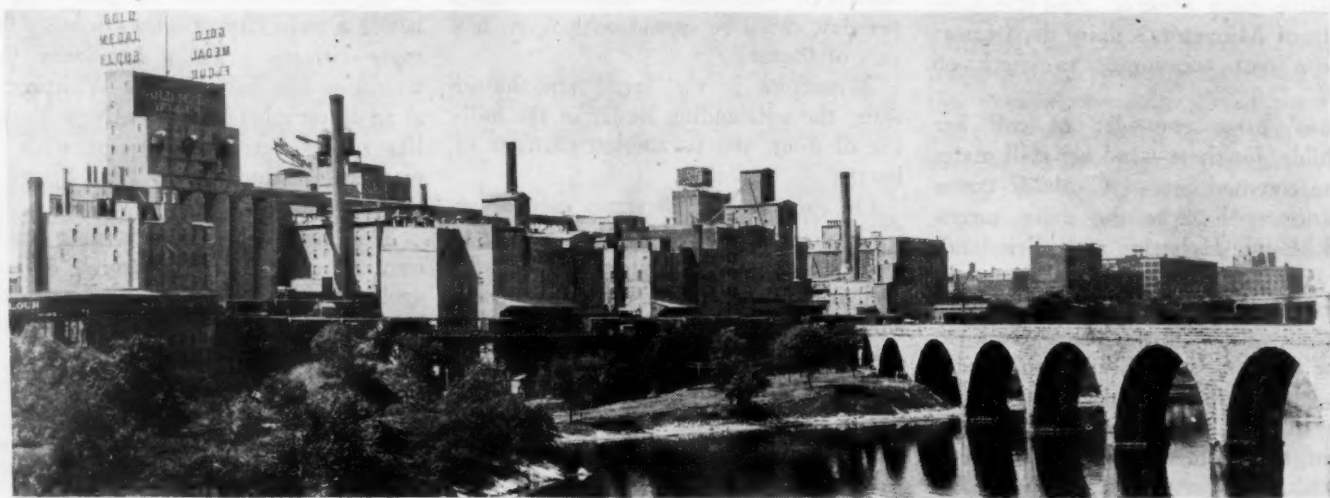
Anthony are: St. Paul, St. Anthony, Minneapolis, and South St. Paul.

The center of St. Paul, on the east bank, is nine miles from the center of Minneapolis farther up the river and on the west bank. A beneficent Nature has put a great bend in the river which prevents Minneapolis from seeing the glares of St. Paul, and vice versa. They com-

municate by Washington Avenue and University Avenue which run in a more or less straight line between the two business centers. If we bisect the line of Washington and University Avenues with an imaginary line, making a huge "X marks the spot," the University of Minnesota lies where the lines cross. St. Anthony occupies the upper right hand corner on the east bank, and South St. Paul the lower left hand corner on the west bank. Put a circle of dots for lakes around the "X" and there you have a thumbnail map of the northwestern metropolis where nearly a million people live.

Strange as it may seem to the newcomer, there are good reasons why these cities which bridges have joined should continue to be separated politically. Like two brothers running a business, they divide duties. St. Paul, the elder, began when the country was young and when the main concern was the transport of manufactured products from the east in exchange for furs. St. Paul prospered mightily when the chief need was for a good river bank where Mississippi packets could land. The younger brother began life as St. Anthony (on the east side of the Falls) manufacturing in a small way. Later, Minneapolis, established on the opposite side, turned to manufacturing in a big way.

Despite squabbles which will arise in the best regulated families, St. Paul, Minneapolis & Company, have continued to be the business representatives of the northwest; St. Paul, the elder, is still in charge of the shipping department; Minneapolis, the younger brother and



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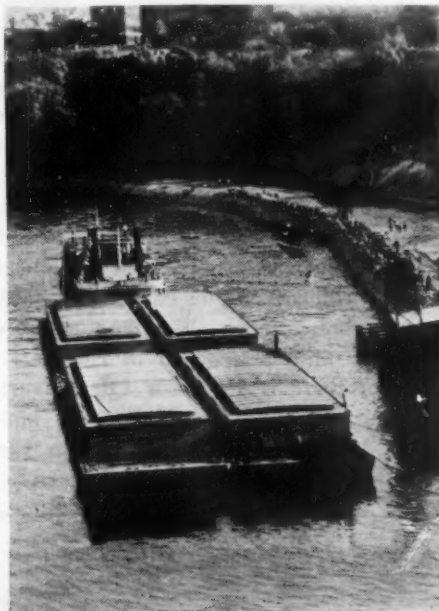
THESE MILLS were not built to be imposing, impressive. They are impressive from their needs, their site, their form, their skyline, and the way they have grown above the rushing river.—Joseph Pennell.

the factory manager grows richer as the northwest's need for goods manufactured locally increases. Their duties are not as well defined as in the past, perhaps. St. Paul, for example, manufactures shoes, while Minneapolis has taken the lead in jobbing. But in the main, railroad yards mark St. Paul, the shipper, while Minneapolis wears her flour mills as a badge of the manufacturer.

Find out what the Twin Cities are like and you will know much about Minnesota, North and South Dakota, Montana, and part of Wisconsin. St. Paul is the capital of Minnesota, but they have had to invent a new name to describe the Twin Cities' trading empire. The hinterland, a professional geographer would call it; Hill Country, a modern biographer calls it, because it fulfills the vision of James J. Hill, who is St. Paul's practical Paul Bunyan, who opened up the northwest with the iron horse instead of an ox, and who staked out 350,000 square miles as the empire of the Twin Cities.

When the world wanted furs from the northwest, St. Paul was a city of fur warehouses; when the prairie states wanted timber Minneapolis set up saw-mills at the Falls of St. Anthony; when immigrants sought land St. Paul built stores to sell them supplies; when the world wanted more flour from the Red River valley, Minneapolis erected her huge mills and elevators; when the northwest discovered it could not live by wheat alone South St. Paul, again chameleonlike, built stockyards to receive hogs, cattle, and sheep and Minneapolis

built butter warehouses; when the northwest wanted banking facilities austere temples of finance rose in Minneapolis; when the second generation in the northwest decided in favor of more education the University of Minnesota became an



Norton and Peel

BARGES CARRY cargoes of wheat and other products to and from Minneapolis, head of Mississippi navigation.

institution serving more than 20,000 students.

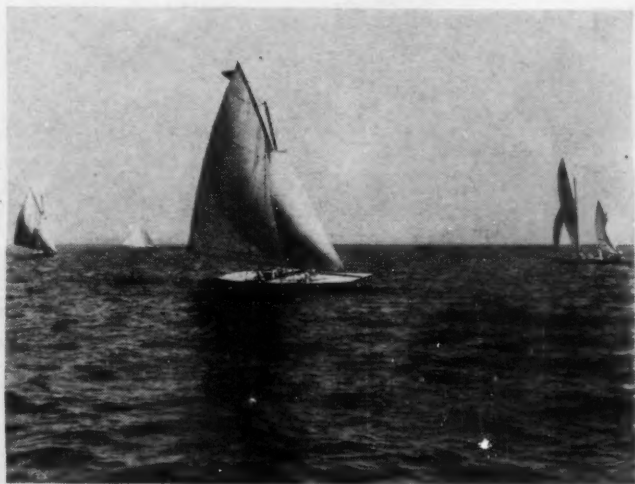
The Scandinavians' settlement of the northwest is the theme of numerous other "best sellers" appearing in the book-stores. It can be safely said that no conquest in North America has been more thoroughly documented, described, fictionized, analyzed, and progressively re-

ported than has the conquest of the Northwest by the Norwegians, the Icelanders, the Swedes, the Finns, and the Danes.

The development of the Twin Cities' empire is written largely in the names of its cities and villages, streams and lakes. The Chippewa is nearly gone but not forgotten. Koochiching, Nokomis, Winona, Wabasha, and Wanamingo and many other names remain. The Chippewa is responsible for all Minnesota's "Minnes," an Indian word for water; Minnehaha, Minnetonka, Minnesota, and half of Minneapolis. Then came the French. Their leaders now are memorialized in Duluth, Hennepin County, Nicollet Avenue, Faribault, and Le Sueur; their own descriptions of the country in Lac qui Parle, Belle-plaine, Grand Marais, Mille Lacs. Trekking into the northwest on the heels of the French traders came staunch New Englanders. Although they seem to have been overlooked by contemporary writers they left ample memorials to their pioneering in such names as Carver, Winthrop, West Concord, Northfield, Cambridge, and Rochester.

Like the Normans in England the Scandinavians have left more names in politics than in places. True, Minnesota had an Oslo before Norway changed the name of her capital, Christiania, back to Oslo. But Lindstrom, Upsala, Ulen, and Halstad are few North Europe names to stand beside Oslo.

Still other nationalities of Europe have contributed to the building of the northwest, a fact revealed by a census made in a school of 330 pupils at New Duluth.



Hibbard Studio



Minneapolis Civic and Commerce Association

WATER SPORTS within city limits are shown on Lake Calhoun at the left. All Minneapolis children are near beautiful swimming places. At the right is Lake Itasca in Itasca State Park, source of the Mississippi River.

This melting pot analyzed: Slovene, 49; Italian, 47; Serbian, 39; American, 37; Polish, 30; Austrian and Swedish, 22 each; Croatian, 20; colored, 9; Finnish, 7; Scotch, 6; Slav (unspecified) 5; German, French, Bohemian, and Jewish, 4 each; Rumanian, Norwegian, and Canadian, 3 each; Scandinavian (unspecified), Lithuanian, Irish, Ukranian, and Greek, 2 each; Russian and English, 1 each.

The articulateness of the Scandinavian northwest in a flood of skillful novels and short stories is astonishing. Far from being a plodding and taciturn type sometimes pictured, the emigrants from Northland have not only brought a fine culture from their fatherland, but have fitted the best they have into the American scheme of things.

One enterprising business woman of Minneapolis has engaged in her designing room Scandinavian women to draw

and embroider in brilliant yarns the figures they learned in the homeland. Thus she creates apparel independent of the fashion rule of Paris, using the folk art of the women whom the novelists put to plowing, baking, and milking.

It is impossible to discuss the Scandinavians in the Northwest without coming sooner or later to St. Olaf College at Northfield. Like John Harvard in Massachusetts, the Reverend Bernt Julius Muus saw that education must go with the pioneer. St. Olaf College, founded in 1874, has never been a populous school, yet many larger and richer universities may well envy its accomplishments. This college has built up a choir which has won laurels in the United States and in Europe.

Then there is Professor Ole Edvart Rølvaag, head of the Norwegian language department at St. Olaf. He was born on a fiord so close to the Arctic

Circle that in midwinter there was no daylight. Rølvaag served four years with the Lofoten fishing fleet.

Norway supplies the most distant of her children with books, and so it was that Rølvaag's first book was Cooper's "The Last of the Mohicans" translated into Norwegian. He landed in New York with a dime in his pocket unaware that three long hungry days and nights lay between him and relatives in the Dakotas. Postgraduate work at the University of Oslo followed graduation from St. Olaf. In 1924 Rølvaag's "I De Dage" with its sequel, "Ricket Grundlaegges" became such successes in Norway that the work of a Minnesota American in the Norwegian language was translated into English. Thus one who would know much of the geography and some of the history of the Northwest may turn the pages of "Giants in the Earth" by a Lofoten Banks fisher boy.



THE MINNEAPOLIS AUDITORIUM stands in the front rank among the great new auditoriums. It cost \$3,000,000, seats 10,545, and has 88,000 square feet of floor space for exhibits. It is thoroughly modern, including loud speakers, dressing rooms, and disappearing orchestra pit. It will be headquarters for the Convention of the National Education Association, July 1-6, 1928.

The Summer Round-Up

MARGARETTA WILLIS REEVE

President, National Congress of Parents and Teachers

IN MANY BUSINESS enterprises, the "silent partner" is less of a help than a handicap, and in no case is this more true than in education. The child sent to school—the composite child of America—is just about twenty-five percent equipped for the great adventure—inside his clothes. The mother has given him birth, has fed and clothed and disciplined him according to her judgment or lack of it; the father has provided shelter and the wherewithal to supply the physical needs of the family as interpreted by the mother, and at six years of age or less, unless mentally or physically too obviously disabled, he is sent to school. If the school improves him, the home takes the credit for his bringing up. If the school makes clear the faults and weaknesses hitherto concealed behind the sheltering walls of the home, the school receives the blame.

This may seem like a strong statement of the case, but it is the rule—which, like all rules, has its exceptions.

On the basis that the responsibility for the health of the preschool child—and consequently of the child of all ages—rests upon his parents, and that the home owes its educational partner, the school, a pupil who is an asset and not a liability, the National Congress of Parents and Teachers has called upon its 20,000 units to enlist in a campaign, known as "The Summer Round-Up of the Children," to send to school

in the entering grade a class of children free from remediable defects.

THE MOST IMPORTANT duty of this generation is to be parents to the next generation and to equip this next generation for its responsibilities to carry on the program of civilization, and, if possible, improve this program. The two most important agents in discharging this great duty are the parents and teachers. Parents are not alone the parents of the next generation, but to a great degree they are also the teachers. Teachers are not alone the teachers of the next generation, but for the hours of the school the teachers are in place of the parents. The service of the parent and the teacher is inseparably joined. The life of the child should be continuous without shifts of personality from home to school. The home and the school are learning to adjust themselves to each other, so that while the child spends a part of the day in school and a part of the day in the home he meets no conflicts in establishing right habits, attitudes of mind, and ideals. It is of tremendous importance that the home and the school agree upon what are right habits, right knowledge, right attitudes of mind, and right ideals.—Joseph Marr Gwinn, Superintendent of Schools, San Francisco, California.

This enterprise claims but two points of originality beyond its name. First, because of its unique position, working in and through the schools it secures

action *by* the people instead of *for* the people—a course which is essential to the permanence of such an undertaking. While it establishes and maintains the closest and most helpful cooperation with all health authorities, whether county, state, or local, it also demands the active personal assistance of parents and guardians to do, or to help to do, that which has too long been held to be the business of the school or the Board of Health. Through this project in its simple and direct application to each school unit, personal responsibility is unavoidable, since it raises the question of the health, not of that vague and remote personality, "the child," but of the individual children in each home, narrowing the field of vision until the small figures become large in the close-up thus brought before parental eyes, and the defects are likewise made too evident to be evaded or disregarded.

The second point which emphasizes the value of this demonstration of partnership is the fact that while, because of the vast field to be covered, the professional health workers can, with rare exceptions, only discover the evil and recommend treatment, the summer round-up of the children places squarely where it belongs, upon the parents, the responsibility of the follow-up. The second examination with its checking of defects corrected, assures active and sustained interest, since the credit of the



THE PICTURE on the left is of the Summer Round-Up of the Garland Parent-Teacher Association of Little Rock, Arkansas. On the right is the physical examination by the Parent-Teacher Association of District 5 of South Omaha, Nebraska.

school through its parent-teacher partnership is involved in the standard of excellence attained. Perhaps we may some day add to the requirement for a standard school that fundamental necessity—standard children! They would seem to administer as effectively to the efficiency of the school system as do up-to-date buildings, capable teachers, or a wellstocked library!

Since figures are credited with a power of speech equal to that of money, a few of them may serve to interest the skeptical as well as to strengthen the faith of the believer. In the summer of 1927 out of a registration of more than 2000 schools, 30 associations secured the correction of more than seventy-five percent of the defects discovered in the entering grade, and of these, five scored 100 percent, while nine passed the ninety percent mark. Seventy-nine associations made a record of between seventy-five percent and fifty percent, and the balance rated from fifty percent downward; but *all obtained results*. This means that these associations met all of the rather stringent requirements of the campaign, conducted a spring and a fall examination and sent in an official report. This group represents 1210 local communities in forty-four states. Several hundred other groups entered the campaign and obtained beneficial action but because of local conditions or minor failures were not able to attain the standard for the "Blue Ribbon" certificate awarded by the National Congress of Parents and Teachers, which is signed by the U. S. Commissioner of

Education and by the President of the Congress.

The following statements were received from the round-ups of the associations whose pictures are printed here:

Garland School Parent-Teacher Association, Little Rock, Arkansas—We found many defects—the largest number being bad teeth, tonsils, and adenoids. Twenty-seven had defective teeth (twenty being corrected), fifty-two were vaccinated, ten had tonsils corrected and twenty-one glands corrected. Out of 261 defects, 203 were corrected and twenty-five Blue Ribbon children entered school in September. The County Medical Association officially agreed to cooperate with parents and teachers, as did the Dental Association, in giving free services to those unable to pay, and a free dental clinic was opened.

Parent-Teacher Association of District No. 5, South Omaha, Nebraska—The defects found consisted mostly of teeth (cleaning in each case except one), tonsils, adenoids, ears, and underweight. The local chairman and county superintendent kept in touch with the children during the summer; the State Department also sent a nurse to follow up the more serious cases reported by us.

September 28, twenty children were reexamined: each child had received medical care during the summer to correct defects found in May, and five are still under the doctor's care, the defects reported in May still needing a doctor's attention. The defects corrected and those receiving correction show us a gain of ninety-three percent.

Avon Parent-Teacher Association, Avon, Ohio—There was great interest in what the child specialist might find. Perhaps the greatest joy came to the mother of ten who came from the examining room wearing a "blue ribbon smile" because her little lad was one of the four 100 percent children. One family group of three, all under six, accompanied by both father and mother, all desired examination—and the happy little woman was grateful and very ready to learn and know. And then—who knows—maybe the most valuable teaching went into the home from which there seemed the greatest lack of co-operative spirit.

Minne Lusa Parent-Teacher Association, Omaha, Nebraska—Mothers of children who were to enter Minne Lusa kindergarten in the fall were notified of this clinic and urged to have their children examined. All the mothers who attended were very enthusiastic and went away with the determination to have their children show improvement by September. At the May clinic thirty-one children were examined. In September the services of the same doctors were secured and the mothers again notified of the date of the "check-off" clinic. We were able to secure but one nurse, so we substituted ex-nurses who were members of our Parent-Teacher Association. As in May, the children were undressed, weighed, and again carefully examined. Thirty-one children were examined, forty-seven defects were found, and twenty-one defects were corrected. The gain was forty-four percent.



THE FIRST PICTURE shows the physical examination by the Avon, Ohio, Parent-Teacher Association; the second the children being weighed and measured by the school nurse for the Minne Lusa Parent-Teacher Association of Omaha, Nebraska.

Teachers' Salaries—The Future¹

THE PREVIOUS ARTICLES of this series concluded: that teaching occupied an unfavorable economic position before the war; that during the last decade teachers' salaries increased and now occupy an improved position among incomes in general; and that while this gain decreased the disparity between teachers' salaries and incomes in general, it was insufficient to lift teaching to a satisfactory position.

The story is succinctly told in the chart and table which show for 1913: that the average income of gainfully occupied persons in the United States was \$864; that the average salary of teachers was \$512; and that the latter was 59 percent of the former. Similarly read other years:

1913	\$864	\$512	59%
1916	1014	563	56%
1918	1386	635	46%
1920	1859	871	47%
1922	1586	1166	74%
1924	1840	1227	67%
1926	2010	1277	64%

The increase in the average income of gainfully occupied persons has not been continuous. A major recession followed 1920, and a subsequent recovery. The increase in teachers' salaries has been continuous. Teachers' salaries occupied their most favorable relative position in 1922, when they averaged 74 percent as much as the average income of gainfully occupied persons. Incomes of both teachers and non-teachers have regularly increased since 1922. Teachers' salaries have gained at a slower rate and

appear to be approaching a plateau.

What do these facts suggest for the future? First, they offer little promise that increases in teachers' salaries will be large in the next few years. As the United States Commissioner of Education says in his last annual report, the "slowing up in the rate of increase would indicate that the peak in teachers' salaries is not far distant." Second, a continuance of present tendencies would mean that the average salary of teachers would stabilize at a figure between 60 and 70 percent of the average income. Third, teachers' salaries may drop from their present slightly improved position among incomes in general until, as before the war, they are less than 60 percent of the average income. The last possibility would be postponed if, as seems likely from advance reports, 1927 incomes were below those of the record year 1926.

Should these possibilities be realized, the future would be none too bright. Encouragement may be taken from the facts that teachers' incomes buy more and occupy a slightly higher position on the general scale of incomes than before the war. Satisfaction in this half loaf is lessened, however, by the tendency since 1922 of teachers' salaries to increase less rapidly than incomes in general. The result is a movement toward the prewar relationship. Some may take encouragement from the fact that in the cities the mass of teachers' incomes are relatively high. But satisfaction with this situation is lessened by a study under way in the rural school division of the United States Bureau of

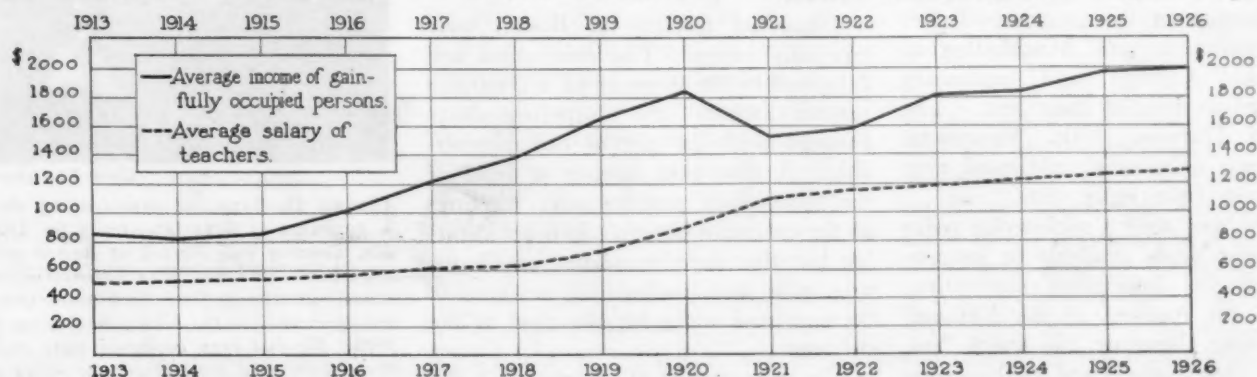
Education which indicates practically no increase in rural teachers' incomes between 1921 and 1925.

Encouraging features exist in the present situation, but these should not obscure indications of a less promising hue. Teaching is still in an unfavorable economic position. The average income of all public school teachers, principals, and supervisors is less than 70 percent of the average income of all gainfully employed persons. There is little promise in recent history that the economic position of teachers will substantially improve in the next few years. There are some indications that teachers' salaries will become less, rather than more, attractive as compared with other incomes.

If these possibilities are realized, the future would be far from promising. High standards cannot be required for admission to a service which promises an economic return substantially below that of other callings.

What is to be done about it? Shall we gloomily accept the promise of the future? Shall trained and capable teachers be content with the more adequate return which their service commands, and let it go at that? Such attitudes would be unworthy of the traditions of a Horace Mann. There is a way out. Everyone of the nearly one million public school positions of the nation can be made economically acceptable to people of ability and training. Teaching can be lifted to an economic position more in keeping with its importance to national advance. How can it be done? This question will be dealt with in the next article.—JOHN K. NORTON.

AVERAGE SALARY OF TEACHERS AND NON-TEACHERS - 1913 TO 1926



Based on data in May, 1927 Research Bulletin of the National Education Association, pages 196 and 197

The Journal of the National Education Association

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President, Cornelia S. Adair

Secretary, J. W. Crabtree

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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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The Boston Convention

COULD THE FOUNDING fathers who organized the National Education Association in Philadelphia in 1857 in the hope that it would bring unity and wider outlook to America have attended the Boston convention they would surely have rejoiced. The meeting was national in the broadest and finest sense. President Gwinn of San Francisco planned brilliantly and managed with high skill. New England educational workers were able and untiring hosts. Persons who followed State Commissioner Payson Smith in his eloquent addresses often spoke of him proudly as the Horace Mann of our day. Boston teachers and school officials cooperated generously.

Two of our ablest state governors shared honors on the program—Fuller of Massachusetts and MacMullen of Nebraska. College and university presidents contributed their best. The heads of Harvard, Yale, Minnesota, and Brown universities addressed men and women from every state.

For the first time a nationwide radio hookup was made available in connection with an Association convention. Through the courtesy of the National Broadcasting Company, the entire "red network" plus southern and southwestern stations was turned over to the Depart-

ment of Superintendence for an hour of short addresses and music.

The National Association of Secondary School Principals completed its arrangement to become a department of the National Education Association. It is significant that this should have occurred in New England where the first public high school—the Boys Classical School—was established in 1821; where Charles W. Eliot led in the movement for better relations between high schools and colleges as chairman of the famous Committee of Ten; where Clarence D. Kingsley, then in the Massachusetts State Department, served as chairman of the committee that worked out the seven cardinal objectives; where the Department of Superintendence was presenting its Sixth Yearbook on the Development of the High School Curriculum—the best of its notable yearbooks and a prophecy of the day when there shall be a high school adapted to the needs of every adolescent youth.

The Department of Elementary School Principals had a meeting in Boston that would have made a great convention by itself. It, too, completed work on a yearbook which will be published before the Minneapolis convention—a monumental study of the principalship itself.

The Department of Teachers Colleges had the best meeting of its history—notable for effective committee work and for programs of the highest professional quality. Its dinner meeting alone with speakers Frank N. Freeman of Chicago, Henry W. Holmes of Harvard, William C. Bagley of Columbia, and A. E. Winship was worth crossing a continent to hear.

Research showed great strength at Boston. Meetings of this group were crowded beyond the capacity of halls to hold them. There was evidence of closer cooperation between research in colleges and research in public school systems.

Classroom teachers at Boston were especially happy. The convention was delighted by the presence of a classroom teacher whom the superintendents honored with the gift of life membership. A classroom teacher as head of the Association presided over meetings of the executive boards. It is an inspiring fact that superintendents, presidents, principals, and teachers are working in harmony and unity for the good of the children.

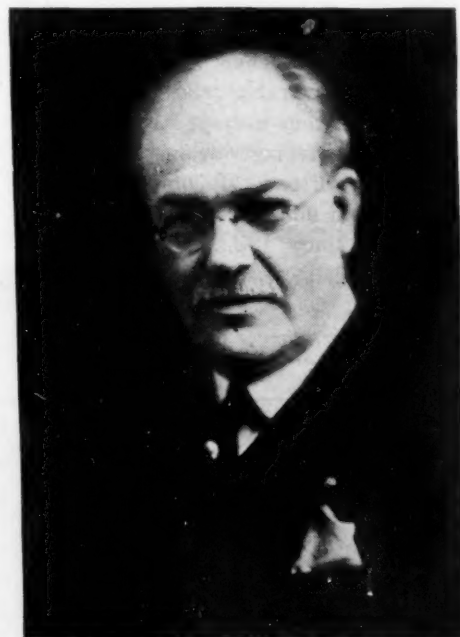
The newspapers of Boston and the nation were generous in the reports of

the convention. Reporters came from far and wide. Press associations sent out an unusually heavy advance and followed with complete wire service during the week. When education was criticized, newspaper editors rose to the defense of the schools and the children.

The New Education Bill went steadily forward. The profession has settled down to work and to hold on till final victory. School people living in the home districts of the Congressmen realize now that the problem is theirs.

There was clearly recognized at Boston the growing need for interpreting the schools to the people who furnish the children and pay the taxes. The schools are pressed on one side by the demand for larger opportunities and on the other by the shrewd propaganda for lower taxes. Sums spent for education are still relatively small as compared with what is spent for waste, crime, and unemployment. School people are coming to appreciate the necessity for making this fact plain to the people.

It was truly a great convention—in attendance, in programs, in management, in human interest, in attention received from the people of the country, and best of all in constructive plans developed for the improvement of the schools.



Globe Photographers

FRANK D. BOYNTON, president of the Department of Superintendence for 1928-29. Mr. Boynton was elected at Boston without opposition. He has been superintendent of schools at Ithaca, New York since 1900 and was principal of the high school there 1893-1900. He has been active in state and national education associations for many years and is wellknown in connection with his plea for the "open door in education."

The Boston Resolutions

Adopted March 1, 1928

THE DEPARTMENT OF SUPERINTENDENCE of the National Education Association at its meeting in Boston on March 1, 1928 adopted the following resolutions:

The Curtis-Reed Bill

1. The welfare of the children now enrolled in the schools of the United States is dependent upon our ability to make available to boards of education, to superintendents of schools, and to teachers throughout the nation the results of current practise, of experiments wherever they are conducted, and of the results of scientific investigation.

The federal government has long accepted responsibility for conducting inquiries and disseminating information concerning the public schools.

We hold that economy and efficiency demand that the activities of the federal government dealing with education be consolidated in a Department of Education under the leadership of a Secretary with a seat in the President's Cabinet. We urge that adequate support be provided for this department in order that it may conduct such inquiries and disseminate such information as will make for the highest degree of efficiency in all of our schools. We know that this service can be rendered without in any way interfering with the constitutional right of the several states to control, administer, and supervise their own schools. We, therefore, urge the Congress to pass the Curtis-Reed Bill which embodies the program which this Association has consistently advocated throughout its history.

Character Education

2. The evidence taken as a whole does not justify the conclusion that the young people of today or that the people generally, are worse than they have been in any previous period of our national history. On the contrary, there is abundant reason to believe that in the total there has been a marked improvement.

The public schools as well as the private are not indifferent to the formation of character as fundamental to all else. Character forming situations are the rule not the exception in the school life of today. It is undoubtedly safe to say that the typical school situation from

the moral point of view, is decidedly above life at large in its standards of ethics and personal conduct. Only those who look for moral education in terms which ignore the spirit or exalt the form fail to see this.



International Newsreel Photo

JOHN J. TIGERT, United States Commissioner of Education, is here shown placing a wreath on the statue of Horace Mann at the Massachusetts State House. With him is Payson Smith, Commissioner of Education for Massachusetts.

But no matter how the present may compare with the past, there is vast room for improvement. We should emphasize the fundamental importance of the problem of right living to the extent that every teacher should be conscious of it as a primary objective in teaching. This implies support of research and of scientific experiment in evaluating technics of character education suitable to all levels of school life and to the ever-changing nature of the world in which we are living. A continuous professional study of this problem setting forth a proper apportionment of responsibility to the schools in their relation to other agencies and perfecting methods by which to meet this responsibility is vital in public education.

School Costs

3. Any just consideration of the cost of our schools must take into account the depreciation in the dollar, the demand of the public for ever broader educa-

tional service, the ability of the public to pay, and, above all else, the vital importance of education in a democracy. It is only through the development of people that material values are enhanced. Only by such development is life as a whole made more worthwhile. Education, conceived of as an investment in life itself, justifies substantial expenditure upon it. Extravagance is inexcusable. Every proposed expansion of educational facilities should be carefully studied. We should continually weigh the results, so far as we can define them, against the costs, and, as individuals, and as a profession we should not lack the courage to take our place in the front ranks of the battle for better educational opportunities for all people. There is no evidence that the standard of living has been lowered by the cost of education. On the other hand there is every indication that it has been raised. So long as this is true there is no cause for alarm over the present percentage of our national income given to education.

School Buildings

4. We note with satisfaction the growing tendency to place school house planning under the direct control of the superintendent of instruction. Such an adjustment of relationships must ultimately make for efficiency and eliminate waste, provided school administrators acquire the expert training and knowledge necessary to meet the new responsibility. We believe that with intelligent educational guidance architects can and will erect efficient and also artistic buildings without excessive expenditure of funds.

Are Too Many Seeking Admission to Higher Schools, Colleges, and Universities?

5. The committee feels that the issue presented by this question cannot be satisfactorily met by arbitrary systems of selection and elimination. Institutions and systems themselves as well as people must be tested. Until this is done we do not know what the possibilities are. In the meantime it is more constructive to give the benefits of doubts to human beings rather than to systems which are likely to be overly traditionalized. In the final analysis this is the problem of making scientific adjust-

ment to all types of people. In all probability the higher educational institutions will have to continue to make broader adaptations to individual differences among ever increasing numbers. Our American schools should not revert to a caste system philosophy. Caste systems have had ample time in which to prove their superiority, but what have they to show for themselves? Our school system is young, but it is based on the most persistent ideals we know, the ideals of democracy.

The elementary school has been well established on this ideal. But let us not forget that this was not accomplished without a bitter battle. The same forces in the main which now are so alarmed over the growth of our higher schools, fought the establishment of the free tax-supported elementary school. It has always been so. Our profession should lead the battle for ever better educational opportunities for all the people.

Effective Publicity for Modern Methods in Education

6. Effective methods of publicity should be devised of such a character as would serve to bridge the gap between the policies of education as conceived and formulated in harmony with modern life, and the concept of public schools possessed by those who received their schooling under conditions much different from those which now prevail.

Partisan Politics in School Administration

7. The magnitude of modern educational systems and their importance as factors in the economic and governmental life of the nation have brought into existence, conditions which are full of hazards. Strong temptation has arisen in many quarters to exploit the schools for purposes entirely foreign to their true function which is the education of the children. Schools should be administered on the basis of sound and scientifically established principles. The administration of schools upon this basis should be safeguarded by statute against assault by any agencies which aim to utilize the machinery of the schools for purposes other than those of education.

We believe that there are many instances of interference with schools due to the conception that the management of education is subject to the spoils system in partisan politics. Protective measures against the baneful results of such a misconception can properly be urged in view of the decisions rendered by the supreme courts of many states

which decisions have declared in unequivocal terms that boards of education are independent bodies created under the authority of the state with independent responsibility for the conduct of the schools and that such boards and their officers must not be made subject in any of their operations to the caprices of local partisan control.

Curriculum Prescriptions by State Legislatures

8. Technics of curriculum making are professional tasks. General objectives and policies, should, in the final analysis, be decided by lay bodies having been chosen by the public for that purpose, but technics by which such objectives may be met and such policies carried out should be constructed by those professionally trained for this service. Enactments by state legislatures, frequently the result of high pressure lobbying methods used by well-organized minorities, are likely to violate this principle.

The public should be warned against the danger involved in curriculum making by state legislatures and every effort made to see that this vital function is conceived of as a professional service under the general limitation above stated.

Educational Opportunities in Rural Communities

9. It is recognized that an inequality in educational opportunity exists between rural and urban education. We state our belief that educational advantages available to rural children should be equivalent to those offered children in cities and towns and we recommend that definite steps be taken to make an appreciable approach to such equalization.

Higher Standards for Admission to American Citizenship

10. Appreciating the cooperation now existing between the Bureau of Education and the Bureau of Naturalization, and recognizing that training for citizenship is a phase of adult education necessary for candidates seeking naturalization, the need of closer coordination of effort on the part of the Federal Bureau of Naturalization, the local courts, and the public school appears urgent. There should be a closer alignment of these three agencies to the end that the requirements for admission to American citizenship shall include a reading as well as a speaking knowledge of English and that there shall be an appreci-

able understanding of American history, American institutions, and American ideals on the part of aliens seeking citizenship in the United States of America. These standards should be nationwide.

Educational Radio Program

11. In view of the influence that the radio is coming to have on school life it is suggested that the executive committee of the Department of Superintendence consider the practicability of appointing a committee to study the problem of perfecting an organization which will prepare and broadcast educational programs for school use.

Appreciation of Courtesies

12. For the delightful hospitality and efficient management that have made this fifty-eighth annual meeting of the Department of Superintendence a notable success we extend our cordial thanks to the state of Massachusetts, to the Governor, to the Mayor, to the city of Boston and its citizens, to the officials, teachers, and pupils of the schools, to the churches, to the public press, and to all the many individuals and organizations that have so effectively given of their best efforts in our behalf.

Appreciation of Curriculum Commission

13. On motion of Superintendent S. Monroe Graves of Wellesley Hills, Massachusetts, it was resolved to spread upon the records of the Department of Superintendence an expression of deep appreciation for the work which was done by Chairman Broome and the Commission on the Curriculum in its four years' study of curriculum problems.

Members of the Committee

Members of the Committee on Resolutions were: Mr. A. L. Threlkeld, superintendent of schools, Denver, Colorado, *chairman*; Mr. J. R. Barton, superintendent of schools, Oklahoma City, Oklahoma; Commissioner A. B. Meredith, State Department of Education, Hartford, Connecticut; Mr. Charles L. Spain, deputy superintendent of schools, Toledo, Ohio; Dr. John W. Withers, dean, School of Education, New York University, New York City; Miss Ada York, county superintendent of schools, San Diego County, California.

OFFICERS of the Department of Superintendence for 1928-29 are: *President*, Frank D. Boynton, Ithaca, N. Y.; *First vicepresident*, Joseph M. Gwinn, San Francisco, Calif.; *Second vicepresident*, Frank G. Pickell, Montclair, N. J.

The Commission on the Curriculum

THE COMMISSION on the Curriculum of the Department of Superintendence appointed by President Payson Smith at Chicago in 1924, presented to the Boston convention its final report in the form of the Sixth Yearbook of the Department of Superintendence, entitled *The Development of the High School Curriculum*.

The original commission of thirteen members has remained intact since the first appointment and has prepared, with the help of subcommittees, four reports, published in four successive yearbooks of the Department of Superintendence. More than four hundred people have worked on the auxiliary committees. Preliminary to the work of the Commission on the Curriculum, was issued the second yearbook of the Department, prepared by the Yearbook Committee of 1923-24, under the chairmanship of Superintendent R. G. Jones of Cleveland. That yearbook concerned itself with the machinery and organization for devising, revising, and supervising the curriculum. It also presented a general analysis of elementary school curriculum practise.

Superintendent Edwin C. Broome, of Philadelphia, chairman of the Commission on the Curriculum, in presenting his final report at Boston explained that the commission had at the outset adopted the policy of collecting facts, coordinating research studies, discussing problems, and suggesting solutions, rather than to set up complete and definite courses of study. Pupil activities, where they have been outlined, have been used for the purpose of illustration and suggestion.

The Commission on the Curriculum, Dr. Broome explained in his Boston report, has endeavored to accomplish the following four objects:

1. To help establish scientific methods of curriculum revision in local school systems.
2. Through the Cooperative Plan of Curriculum Revision to make the achievements of one community a benefit to all.
3. To put the results of scientific research on the curriculum into practicable and useful form to make them available to superintendents throughout the country through the Research Bulletins and the Yearbooks of the Department.
4. To stimulate and encourage school systems to evaluate their present courses of study and to organize committees for improving them.

Two other outstanding movements have grown out of the work of the Com-

mission on the Curriculum. The first is the "Cooperative Plan of Curriculum Revision." After the first year of the commission's work it was decided that no central group could adequately attack and treat the problem at hand.



SUPERINTENDENT E. C. Broome who made the motion at Cleveland in 1923 that created the Curriculum Commission and who has served as its chairman, presented its final report in Boston.

The Commission on the Curriculum presented at the Cincinnati convention in 1925 the plan which resulted in a movement whereby more than three hundred superintendents, state departments of education, and universities joined with the commission by setting up curriculum revision committees in their own communities.

The other important outgrowth of the work of the Commission on the Curriculum is the Commission on the Articulation of the Units of American Education, whose chairman is Superintendent Herbert S. Weet of Rochester, N. Y. In 1926 the Commission on the Curriculum reported to the Department of Superintendence that it felt unable to handle the important problem of articulation. The new commission is now at work preparing the Seventh Yearbook of the Department to be issued in February, 1929.

The Commission on the Curriculum believes that its work has served as the beginning of a continuous program of curriculum building. In making its

final report at Boston, the commission recommended that the Department of Superintendence maintain a central clearinghouse for providing information, guidance and stimulation for those who are endeavoring to adapt their curricula to changing conditions. The following problems, it suggested, might be considered by such an agency, under the guidance of a small advisory committee of members of the Department of Superintendence:

1. New material in relation to old material in the curriculum.
2. Reorganization of the curriculum in response to changing ideals.
3. Encouragement of local research on the curriculum, and the collection and publication of significant research studies.
4. The place of the classroom teacher in the construction and interpretation of the curriculum.
5. Integration of curriculum material in the life of the child in order to give the child intelligent and sympathetic contact with the problems of a changing civilization.
6. Criteria to determine what pupils should take certain subjects.
7. The integration of social studies.
8. The curriculum in relation to the teaching load, to the use of textbooks and other instructional material, and the length and frequency of class periods in relation to the several subjects of the curriculum.

In addition to Dr. Broome, the following members have served on the Commission on the Curriculum for the entire four year period: John L. Alger, president, Rhode Island College of Education, Providence; Frank W. Ballou, superintendent of schools, Washington, D. C.; Susan M. Dorsey, superintendent of schools, Los Angeles, Calif.; John M. Foote, rural school supervisor, state department of education, Baton Rouge, La.; Charles H. Judd, director, school of education, University of Chicago; Harold O. Rugg, Lincoln School, Teachers College, Columbia University, New York City; Zenos E. Scott, superintendent of schools, Springfield, Mass.; Frank E. Spaulding, dean, school of education, Yale University, New Haven, Conn.; Paul C. Stetson, superintendent of schools, Dayton, Ohio; A. L. Threlkeld, superintendent of schools, Denver, Colo.; H. B. Wilson, superintendent of schools, Berkeley, Calif.; John W. Withers, dean, School of Education, New York University, New York City; Margaret M. Alltucker, research specialist in charge of yearbooks, National Education Association.

Teachers Colleges at Boston

THE TEACHERS COLLEGES are coming into their own. No group at Boston showed more evidence of growth and increasing vigor than the American Association of Teachers Colleges, a department of the National Education Association. Its program was planned with unusual care. Its meetings were well attended and enthusiastic. Dwight B. Waldo, president of the Department, is a chairman of unusual skill and power. The Department held five sessions at Boston, February 24 and 25.

On Friday morning's program, S. F. Bogardus of the State Normal School at Terre Haute, Ind., and E. N. Taylor of the State Teachers College at Charleston, Ill., appealed for a continuous survey of teacher training institutions and for the better preparation of teachers in arithmetic. The discussion which followed was led by President David Felmley of Normal, Ill., President L. C. Lord, of Charleston, Ill., and President Brandenburg, of Pittsburg, Kans.

The Friday afternoon session was a review of the accomplishments of the teachers colleges of the United States, covering student admissions, teacher certification, training school facilities, professional education of teachers in service, and the training of rural teachers. The speakers were President A. Linscheid, Ada, Okla.; President H. A. Brown, Oshkosh, Wis.; President E. C. Higbie, Madison, S. Dak.; Principal Charles Russell, Westfield, Mass.; and Dr. Ernest Burnham, Kalamazoo, Mich.

Two hundred educators interested in teachers colleges attended the banquet Friday at 6:30 P.M. in the Swiss Room of the Copley-Plaza. Guests of honor included Cornelia S. Adair and A. E. Winship, who was receiving congratulations on his 83d birthday. After-dinner talks included: What are the psychological materials, a knowledge of which is most essential to teachers, Frank N. Freeman, University of Chicago; The training of teachers and the making of the nation, Dean Henry W. Holmes, Harvard University; Twenty years of progress in the professionalization of subjectmatter for normal schools and teachers colleges, W. C. Bagley, Teachers College, Columbia University; A review of the beginning of normal schools in Massachusetts, A. E. Winship, Boston, Mass.

At the Saturday morning session, the Committee on Achievements and Services of American Teachers Colleges gave the following reports: Twenty years of progress in the service rendered by normal schools and teachers colleges, by President Bruce R. Payne, Nashville, Tenn.; Twenty years of progress in the qualifications and the salaries of teachers of normal schools and teachers colleges, by President E. L. Hendricks, Warrensburg, Mo.; and Twenty years of progress in the financial support of normal schools and teachers colleges, by President R. M. Black, Ellendale, S. D. After these reports Dean J. W. Withers of New York University spoke on Op-

portunities in problems ahead, and Dean William F. Russell of Teachers College, Columbia University, and Carl Milam, secretary of the American Library Association, spoke on The training of public school librarians.

At the Saturday afternoon meeting the report of the Committee on Standards and Surveys was handled in three sections: An experiment with freshmen, by Clare B. Cornell of Greeley, Colo.; Standards for the libraries of teachers colleges, by G. W. Rosenlof of Lincoln, Nebr.; and The present status of English in the normal schools and teachers colleges of the United States, by Ida Jewett of Teachers College, Columbia University, New York City. E. S. Evenden reported on Proposed changes in the standards of the American Association of Teachers Colleges, which had been revised. President E. L. Hendricks of Warrensburg, Mo., filed the report of the delegates to the American Council of Education, and President H. B. Williams of Bowling Green, Ohio, presented the report of the Board of Directors of the American Council for Social Studies.

The officers for 1928-29 include *President*, W. P. Morgan, president, Western Illinois State Teachers College, Macomb, Ill.; *First vicepresident*, R. L. Marquis, president, North Texas State Teachers College, Denton, Texas; *Secretary-treasurer*, Charles W. Hunt, dean, School of Education, Cleveland, Ohio.



THIS DINNER meeting of teachers college workers in the Copley-Plaza Hotel, Boston, presented a brilliant program, in which Dr. A. E. Winship celebrated his 83d birthday with personal reminiscences of early normal schools.

The Secondary School

ALVAN T. FULLER

Governor of Massachusetts

I FIND myself, this morning before this great audience of representative leaders of American public education, charged with two duties, one of them most delightful in every way and the other, I confess to you, one which I approach with some hesitation.

I am very happy indeed to have the privilege as the Governor of Massachusetts of representing the Commonwealth on this occasion, and to bid you all a most cordial welcome.

From the foundation of the Plymouth and the Massachusetts Bay Colonies, the people of Massachusetts have had faith in education. Throughout three centuries that faith has not changed, but rather has it grown and been strengthened with the passing years. Proud as we are of the achievement of past years, yet we know full well that it is of the very essence of education to rely not upon the deeds of other years, but rather to work to the end that the future may be worthy of what has gone before.

As the representative of a people, therefore, having faith in education as a power that we believe will constantly improve the common welfare, I rejoice that you have come among us that we may learn of you, and with you go forward to the tasks of the morrow more intelligently equipped to meet them. I wish that your stay among us may be pleasant and profitable, and that when you return to your homes, you will carry in your hearts and minds those pleasant sentiments of unity, fraternity, and worthwhile service which I am sure you will leave with us when you depart from within our portals.

Your president has asked me to say something to you this morning about the expectation of American business of the product of the schools. That, it seems to me, is a fairly large assignment.

In this complicated civilization of ours it is not possible to speak of business in so specific a manner that you can list the exact accomplishment that the schools should be expected to produce in their graduates.

Moreover, business men who think clearly on the subject understand perfectly well that the schools have to meet

a great many different requirements. The very program of this morning reflects only in part the breadth of your task. You are discussing only a part of the work of the schools, yet it seems that the lower schools, while they are ed-



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THIS PHOTO shows the receiving line at the reception given by Governor and Mrs. Fuller of Massachusetts to convention visitors in the Hall of Flags at the State House, February 27. From left to right are: President Joseph M. Gwinn of the Department of Superintendence, President Cornelia S. Adair of the National Education Association, Evangeline L. L. Lindbergh, Governor Fuller.

ucating boys and girls, have to think of what colleges expect, of what business men expect, of what fathers and mothers expect, and of what citizens as a whole expect. With all these expectations, it would not be surprising if teachers should suggest that they would like to know what children have a right to expect, in order that their own welfare may be promoted.

Indeed, only as a layman I am inclined to believe that all of us, whether citizens, school officers, or teachers, should understand that in education of school, church, and home the consideration that outranks all others is that we should provide for the child the kind of training and the type of discipline that will help

him to grow to the fullness of his stature as a man.

Therefore, I should say first that business, as such, desires that the lower schools should help the boy to understand his obligations to the social, civic, and economic community of what his life is to be a part, and his duty to himself—as the English would put it—to “play the game.”

It is obvious that the rapidly developing specialization in business will increasingly demand special study of various kinds, in order that individuals may be better equipped for certain types of employment. In the field of secondary education, our schools and departments of agriculture, home economics, trade, and commercial subjects, are wisely paying attention to this specialization. The establishment of great schools of business administration in our colleges gives evidence that in a larger degree collegiate education will recognize the needs of business for specially prepared men and women. President Lowell lately remarked that “business is one of the oldest of the arts and the latest of the professions.” There can be no question that just as schools of law and medicine and teaching have long provided the means of translating theoretical knowledge into effective practise, so in the future will institutions of learning increasingly make provision for training for business pursuits.

The success of these schools will depend much upon the knowledge which the institutions will have of the practical situations to be met in the business enterprises to which the youth expects to go. It is certain that education in general must constantly seek to make more effective application of theory to practise. Technical education of any character in the field of business and probably of the professions meets its final test, not in what the candidate for a position knows about a business, but upon the extent to which he can go to a job and demonstrate there that he has the ability actually to perform the work demanded.

So far as these technical courses are concerned I have only one definite suggestion that I am prepared to make to

you, namely, that they be tested again and again, with reference to their actual usefulness in the occupations for which they prepare. I appreciate that such a testing demands the cooperation of business itself. The industries of our land should develop a sympathetic and helpful interest in the thousands of our youth who are leaving school in the upper elementary and the senior high-school years.

Without minimizing the importance of the work of the school, it may well be maintained that business can hardly expect a boy in his teens to be a fully finished product. Therefore, school and industry should work hand in hand to the end that these youths of ours may make as speedily and as effectively as possible successful introduction to their business and industrial careers.

Frankly, however, as a business man, I am not so much concerned with these items of technical preparation. The specific and definite demands of any business are reasonably clear. In the modern tendency of business practises to become specialized, and in a measure standardized, the schools will not find it impossible or extremely difficult to organize work which will provide reasonable preparation for business life. The schools should and will address themselves with continuing success to meeting the technical demands of business training. But apart from these, the expectations of the business man are not so very different from the expectations of others.

While the business man is glad to recognize in the candidate for a position that he has a certain knowledge of his trade or business, and that he has developed a certain skill in making that knowledge effective, yet in my opinion business men everywhere will forgive a good deal by way of a shortage of specific qualifications, provided the youth who come to them for positions have developed certain characteristics which will provide the foundation upon which the structures of successful careers may be built—a solid rock of principle and not the shifting sands of expediency.

Briefly, I will name some of the things which I believe it to be possible for the schools to help in developing—qualities which have always been needed and always will be needed in the business relationships of life. First, the school ought to help a boy to understand that no keenness of wit, no shrewdness of bargaining, no plausibility of reasoning, in short, that no trickiness of mind of whatsoever

sort can for a single moment overcome, or offset, a fundamental weakness of moral fiber.

A boy develops his attitude toward the tasks of adult life exactly as he develops an attitude toward the tasks of the school. If a student, as a student, is slovenly in his thinking, if he is content with inaccuracies, if he is without aim or purpose, it is difficult to see how he will develop at once the opposite characteristics when he goes out into business life. It simply cannot be done.

Second, I should be inclined to place very high on the list of things desired by business in the graduates of the schools, that they should have acquired a certain ability or technic in meeting issues and in making decisions. It is my observation that some men seem to acquire the habit of making decisions, while others seem to be in a habitual state of indecision. There is no question that men of the former class will be valuable in the business concerns with which they are connected, while men of the latter class will be obliged to accept constant direction and guidance. I do not believe there is any other way of developing the power to make decisions except as one through the period of youth and young manhood is constantly faced in his daily life with the necessity of making them. To live so that one may trust his impulses is one way to avoid indecision.

Cannot the schools better serve our boys and girls by placing upon them a little more, and upon their teachers a little less, the responsibilities that are normal to school life? I cannot help feeling that a boy who is brought constantly face to face with his own responsibility for his work and conduct will be likely to grow to be the kind of man who will come to his work with a sense of responsibility toward it, and with an understanding that he must, of and within himself, meet the questions and the responsibilities of the day without leaning too constantly upon others for guidance and leadership.

There may be those who believe that modern business has become so mechanical that there is no longer any opportunity for the play of individual initiative and resourcefulness. I am not in that number. Business will be a dynamic force only to the extent that the people who are engaged in it can bring to it the power and force which come from personality.

In the third place, though it may seem trite for me to say it, yet I am prepared

to declare to you that modern business, as well as every other demand of modern life, is calling for a generation that has a pervading and honest respect for work, and that is prepared to render a full measure of it.

I am not critical either of the schools or of industry on this point. There are, however, certain obvious conditions of modern life which both the school and business must recognize. We are living in an age of great material prosperity. Nothing like it has ever been known in the history of the world. All of us, old and young, are lured by prospects of ease and pleasure, made possible through the inventions of the age. It is natural, and only natural, that boys and girls observing the evidence of wealth about them with opportunities and temptations to pleasure and enjoyment present at every turn, should come to count the hours of leisure, and not the hours of work, as the most attractive part of life. Perhaps we who are older, as well as they who are younger, are in danger of forgetting how many ages of toil have gone into the building of the structure of the civilization that we, as well as they, may overlook the fact that this great complicated and intricate machine which we call civilization cannot go forward unless every one of us is prepared to perform efficiently some useful service. In short, education must not fail to impress upon our children that all worthy work is to be respected, and that no man is to be held in respect unless, in accordance with his talent, he finds some way of justifying his existence through work. The business man likes to see the type of boy who has developed such a mental attitude toward work that he will go joyously to the tasks that are set before him, not so much that his business may prosper, but because he knows that such a boy will himself become a happy and efficient man.

To be sure, we sometimes hear business spoken of in a disparaging manner, as if those of the market place were not all that they should be. Many times, particularly in foreign countries, we hear America referred to as a nation of merchants and tradespeople, as if hard work and industry were things to be disparaged. If my observations have been accurate, these criticisms are not justified. I am proud to say that there are no people more honorable in business dealings than Americans, and that in America there are no men more jealous of equity and honor than are those men

who are directing the business concerns of the land. These standards, already by no means low, must constantly be lifted.

Help, therefore, the rising generation to value above all other things intellectual sincerity; help them so to analyze themselves and the work they shall have to do, that they may have the habit of making wise decisions, develop in them an honest respect for work and lead them to accept in practise the principle of the Golden Rule, and the business man will believe that you have performed a useful service.

Perhaps all of you who are in this room have looked upon that remarkable statute of Lincoln which is to be seen in the Lincoln Memorial at Washington. There the sculptor, Daniel Chester French, has brought out the strength and power of that great American to whom

our thoughts instinctively go whenever we think of a complete and satisfying life—a life in which there joined an abounding sympathy, a deep wisdom, and a profound devotion to the service of mankind.

If you care to take the time to do so, you can, while you are in this city, go to the English High School, within a few blocks of this hall where we are meeting, and see there another statue, also the work of the great sculptor I have named. This second statue, dedicated only a few nights ago, was the gift of an alumnus to that school, the oldest free public English high school in America. When you see that statue, you will see the likeness of a lad going, with the blessings of his Alma Mater, into the joys and storms of life. Upon the still immature face of this lad are the signs of the hope and the ambition

that fire his youthful heart and brain. The figure of the fostering mother, as she stands behind him to give her blessing, bears a shield which she is about to bestow upon the youth. Upon that shield are six simple words, which I leave with you, as she leaves them with him, believing them to be so powerful in their significance, so protective in their character, so safe in their dependability, that whether business man, or citizen, or parent, one could ask no better guide of youth. The words are these: "Be clean; be courteous; be square." My friends, analyze those words, think deeply into their significance, and I believe you will find therein something that may guide you in your teaching, not only for business, for higher education, for the home or for citizenship, but indeed for all the relationships of life.



Photograph by Bachrach

A NATIONWIDE radio hour was held at Boston on February 28 at six o'clock, Eastern time. For the first time a program of music and short addresses was given a nationwide distribution in connection with one of the association's conventions. Music was furnished by the Boston public school symphony orchestra. The photo above shows the children's chorus of the Winship school, one of the units which took part in the broadcast. Among the speakers were Joseph M. Gwinn, Mrs. A. H. Reeve, John W. Withers, and Mary McSkimmon. The program was sent out through the courtesy of the National Broadcasting Company.

Growth of Education Associations

States and Other Units	Estimated number of teachers in 1928	Membership in National Education Association						Membership in State Associations				
		Jan. 1, 1908	Jan. 1, 1927	Jan. 1, 1928	Percent of teachers members	Relative rank Jan. 1 1928	Rank in size groups ¹	Jan. 1, 1908	Jan. 1, 1927	Jan. 1, 1928	Percent of teachers members	Relative rank Jan. 1, 1928
1	2	3	4	5	6	7	8	9	10	11	12	13
United States.....	901,280	4,982	170,053	181,350	20.12			65,993	613,728	650,368	72.16	
Alabama.....	16,100	55	1,142	1,150	7.14	45	C-9	1,103	10,752 ^a	11,916 ^a	74.01	29
Alaska.....	225		163	161	71.56	5	E-4		180 ^e			
Arizona.....	3,100	20	2,095	2,186	70.52	6	D-2	520	2,705	2,525	81.45	19
Arkansas.....	12,500	17	765	810	6.48	47	C-11	485	8,269	8,269 ^e	66.15	36
California.....	38,000	249	17,924	18,497	48.68	11	A-1	2,700	28,042	30,469	80.18	22
Canal Zone.....	140		95	107	76.43	4	E-3					
Colorado.....	10,700	75	4,450	4,582	42.82	12	C-2	2,025	7,350	8,073	75.45	27
Connecticut.....	11,000	58	1,986	1,997	18.15	27	C-3	3,800	9,636	9,996	90.87	13
Delaware.....	1,500	9	802	756	50.40	9	E-5		800 ⁺	1,400	93.33	10
Dist. of Columbia.....	2,900	47	1,449	1,432	49.38	10	D-4		1,374 ³	1,200 ^e	41.38	48
Florida.....	10,000	16	2,225	2,819	28.19	18	D-6	500	5,576 ²	6,886 ³	68.86	33
Foreign.....			168	203								
Georgia.....	18,250	50	671	645	3.53	51	C-14	240	8,600 ²	10,551 ³	57.81	44
Guam.....	90											
Hawaii.....	2,200		2,506	2,593	117.86 ⁴	1	D-1					
Idaho.....	4,500	21	950	1,049	23.31	23	D-9	325	3,224	3,650	81.11	20
Illinois.....	46,000	420	9,303	11,253	24.46	21	A-5	1,294	32,600	33,888	73.67	30
Indiana.....	24,000	128	6,439	5,315	22.15	24	B-3	3,450	15,448	16,552	68.97	32
Iowa.....	26,000	93	3,313	3,342	12.85	32	B-6	1,549	16,763	16,891	64.97	38
Kansas.....	21,700	84	2,696	2,789	12.85	33	B-7	1,200	16,271	16,843	77.62	25
Kentucky.....	18,000	60	1,244	1,321	7.34	44	C-8	475	11,240 ²	13,355 ³	74.17	28
Louisiana.....	11,000	42	906	770	7.00	46	C-10	1,863	9,101 ³	10,149 ³	92.26	11
Maine.....	6,400	32	1,782	1,643	25.67	20	D-8	1,500	6,321	7,054	110.22 ⁵	1
Maryland.....	8,400	55	1,371	952	11.33	38	D-13	400	2,350 ²	2,302 ²	27.40	49
Massachusetts.....	26,000	332	5,415	5,646	21.72	25	B-4	1,500	16,033	17,134	65.90	37
Michigan.....	31,200	139	10,311	11,256	36.08	14	A-3	4,800	26,837	29,483	94.50	7
Minnesota.....	24,000	145	3,800	5,773	24.05	22	B-2	2,000	14,325	14,600	60.83	41
Mississippi.....	15,000	16	312	274	1.83	53	C-15	1,200	11,032 ²	9,940 ³	66.27	35
Missouri.....	24,800	216	3,186	2,973	11.99	36	B-8	665	22,382 ²	22,752 ³	91.74	12
Montana.....	6,200	21	313	612	9.87	41	D-15	100	3,699	3,920	63.23	40
Nebraska.....	15,000	71	2,602	2,376	15.84	29	C-5	2,000	12,527	13,537	90.25	14
Nevada.....	800	4	684	778	97.25	2	E-1	222	764	655	81.88	18
New Hampshire.....	3,100	30	460	431	13.90	30	D-10	1,100	2,500 ^e	2,630	84.84	16
New Jersey.....	24,500	198	6,488	7,173	29.28	17	B-1	4,157	23,772	24,500 ³	100.00	3
New Mexico.....	3,400	13	286	354	10.41	39	D-14	500	1,717	2,203	64.79	39
New York.....	73,000	948	9,278	8,666	11.87	37	A-7	2,367	36,260 ⁴	38,516 ⁴	52.76	45
North Carolina.....	24,200	23	634	716	2.96	52	B-9	750	13,700 ⁴	14,548 ⁴	60.12	42
North Dakota.....	9,500	42	508	517	5.44	40	D-17	425	5,475	4,480	47.16	46
Ohio.....	45,000	349	14,587	16,785	37.30	13	A-2	1,000	35,640	37,117	82.48	17
Oklahoma.....	19,300	23	1,565	1,801	9.33	42	C-7	615	17,487 ²	18,216 ³	94.38	8
Oregon.....	8,400	19	2,877	2,316	27.57	19	D-7	1,200	6,542	6,617	78.77	23
Pennsylvania.....	59,000	325	17,650	18,459	31.29	16	A-4	824	55,203	57,411	97.31	4
Philippine Islands.....	27,000		59	83	.31	55	B-10					
Porto Rico.....	5,200		64	79	1.52	54	D-18					
Rhode Island.....	3,900	32	474	319	8.18	43	D-16	1,790	3,750	3,711	95.15	6
South Carolina.....	14,000	22	614	633	4.52	50	C-13	300	8,116	8,281 ²	59.15	43
South Dakota.....	9,500	40	1,188	1,198	12.61	34	D-12	500	9,001	9,113	95.93	5
Tennessee.....	18,000	31	1,126	1,115	6.19	48	C-12	165	7,005	7,900 ²	43.89	47
Texas.....	40,000	48	3,726	4,997	12.49	35	A-6	500	23,600 ^e	28,500 ^e	71.25	31
Utah.....	4,600	30	2,093	2,562	55.70	8	D-3	1,400	4,785	4,861	105.67 ²	2
Vermont.....	3,100	30	330	417	13.45	31	D-11	1,139	2,439	2,495	80.48	21
Virgin Islands.....	125		108	105	84.00	3	E-2					
Virginia.....	18,000	40	1,717	1,794	9.97	40	C-6	1,500	12,396 ²	12,104 ²	67.24	34
Washington.....	11,900	68	5,465	6,899	57.97	7	C-1	4,005	10,983	11,185	93.99	9
West Virginia.....	16,000	24	2,729	2,603	16.27	28	C-4	450	10,573	12,450 ³	77.81	24
Wisconsin.....	21,450	160	3,826	4,062	18.94	26	B-5	5,000	15,447	16,540	77.11	26
Wyoming.....	3,400	12	1,133	1,206	35.47	15	D-5	390	3,046	3,000 ^e	88.24	15

THIS TABLE shows the growth of professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 4982 on January 1, 1908; 170,053 on January 1, 1927; and 181,350 on January 1, 1928. This latter figure is 20.12 percent of the 901,280 teachers in the United States and territories.

The figures for state associations for January 1, 1908, show a membership in these associations of 65,993. The figures for January, 1927, are 613,728, and for January 1, 1928, are 650,368, which is 72.16 percent of the 901,280 teachers in the United States and territories.

In the United States in 1927, 19.07 percent of the teachers of the country were enrolled in the National Education Association; the corre-

sponding percent for 1928 given at the head of Column 6 is 20.12. During the same year the percent of teachers enrolled in State Associations increased from 68.84 to 72.16, the percent given at the head of Column 11. The preceding percents are based upon estimates as to the number of teachers in each state in 1927 and 1928. These estimates are as accurate as available data permit. The figures of Column 2 include teachers, principals, supervisors, and administrative officers. The figures for state associations are based on signed reports from the officers of those associations.

^e The letter "e" indicates that the figure is an estimate.

¹ Column 8 enables each state to compare its membership achievement with that of other states in its size group. The states marked

"A" have 30,001 or more teachers; those marked "B" have 20,001 to 30,000 teachers; "C," 10,001 to 20,000; "D," 2001 to 10,000; "E," 2000 or under.

² Figure does not include members enrolled in statewide organizations for colored teachers.

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

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

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

⁶ Does not include city of Wilmington.

Health Emphasis for Commencement

LUCY OPPEN

Staff Associate, American Child Health Association

THE YOUNG PERSON of the present day, "hurled from change to change unceasingly," and with little confidence in the sagacity of his elders, misses an element of real value if he misses the breathing space and perspective on life which a rightly developed commencement season may bring to him.

The development of poise and sanity, of a sense of relative values, of a sure confidence in the goals of life, and of the paths and tools necessary to reach those goals—is this not what a true commencement should stand for in the seething lives of our young people? But does it?

Poise, confidence, a sense of relative values in the tasks ahead—these are essential elements of mental health. And has the troubled world ever been more in need of these great classic qualities?

In placing our emphasis on health this year as one of the seven great goals of education and of life, then, should it not be our first care to see that, at this time of all times, our young people actually *live* the thing they are talking and thinking about? Is it not more important to *demonstrate* mental health at commencement time, than to listen to even the most brilliant address on the *mens sana*? As the first step in our plans for an emphasis on health as a major objective in education, shall we not then decide that, whatever form our other commencement plans may take, this commencement season at least shall be free from the hectic hurrys and anxieties which have come to be characteristic of the commencement season the country over?

It is the answer of the graduating group to the eternal question, "*What things are most worthwhile?*" that constitutes the kernel of the true commencement. So long as the answer is sincere and honest, and the expression of the living conviction of the group, the commencement will be "vital." Without this living faith in the hearts of the graduates, no amount of "vitalizing" from the outside will make the commencement exercises a real force in the lives of the eager, experimental, sometimes even cynical young people of the

present day. We may galvanize the leg of a dead frog into a twitching semblance of life, but no mere stimulus ap-

IN ADOPTING a class pledge, the graduating class may well undertake to support the "Child's Bill of Rights" as a great social ideal, looking toward the insuring for all children of that equality of opportunity which is the firm foundation of true democracy:

The ideal to which we should strive is that there shall be no child in America:

That has not been born under proper conditions

That does not live in hygienic surroundings

That ever suffers from undernutrition

That does not have prompt and efficient medical attention and inspection

That does not receive primary instruction in the elements of hygiene and good health

That there shall be no child that has not the complete birthright of a sound mind in a sound body

That has not the encouragement to express in fullest measure the spirit within, which is the final endowment of every human being.—Herbert Hoover.

plied from the outside can take the place of the abiding inner vital force.

This faith in the great goals of life, this confidence in our ultimate ability to achieve our measure of success along chosen paths, cannot be planted in a hurry in May and be expected to blossom on commencement day in June. It is the result of years of unobtrusive, day-by-day work and play. Its honest and final expression, whether in traditional or in novel form, cannot fail to be inspiring to the group. The big thing is to make sure that the expression is honest and that it bears a vital relation to the work-a-day life of the class and to its play-life. Commencement must be the students' *own expression*—not a superimposed formality!

This backward look and forward look, with an appraisal of the present, may take many forms, on many different levels from kindergarten to the professional school of the university. Essen-

tially every promotion time represents a commencement—a new beginning.

"Commencement" need not be confined to proud eighth graders or high-school seniors. One group of primary school children, in looking forward to their promotion to the ripe honors of the second grade, evolved a "last day" celebration for themselves which was both sincere and spontaneous, and at the same time an expression of the most wise and gracious philosophy of life and of service. For two weeks previous to the great day, they worked with joy and exaltation at a project in which all of the skills, the knowledges, and the ideals acquired during the year were fused and expressed at their highest point of development in a concrete and colorful form. On the final day they surveyed their work and found that it was good. The joy of the creative artist and the joy of cooperative effort for the common good were combined in an experience of rarest poignancy. It represented the high-water mark in their school experience thus far. It built joy and confidence into the fiber of their lives. It represented one more force working within them for mental health.

The pedagogic materials out of which this vibrant experience was wrought were as usual extremely simple: The classroom into which these little people had come at the beginning of the year had been bare of ornament, but as the months went by, the various products of their art work adorned the walls, and the children came to feel that their room was a most beautiful place. They wished to know whether their zealously wrought treasures would remain on the walls for the oncoming kindergarten children to enjoy, or whether on the last day they might take their products home to their parents.

When it was decided that the children might take their treasures home, there was mingled rejoicing and sorrow. Their beautiful room would be dismantled—what a bare welcome for the oncoming kindergarten children!

They decided, therefore, that they would make a new set of posters for the walls to carry a message of welcome to

the new class. Each child was to make a poster, and in his poster (since kindergarten children could not be expected to know all at once how to behave in the first grade) each child would put a message of wisdom which he had learned in this grade, telling the kindergarten child what a first grader should know about the art of living in his new estate!

It happened that the teacher of this first grade was a young woman who had daily held up to her charges the beauty and wisdom of living in accord with the laws of health. She had, in actual practice and not merely in theory, conceived of health development as a major objective of her educational job. Was it to be wondered at that the collection of posters which resulted were gorgeous in their colorful portrayal of the delights of active play out-of-doors in the sunshine, of the beauty of cleanliness, of early to bed and early to rise, of good milk and fresh vegetables, and all the other materials of a child's day which make for health? A more gorgeous collection of health posters had never been seen! But they were not called health posters, or produced as health posters. They were merely the commencement message of the outgoing class to the incoming group.

On successively higher levels of education, the forms taken by the commencement experience may well represent progressively more ambitious levels of production. Students of the high school of Tulsa, Oklahoma, elected last year to present a most carefully developed pageant which served to integrate their work in the arts, in music, in physical education, and in English. The theme of this dramatic production was the meaning of education: Upon entering the Halls of Learning, Everyyouth, challenged by Life, and guided by the Spirit of Learning, starts on his quest of Experience. He meets experiences of Health, Research, Home, Work, Leisure, Citizenship, and Character. The experiences, robed as spiritual characters, seek to impart to him those qualities which Everyyouth needs.

Everyyouth first meets the Spirit of Health, who reveals to him the meaning of health: "The greatest element of a nation's strength lies in the health of its manhood and womanhood. A sound body makes for a sound mind, and clear thinking for a strong morale. You will discover that there are few instances of really great accomplishments by men who are physically weak. Until

this generation, our people were largely pioneers of the great outdoors, wresting a continent from the wilderness and making plains productive. Now the outdoors has been barred to many of our number and we are losing our physical stamina."

In view of this situation, the Spirit of Health shows Everyyouth how the school seeks to develop health through a program of hygiene and physical education; an intramural program of diversified athletics for all, an athletic code through which love for clean sport and play, group loyalty, cooperation, and scholarship may be instilled; frequent medical and physical examinations with help for each individual in securing the correction of physical defects and in forming new health habits.

Whatever the particular form which the commencement exercises take, there is one task, first and foremost, which will engross the thought of any group which is endeavoring to develop a strong health emphasis in its commencement plans: *Practise what you preach!*

To have each member of the graduating class be as nearly "100 percent fit" as his native endowment makes possible—surely this is an aim for the graduating class which may combine high idealism with solid practical and personal advantage!

Does the class show 100 percent of mouths in good condition—teeth well-brushed and shining, cavities filled, necessary extractions made? What proportion of the class are free from commonly recognized health handicaps such as poor eyesight uncorrected with glasses, poor hearing, diseased tonsils, or adenoids?

Is there any preventable sickness which according to accepted medical opinion could be cut down by health measures?

To what extent is the class profiting by presentday knowledge of protection against communicable disease, as disclosed by the proportion of members of the class immunized against such a preventable infection as smallpox?

What proportion of members of the class are well within the "safety zone" in weight (not more than ten percent below or twenty percent above the average weight in relation to height and age?)

What proportion of the class daily follow accepted health habits with regard to food, rest, exercise, elimination, and cleanliness?

Does the social conduct of the mem-

bers of the class in school, home, and community show an honest enthusiasm for personal health behavior and public health measures?

Do the members of the class have the necessary information to fortify them throughout life, concerning the basic facts relating to healthful behavior, as for instance facts regarding food, exercise, rest, and communicable disease?

In the achievement of the highest possible collective standard of physical and mental health, the strenuous efforts of every member of the graduating class will be enlisted. "*Selfcontrol!*" may well become the watchword of the group. Moderation in all things, in eating and in drinking, in sports and dancing, and in habits of rest and sleep, are not easy for young people in these days of fast living!

An ideal of physical fitness may well become a secondary religion to our young people, as it was to the Athenian youth. For health may not be an end in itself, but it is most certainly a very absolutely *essential condition* for achieving many of the things in life which are most worthwhile. The cultivation of fine personal health may most truly be one's first social duty!

In developing a high standard of health, the class will undoubtedly wish to work out some sort of yardstick with which to rate their degree of achievement. For older boys and girls and for college students Dr. Thomas Wood's *Personal Health Scale* will prove a help in working out an estimate of their health condition and health habits. For younger children some such health scale as the *Requirements for Blue Ribbon Children* developed in Mansfield, Ohio, might prove suggestive. But in any case, the scale adopted must be the children's *own*—something developed or approved by themselves, as expressing their own ideal for themselves, and not something imposed on them from without.

The development and application of such a class health measuring rod constitutes in itself a most inspiring and scientifically inclusive class project!

As in religious circles it is often found that missionary effort abroad is rewarded by an increase in fervent zeal in the home church, so in health matters. The health ideal is seen in its full significance only when the vision is extended beyond the individual and beyond the graduating class, to all children in this American Republic.

Forty American Books—1926

FORTY BOOKS are selected each year by the American Library Association at the request of the International Institute of Intellectual Cooperation of the League of Nations. The institute directs that "the works chosen should deal with an important subject, in an original and interesting manner and be capable of being read by a person of average culture." This is a pioneer service in the interest of world intellectual unity. Teachers as culture bearers have a peculiar interest in such lists. Every true teacher wishes to maintain vigor in his own intellectual life. He also takes pride in calling the attention of friends and neighbors to the really great books that he discovers. These are notable volumes. They have been selected from the more than ten thousand published in the United States during 1926 as America's contribution to a world list of six hundred titles.

The inviting and readable notes have been supplied by the Cleveland Public Library which has promised to prepare similar notes for publication in *THE JOURNAL* for the 1927 list. This library is a prophecy. It shows what a city can do when it begins to appreciate the importance of its intellectual life. The American Library Association says that every city, county, or town, should spend at least one dollar per year per capita to maintain expert library service. That is the minimum. Cleveland does much better. And we venture the guess that that money, dollar for dollar, does more to make the people of Cleveland happy, contented, and efficient than any other money which that city spends. How much does your community spend? Is it putting enough into its effort to maintain the intelligence which schools exist to create?

General

- ADAMS, JAMES TRUSLOW. *New England in the Republic, 1776-1850*. Little, Brown and Company. 452p. \$5. Mr. Adams combines solid research with a vivacity of style, making his latest volume one of the most readable histories of the year.
- MIMS, EDWIN. *The advancing South*. Doubleday, Page and Company. 319p. \$3. A survey of the conflict between the progressive and reactionary forces in the South today, covering the fields of literature, education, church, politics, and the press.
- NASH, ROY. *The conquest of Brazil*. Harcourt, Brace and Company. 438p. \$5. Unquestionably the best survey of present-day conditions and their historical background.
- SEDGWICK, MARY KATRINE. *Acoma, the Sky City*. Harvard University Press. 314p. \$4. An admirable study of an ancient pueblo, based on extensive research yet brimful of color and romance.
- SULLIVAN, MARK. *Our times* (I. The turn of the century). Charles Scribner's Sons. 610p. \$5. Out of a welter of anecdotes, cartoons, popular plays, comic songs, political and social gossip, Mr. Sullivan has fashioned a vivid, stimulating summary of American life.
- THOMASON, J. W., JR. *Fix bayonets!* Charles Scribner's Sons. 245p. \$3.50. The story of the U. S. Marines in action in France. The most important contribution to the personal narrations of the World War which America has produced.

Social Science

- HAYES, CARLTON J. H. *Essays on nationalism*. The Macmillan Company. 279p. \$3. "An excellent series of studies on nationalism and its relation to various aspects of modern life."—*Foreign Affairs*.
- ISE, JOHN. *The United States oil policy*. Yale University Press. 547p. \$7.50. A comprehensive survey of the oil policy of the United States, con-

MARTIN, EVERETT DEAN. *The meaning of a liberal education*. W. W. Norton and Company, Inc. 319p. \$3. "To read 'The meaning of a liberal education' is almost equivalent to receiving one. One of the few volumes on modern educational tend-

How to Use this List

NOTE THAT the books are grouped under eight headings.

2. Read the list slowly and carefully, recalling what you already know about the authors and the subjects treated.

3. Check ten titles that you would like to read, taking at least one title from each of the eight groups.

4. Select from your list of ten, five that appeal to you most strongly.

5. Visit the public library or bookstore and examine these five, selecting for immediate reading the one you enjoy most.

6. Call the attention of your friends to the list.

7. Compare this list with the one for 1925 which appeared in *THE JOURNAL* for April 1927, pages 129-30.

8. Make it a point each year to buy at least one of these books for your personal library and to read at least five.

9. Draw together a small informal book circle. Each can buy a book and exchange. There may be evenings of reading aloud.

10. Be generous in buying books. Intelligence lifts man above the beasts. It is worth spending money for.

ency which are free from the bias of any particular school or philosophy."—*Literary Review*.

MOON, PARKER T. *Imperialism and world politics*. The Macmillan Company. 583p. \$3.50. "The best general account of imperialism and of its expression during the last generation."—*Foreign Affairs*.

PUCKETT, N. N. *Folk beliefs of the southern Negro*. University of North Carolina Press. 644p. \$5. A remarkable contribution to the study of the fast-disappearing folklore of the American Negro; written with distinction and charm.

Religion

BROWNE, LEWIS. *This believing world*. The Macmillan Company. 347p. \$3.50. A popularly-written description of the great religions of mankind. The spiritual element of religion is not emphasized in any way.

MUKERJI, DHAN GOPAL. *The face of silence*. E. P. Dutton and Company. 255p. \$3. A presentation of the life and teaching of the young Indian philosopher Ramakrishna.

WHITEHEAD, A. N. *Religion in the making*. The Macmillan Company. 160p. \$1.50. Terse but delightful lectures on the philosophy of religion.

Philosophy and Psychology

BROWNELL, BAKER. *The new universe*. D. Van Nostrand Company. 455p. \$4. An attempt to coordinate scientific, social and philosophic theories of the present day.

DURANT, WILL. *Story of philosophy*. Simon & Schuster. 577p. \$5. Popular studies of the lives and theories of the great philosophers.

EDMAN, IRWIN. *Richard Kane looks at life*. Houghton Mifflin Company. 319p. \$2.50. "If you have

youth to teach or interpret or correct (or even a few things left uncertain in your own philosophy) you'll find Richard Kane's biography of the soul mighty stimulating."—*Survey*.

RANDALL, JOHN HERMAN. *The making of the modern mind*. Houghton Mifflin Company. 653p. \$3.50. A survey of those beliefs and ideas of the modern world which have their roots deep in the past.

TERMAN, LEWIS M. AND COX, CATHERINE M. *Genetic studies of genius*. Stanford University Press. 2v. \$5. Statistical results of psychological studies: Vol. 1, Mental and physical traits of a thousand gifted children; Vol. 2, Early mental traits of three hundred geniuses.

Belles Lettres and Art

GUILLAUME, PAUL AND MUNRO, THOMAS. *Primitive negro sculpture*. Harcourt, Brace and Company. 134p. \$6. A vivid, sympathetic interpretation of African art, covering its relation to African life, its artistic qualities, its chief traditions, and its relation to contemporary art. The illustrations are from the collection of the Barnes Foundation at Marion, Pennsylvania.

MUMFORD, LEWIS. *The golden day*. Boni and Liveright. 283p. \$2.50. In "Sticks and stones," Mr. Mumford used architecture as an index of American culture; in this book he treats imaginative literature and philosophy as the key to our culture which he believes has steadily declined since the pre-Civil War golden day—the time of Emerson, Thoreau, Hawthorne, and Whitman.

SHERMAN, STUART. *Critical woodcuts*. Charles Scribner's Sons. 348p. \$2.50. "Entertaining and enlightening book reviews. The viewpoint is one of a man of taste, who enjoys a commendable measure of tolerance."—*Literary Review*.

Drama

ANDERSON, MAXWELL AND STALLINGS, LAWRENCE. *Three American plays*. Harcourt, Brace and Company. 263p. \$2.50. Contents: "What price glory?" "First flight," (Andrew Jackson's first love episode); "The buccaneer," (Henry Morgan, the 17th century pirate). "While not plays of unusual dramatic power, or indeed of unusual theatrical power (and we except, of course, 'What price glory?'), they all disclose the vigor and the excitement of life."—*Literary Review*.

GREEN, PAUL. *Lonesome road*. Robert M. McBride. 217p. \$2. Six homely, poignant one-act tragedies, cross sections of Negro life and character as seen on a North Carolina plantation.

O'NEILL, EUGENE. *The great god Brown*. Boni and Liveright. 383p. \$2.50. A symbolic drama in which each of the principal characters has two faces—his own, his naked self, and a mask—what most of the world believes him to be. "O'Neill has taken the soul as well as the body of life to himself for ironic and pitying contemplation."—*Outlook*.

Biography

ALLEN, HERVEY. *Israfel*. George H. Doran Company. 2v. \$10. A scholarly, authoritative, and impartial work telling the complete story of Poe's life and social background. Contains much new material.

BROWN, ROLLO W. Dean Briggs. Harper and Brothers. 322p. \$3.50. In these sympathetic pages Mr. Brown recreates the figure of Harvard's famous dean, one of the foremost educators of our time.

HOUSE, EDWARD M. ed. by CHARLES SEYMOUR. *Intimate papers of Colonel House*. Houghton, Mifflin Company. 2v. \$10. "The most important contribution yet made to the history of Woodrow Wilson's presidency."—B. E. Schmitt in *The Political Science Quarterly*.

KRUTCH, JOSEPH WOOD. *Edgar Allan Poe*. Alfred A. Knopf. 244p. \$4. "Primarily a study of a particular psychology and not an attempt to assign definite literary values."—*Independent*.

NOCK, ALBERT JAY. *Jefferson*. Harcourt, Brace and Company. 340p. \$2.75. A study of Jefferson's conduct and character, penetrating, entertaining, and provocative.

SANDBURG, CARL. *Abraham Lincoln*. Harcourt, Brace and Company. 2v. \$10. "A portrait done with the exquisite patient care, the intent rever-

ence, the elusive tenderness of a Rembrandt."—Annals of the American Academy.

YARMOLINSKY, AVRAHAM. Turgenev. The Century Company. 386p. \$4. The first biography in any language of the great Russian novelist. "A complete, illuminating and . . . deeply moving study."—Nation.

Science, Natural and Applied

ANDREWS, ROY CHAPMAN. On the trail of ancient man. G. P. Putnam's Sons. 375p. \$6. A popular account of the Central Asiatic Expeditions of 1922, 1923, 1924, to the Gobi Desert, undertaken by the American Museum of Natural History, to obtain proof, if possible, of the distribution of prehistoric animals from Central Asia. Recommended for school libraries.

BEEBE, WILLIAM. The Arcturus adventure. G. P. Putnam's Sons. 439p. \$6. A popular account of

the first oceanographic expedition of the New York Zoological Society. Delightfully written and well illustrated in photograph and color. Recommended for school libraries.

CRILE, G. W. The bipolar theory of living processes. The Macmillan Company. 405p. \$5. An eminent American surgeon here advances the theory that life is an electrical phenomenon in which individual cells serve as bipolar elements. Of interest to physiologists, biologists, and exceptional general readers.

HERRICK, C. J. Brains of rats and men. University of Chicago Press. 382p. \$3. A survey of the origin and biological significance of the cerebral cortex. For the psychologist and student of comparative anatomy.

MORGAN, T. H. Theory of the gene. Yale University Press. 343p. \$4. Essentially a general textbook for the serious student of genetics and heredity. Of little interest to the general reader.

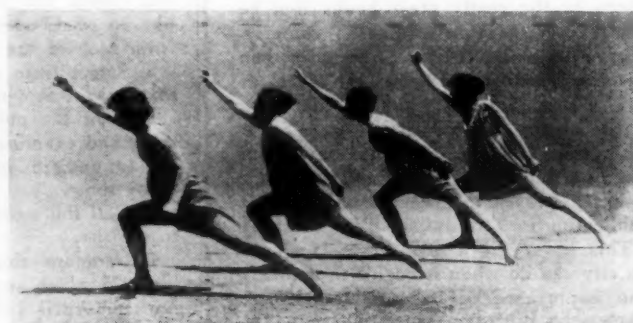
NATURALIST'S GUIDE TO THE AMERICAS. Williams and Wilkins. 761p. \$10. Important collaborative work describing the biological areas of North and South America, listing their characteristic plants and animals and presenting arguments for their conservation. Valuable to naturalists and to persons interested in the preservation of wild life.

NEWMAN, HORATIO HACKETT, ed. Nature of the world and of man. University of Chicago Press. 566p. \$4. A symposium of articles on the physical and biological world, based on a survey course offered to selected students at the University of Chicago which aimed to show the position of man in the universe and his relation to it. Should appeal to the thoughtful, intelligent reader.

SPOEHR, H. A. Photosynthesis. Chemical Catalog Company. 393p. \$6.50. Called by the Botanical Gazette one of the best American monographs in the field of plant physiology. Of interest to teachers of botany and university students.



Special Photograph



Keystone View Co. Inc. of N. Y.



Photo by Paul Thompson

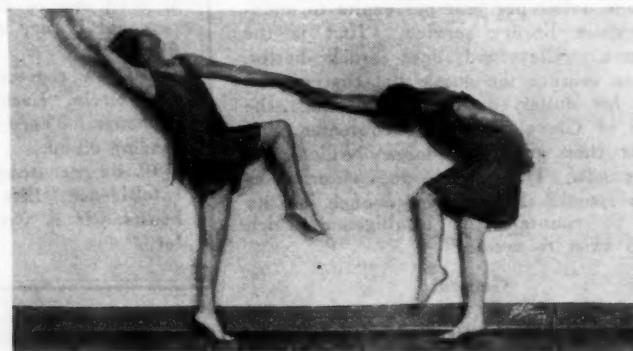
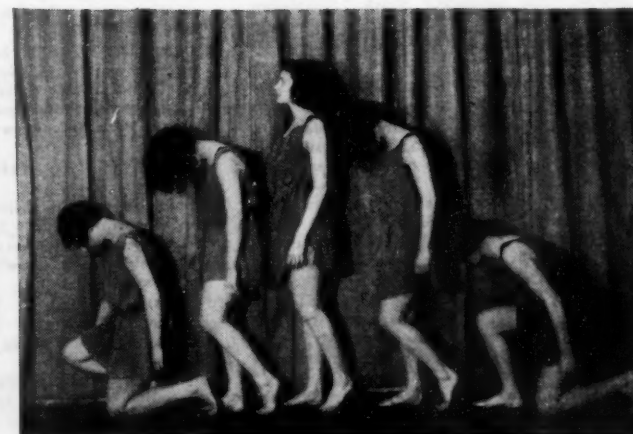


Photo by Paul Thompson



Edwin F. Townsend



Edwin F. Townsend.

EMILE JACQUES-DALCROZE saw the need of more rhythm in life. He established a school of eurythmics in Hellerau, near Dresden, Germany. The system is said to be universal in Switzerland and is spreading in other European countries and in the United States. The American Institute of Dalcroze Eurythmics, through whose courtesy these photos are published, is located at 110 East 59th Street, New York City. This school is training teachers to introduce this system in America. The training emphasizes concentration, close attention, good posture, relaxation, and good form in all bodily movements.

Products of the Schools

THESE POEMS were selected from the work of the school children of Maryland by I. Jewell Simpson, assistant state superintendent of schools. They represent an attempt to develop originality among school children by encouraging them to express their ideas and fancies in their own manner. Teachers of writing believe that in this way joy in writing and skill in expression can best be developed. The grades given indicate the classification of the pupils at the time the lines were written.

The Baby Indian

The wind rocks the cradle
And baby goes to sleep.
The animals love to watch him
They come near to peep.

—Pearl I. Bensei—Grade 2—Fullerton School, Baltimore County.

My Robin

I saw a little Robin
Coming from the south.
He came a hopping
With a worm in his mouth.

—Lorraine Moler—Grade 2—West Brunswick School, Frederick County.

Little Birdie, Tweet-Tweet

Oh, little birdie, Tweet-tweet!
Why don't you stop when you meet me?
You meet me every single day.
And then you fly so far away.
Oh, little birdie, Tweet-tweet!
Why don't you stop when you meet me?

—Margaret C. Kemp—Grade 2—Prince George's County.

The Rain

The rain's been raining all night through
It makes the streets look very new,
And also makes the sky of blue
Turn brown and black and gray.

—Margaret C. Kemp—Grade 2—Prince George's County.

George Washington

George Washington was brave,
George Washington was true,
He fought for his flag,
The red, white, and blue.

—Jack Kehne—Grade 3—N. Market Street School, Frederick County.

Spring in Holland

In Holland's fields the tulips grow,
So many, many in a row,
They look so pretty as you pass
And see them blooming in the grass,
Red and yellow, pink and white,
They blooming make a pretty sight,
Lovely spring has come at last.

—Edna Marie Meyerdirch—Grade 4—Reisters-town School, Baltimore County.

Winter in the Air

The snow flakes soon will fall,
The children will be happy,
Old Jack Frost come a-creeping
And makes us all feel snappy.

—Katherine Utz—Grade 5—Brooklyn Park School, Anne Arundel County.

JOHAN J. LYNCH, principal of the West Street Junior High School, Holyoke, Massachusetts, writes as follows:

Did you ever think how thoroughly children will examine themselves if given a chance? Recently one of my teachers wanted me to make out a list of spelling words for a term's test. I suggested that the children make out the list. So I asked the children to look over their lessons since September and to select one word each for a spelling examination. The word must be one that was found difficult to spell yet a word that is commonly used. The list was made up, and follows. We used it for our examination in grade five. Try it.

engine	collar
themselves	arrange
dictionary	trouble
receive	obey
Massachusetts	recess
appoint	grocery
Wednesday	attack
o'clock	promise
natural	birthday
regard	dangerous
capital	elevator
special	fierce
breakfast	talking

Springtime Here

Springtime is here! Springtime is here!
All our hearts are full of good cheer.
Signs of springtime everywhere,
A bird in the treetop, a flower there.

They bring the glad message to you and me,
To be of good cheer, for springtime is here.

—Marjorie McBride—Grade 5—Dundalk School, Baltimore County.

The Sea Where I Hope to Go

I hope to be off to the sea some day,
To the green tossing waves far away,
I hope to be on a lonely sea,
With a tall ship just for me.

I hope to be off to the sea some day,
To the wild old Atlantic far away,
I want to be on a shining sea,
With seagulls crying just for me.

—Betty Meyers—Grade 6—Campus School, State Normal School at Towson.

Lady Moon

Oh, Lady Moon so great and fair!
How does it feel to sail in the air?
How does it look in the "Milky Way?"
Where your maidens frolic about all day?

Are there jewels rare in the velvet skies,
That glitter and gleam when the sunlight dies?
If I were you, and you were "me,"
I wonder how our lives would be.

—Margaret Erb—Grade 6—Westminster School, Carroll County.

The Pansy

Dear little Pansy-face serene
Down in the depths of yon unseen,
Are there thoughts and feelings you would express?
Had you voice? Or would you have us guess?

Maybe some day by radio,
You'll send us a message, so sweet and low,
That those whose ears attuned to hear
May catch your thoughts, my pansy dear.

—Margaret Erb—Grade 6—Westminster School, Carroll County.

The Bells

One night as I was tucked in bed,
And was told to have sweet dreams,
I peeped out of the window and saw
What I thought were moonbeams.

Then, I jumped up out of bed
And, what do you think I saw?
It was our neighbor's house afire,
The house, the barn, and all.

Then, I heard the fire-bell
A tale of terror it did tell—
Of burning house and burning barn,
And this isn't any great big yarn,
For here is the picture as you can see,
Just plain as plain can be.

—Mary Hearne—Grade 6—Hyattsville School, Prince George's County.

An April Shower

After an April shower
The earth is green and fair
And little blossoms and flowers
Are blooming everywhere.

The dead grass is green now,
And the trees have burst into bloom,
And as we watch we wonder how
The change is made so soon.

—Cornelia Funkhouser—Grade 6—Broadway School, Washington County.

The Joy of the First Snow

When I awoke one morning
My mother said, "Come here,"
Outside the weather was storming,
And the snow lay far and near.

It covered the ground, it covered the trees,
And their limbs, once brown and bare,
Were covered with something more dainty than leaves,
For Father Winter had been there.

Sleds were brought from the basement,
And the jolly fun began.
There were shouts of merry laughter
As over the snow we ran.

When the snow falls thick and fast,
It is the time of year,
I share with you, as in the past,
My Christmas good will and cheer.
—Nancy Killingbeck—Grade 6—Mt. Rainier
School, Prince George's County.

Happy Children's Books

My books, your books,
Pictures and stories;
Romance and glories;
Happily read them,
Loved by the children dear.

New books, old books,
Tattered and torn,
Wilted and worn,
Big books, good books,
They are the ones we read.
—Mary E. DeMoss—Grade 6—Center Street
School, Cumberland, Allegany County.

The Flowers' Bed

Sleepy little flowers,
Close your drowsy eyes,
Cuddle 'neath the cover
That floats gently from the skies.

Mother Nature is spreading
Her snow-flakes here and there;
To make beds for the flowers
And small plants everywhere.

Then thanks to Mother Nature
For the blessing she has spread,
For the soft and cozy snow-flakes
To make these feather-beds.
—Jane Roberts—Grade 6—West Side School,
Cumberland, Allegany County.

Ootkin Purrington Caruthers

I have a new black kitty,
His eyes have a yellow hue,
The blackest black kitty ever seen,
He shines like morning dew.
His voice is loud and lasting,
His growl is fierce and long;
But when he's a happy kitty
He sings his purring song.
This kitty used to roam and stray,
Meow, meow around,
But now he lies in honor
Instead of on the ground.
Nights when he's gone down the basement
Amid the mice piled deep,
We hear a pounce and a hastening
Which wakes us in our sleep;
And then we hear him chewing
His mouses with great speed,
And in the morning of breakfast
He really has no need.

He meows around the table,
Asks if he might eat.
Oh yes, we slip him bread and crumbs
And his menu's quite complete.
Our kitty's name is Ootkin
And Purrington you know,
Caruthers is the last one,
Oh yes, indeed that's so.
Do you want to hear why Ootkin
Got in our house so quick?
Just listen, I'll tell you
How he got in so slick.
Well, one cold, cold morning
We located a bright grey mouse,
So on a cold, cold morning
We brought "Oot" in the house.

We took "Oot" in the closet,
He caught a mouse in there,
But you have to work your way in the world
If you want to get anywhere.

—Imogene Caruthers—Grade 7—Campus School,
State Normal School at Salisbury.

Some Vacation

Speak about vacations,
I'm getting one in bed.
My stomach's hurting
And there's a pain in my head.
Watermelons coming,
Peaches going by,
I'm sick in bed
But I'll get them by and by.
I cried for something to eat
And to get out of bed.
"You'll be well after while,"
Was all that mother said.
Lying around in bed
And sleeping all the day,
Is the loneliest thing you can do
If you take it that way.

—Billy Long—Grade 7—Campus School at
Salisbury.

From a Light House Tower

I heard the ocean roaring against the sandy
shore,
I got up from my lounging place,
And unlocked the tower door.

Way up on the balcony I heard the seagulls cry,
It was a wild call and a clear call, a call that
seemed to defy.

The sea was mad this morning, as it tossed
to and fro,
I watched the angry billows in the sun's mighty
glow,
I looked again once more at some seaweed tossed
on shore,
And silently I climbed downstairs and locked
the tower door.

—Janice Carson—Grade 7—Campus School, State
Normal School at Towson.

The Cowboy

The cowboy's of a wild and wooly make,
He has no father, mother, sister nor a brother
Jake.
He has no house or phone,
But the prairie's all his own,
Where he hears the coyote moan and moan and
moan.

He does not stay at home,
But the prairie he does roam.
He has no church nor preacher,
No schoolhouse nor a teacher,
But o'er the prairie to roam, roam, roam.

—David Tillman—Grade 7—Campus School,
State Normal School at Towson.

Two-Gun White-Calf

He's an Indian proud and vain,
He takes his tribes and leads them
Away across the plain.

He's a mighty good chief,
And treats his men as he should,
Like only an Indian could.

He waves his arms,
His feathers fly,
He gives the war-whoop and away they ride.

Two-Gun White-Calf,
A mighty fine man,
And he'll be remembered all over our land.
—Rosalie Jacobsen—Grade 7—State Normal
School at Towson.

A June Day

'Twas a perfect day in summer,
In the happy month of June,
When the little brook did murmur,
And the roses were in bloom.

'Twas there I sat a'dreaming,
When all my work was done,
As the sprouting corn across the hills
Glistened in summer's sun.

I gazed across the hills and valleys,
Saw flowers swaying in the breeze,
Listened, as the birds chirped o'er me,
Listened, to the rustling leaves.

—Minnie Rosenbauer—Grade 7—Pikesville
School, Baltimore County.

A Storm

The lightning flashes by the window,
The cold wind whistles through the day,
The rain falls down in torrents,
Flooding the boats in the bay.

The wild waves dash on the rocks and shore,
The booming surf resounds,
The white caps foam their wrath to show,
And the angry sea rebounds.

The sea is a large gray monster,
Roaring inarticulate with rage,
It roars on far into the night
Like a beast in a great iron cage.

When morning dawns and the sun flames up,
The rain has ceased to fall,
The sea still rolls and white caps foam,
A dull mist is over all.

—Virginia Palmer—Grade 8—Easton School,
Talbot County.

Mother of Mine

As I sit in the twilight,
When dark shadows creep,
I think of a dear one
So true and so sweet.

From toils and cares,
She is never free.
Forever and always
She's toiling for me.

If the whole world forsakes me,
And the stars cease to shine;
She is always my true friend,
Dear Mother of Mine.

—Viola Morris—Grade 8—Winter Street School,
Hagerstown, Washington County.

Santa Claus

Germans have Kris Kringle
They sometimes call him Nick;
America has a Santa Claus
And Ireland has a Mick.

The Chinamen have a Santa Claus
Who wears a great long queue;
Cannibals had a Santa Claus
But made him into stew.

Of all the Santa Clauses
The best, I'm here to say,
Is the one we have with us
In the good Old U. S. A.

—Edith Lloyd—Grade 8—Linthicum Heights
School, Anne Arundel County.

Schools That Are Prophecies

THIS LIST was not gathered for publication. It came in response to a letter sent to leading school officials throughout the country in connection with JOURNAL plans for 1928-29. Teachers wishing to study the best schools and visitors from overseas have so often asked for names of schools that this list is published for what it is. Each name of a school was sent by a responsible person in reply to a request for names of schools that are adapting their work to the individual needs of the child and his home and community life. The correspondence relating to these schools shows a field of unusual richness and extent. Everywhere pioneer schools are realizing in daily practise the goal of the Association's service program—a fair start in life for every boy and girl; not just the petty accuracies, but a really fair start in experience and ideals as well as knowledge. Readers knowing of other schools of this character—and there are many others—are invited to write THE JOURNAL about them, calling attention to progressive features of special importance.

ALABAMA—Fairhope, School of Organic Education.

ARIZONA—Phoenix, Marietta Johnson School, Phoenix Country Day and Boarding School, Phoenix Union High School.

CALIFORNIA—Berkeley, Cora L. Williams Institute of Creative Education, North Berkeley Outdoor School; Los Angeles, Continuation Part-Time High School, James A. Fosby Junior High School, John Muir Junior High School, Metropolitan High School, Nursery School, Progressive School of Los Angeles; Oakland, Cooperative Trade Classes, McClymonds High School, Nursery School; Ojai, Ojai Valley School; Palo Alto, Peninsula School of Creative Education; San Diego, Francis W. Parker School; San Francisco, Public Schools, Elementary Department of State Teachers College; Santa Barbara, County Demonstration School.

COLORADO—Denver, Ashland School, Statewide Weekly Radio Program of progressive education by the State Department of Education, Opportunity School.

CONNECTICUT—Avon, Avon-Old Farms; Bridgeport, Unquowa School; Darien, Cherry Lawn School; Greenwich, Edgewood School, Rosemary School; Kent, Kent School; Litchfield, Spring Hill School; New Britain, State Normal School; New Haven, Grand Avenue Special School; State Normal School, Yale University Research Center in Child Welfare; West Hartford, West Beach Park School; Willimantic, State Normal School.

DELAWARE—Wilmington, Friends' School, Thomas F. Bayard School, Tower Hill School, Wilmington High School.

DISTRICT OF COLUMBIA—Washington, Abbot Vocational School, Department of Visual Instruction, Kalorama School, Macfarland Junior High School, Margaret Murray Vocational School, Potomac School, The Health School.

FLORIDA—Miami, Biscayne Bay School; Sarasota, Out-of-Door School; St. Petersburg, Shorecrest Out-of-Door School.

GEORGIA—Savannah, Pape School.

HAWAII—Honolulu, Fort Street Experimental School, Hanalei School; Island of Maui, Wailuku School; Lahaina, Kamehameha School No. 3.

ILLINOIS—Carbondale, State Normal School; Chicago, Francis W. Parker School, Nursery School; Downers Grove, Junior Elementary School; Evanston, Evanston Elementary School; Glencoe, Hawthorne School; Highland Park, DeForest School; Joliet, Public School; Normal, State Normal School; Rockford, Keith School; Winnetka, North Shore Country Day School, Winnetka Public Schools.

INDIANA—Gary, Public Schools; Indianapolis, Arsenal Technical School, Orchard School.

IOWA—Iowa City, University of Iowa Elementary School and Research Center in Child Welfare.

KANSAS—Bird City, Bird City High School; Holcomb, Holcomb Consolidated School.

KENTUCKY—Pippaspass, Caney Creek.

LOUISIANA—Crowley, Crowley Public School.

MAINE—Bar Harbor, Public Schools; Castine, Castine Normal School; Portland, Public Schools, Wayne Street School.

MARYLAND—Allegany County, Rural Schools; Baltimore, Baltimore City College, Elementary School No. 69, Friends' School, Junior High School No. 49, Mergenthaler School of Printing, Park School, Polytechnic Institute, School No. 76, Vocational Colored School for Boys; Bel Air, Bel Air School; Carroll County, Musical Festival; Chevy Chase, Chevy Chase Country Day School; Frostburg, State Normal School; Kent County, Flatland Rural School; Montgomery County, Rural Schools.

MASSACHUSETTS—Boston, Beaver School, Continuation School, Disciplinary Day School, Horace Mann School for the Deaf, Trade School for Boys and Girls; Brookline, Longwood Day School, Park School; Cambridge, Shady Hill School; Chestnut Hill, Beaver Country Day School; Easton, Easton High School; Hingham, Derby Academy; New Bedford, Friends' Academy; Northampton, Smith College Day School; Readville P. O., Brush Hill School; Salem, Tower School; Watertown, High School.

MICHIGAN—Detroit, Bloomfield Hills School, Merrill-Palmer School; Grand Rapids, Nursery School, School for Crippled Children; Highland Park, Highland Park High School; Houghton County, John Doelle Rural Agricultural School; Kalamazoo, Early Elementary Department of Public Schools; Livingston County, Hartland Rural Agricultural School; Macomb County, Rural Schools; Oakland County, Rural Schools; Olivet, Ashland High School; Washtenaw County, Rural Schools; Wayne County, School for handicapped children.

MINNESOTA—Minneapolis, University of Minnesota Research Center in Child Welfare; Moorhead, State Teachers College.

MISSISSIPPI—Agricultural College, Agricultural and Mechanical College; Dixon, Dixon Consolidated School; Neshoba, Neshoba Consolidated School; Philadelphia, Forest Dale Consolidated School.

MISSOURI—Bloomfield, Bloomfield Consolidated School; Chillicothe, Chillicothe High School; Kansas City, Sunset Hill School; Kirksville, State Teachers College; Lebanon, Teachers Training High School; Mexico, Mexico High School; Morrisville, Morrisville Consolidated School; Ozark, Ozark Consolidated School; St. Louis, Ben Blewett Junior High School, Community School, Cupples School, John Burroughs School, Sunset Hill School.

MONTANA—Hardin, Public School.

NEBRASKA—Central City, Public Schools; Omaha, Technical High School; University Place, Nebraska Wesleyan University teacher training program.

NEW HAMPSHIRE—Andover, Proctor Academy; Orford, Orford High School; Peterborough, Children's Community School; Sandwich, Quimby School; Weare, Weare High School.

NEW JERSEY—Atlantic City, Friends' School; Bayonne, Junior High School; Caldwell, Caldwell Country Day School; Elizabeth, Grover Cleveland Junior High School; Haddonfield, Friends' School; Maplewood, Columbia High School, Rialton Junior High School; Montclair, Brookside School, Montclair High School; Morristown, Friends' School; Newark, Cleveland Junior High School; New Brunswick, Rutgers College; Stelton, The Modern School, Work and Play Center; Trenton, Trenton Junior High School.

NEW YORK—Albany, Public School; Bronxville, Bronxville High School, Sarah Lawrence College; Brooklyn, Bay Ridge High School, Erasmus Hall High School, James Madison High School, Public School; Chazy, Central Rural School; Croton-on-Hudson, Hessian Hills School; Mount Vernon, Nursery School; New Hartford, Utica Country Day School; New Rochelle, Windward School; New York City, Birch-Wathen School, City and Country School, Children's Home School, Children's University School, Child's Welfare Institute of Columbia University, De Witt Clinton High School, Ethical Culture School, George Washington High School, Horace Mann School,

Julia Richman High School, Lincoln School of Teachers College, Public Schools No. 39, No. 45, No. 47, and No. 61, Richard Kelly Junior High School, School of Natural Development, Seward Park School, Social Motive School, Walden School, Walton Junior High School; Washington Irving High School, Washington School, Waverly School, Wells School; Pawling, Manumit School; Peekskill, Mohegan Modern School; Port Washington, Manhasset Bay School; Rochester, Harley School, Madison Junior High School, James Monroe Junior-Senior High School, Washington Junior High School; Rome, State Normal School; Rye, Rye Country Day School; Scarborough-on-Hudson, Scarborough School; Scarsdale, Scarsdale High School; Snyder, Park School; Suffern, Ramapo Valley Day School; Valley Cottage, Little White Schoolhouse; White Plains, Winbrook School; Woodmere, L. I., Woodmere Academy.

NORTH CAROLINA—Buncombe County, Work with illiterates; Pulaski County, Rural Schools.

NORTH DAKOTA—Mayville, State Teachers College.

OHIO—Akron, King School; Ashtabula, Harbor Schools; Athens, Public Schools; Canton, McKinley High School; Cincinnati, Clifton Open Air School, Withrow High School; Cleveland, Kindergarten-Primary Training School, Sibley School for Girls, Thomas A. Edison School for Boys, Thomas Jefferson Junior High School, Wade Park School; Columbus, Fairwood Elementary School; Dayton, Cooperative High School, Oakwood School; Fairport, Harbor Schools; Hudson, Western Reserve Academy; Sandusky, Public Schools; Yellow Springs, Antioch College; Youngstown, Yale School.

OKLAHOMA—Enid, Public School; Norman, University High School; Oklahoma City, Public School; Okmulgee, High School; Tulsa, High School.

OREGON—Gresham, Union High School; Monmouth, Oregon Normal School; Newberg, High School; Portland, Music-Education School; The Dalles, High School.

PENNSYLVANIA—Ambridge, District School; Bryn Mawr, Phoebe Anna Thorne School; Buck Hill Falls, Buck Hill School; Cheltenham, Cheltenham Township; Chester County, Unionville Consolidated School; East Downingtown, Friends' School; Easton, College Hill School; Flourtown, Carson College for Orphans; Frankford, Friends' School; George School P. O., George School; Henryville, Pocono Peoples College; Lancaster County, West Lampeter Vocational School; Lansdowne, Friends' School; Media, Friends' School; Overbrook, Central Elementary School; Philadelphia, Friends' West Philadelphia School, Green Street Friends' School, Oak Lane Country Day School, Oliver Wendell Holmes Junior High School, Overbrook High School, Shady Hill School, South Philadelphia High School for Girls; Pittsburgh, Community School; Scranton, Scranton School; Uniontown, Benjamin Franklin Junior High School, Lafayette Junior High School; Wayne, Public School; Westtown, Westtown School; York, Public School.

RHODE ISLAND—Providence, Gordon School.

SOUTH CAROLINA—Charleston, Murray Vocational School; Greenville, Parker High School; Greer, Greer High School; Walterboro, High School.

TENNESSEE—Hancock County, Mulberry Gap School; Knoxville, Junior High School; Memphis, Public Schools; Nashville, George Peabody College for Teachers.

TEXAS—Cooke County, Elm Grove School; El Paso, Smelter General Industrial School.

UTAH—Farmington, Centerville School; Granite, Granite District; Smithfield, Cache District; Spanish Fork, Nebo District.

VIRGINIA—Charlottesville, Public School; Newport News, Public School; Richmond, Public School; Whitmill, Farm Life School.

WASHINGTON—Klabe, Klabe School; Millwood, West Valley School; Morton, Morton School; Seattle, B. F. Day School, John Muir Elementary School, Summit Demonstration School.

WEST VIRGINIA—Wheeling, Waddington Peoples College.

WISCONSIN—Appleton, Junior High School; Madison, University of Wisconsin Experimental College; Viroqua, County Normal School.

Builders of Our Profession

TEACHERS ARE the guardians of the heritage of all the ages. They sow the seeds that grow into the flower of tomorrow's civilization. They are the lighters of torches that lead the world from darkness to light. They are the bearers of ideals and the trail blazers. All about them they see unfolding life reaching upward. The work of professional organizations of teachers will go far, because it is founded on the deep concern of humanity for its young. "Every teacher at work on the problems of the profession" means every teacher at work on the problems of civilization. Teachers in the schools here listed have shown their interest in professional problems by joining other teachers throughout the nation in the great educational advance.

Institutions which have ten or more life members in the National Education Association become links in its life membership chain. The West Texas State Teachers College at Canyon, Texas, is the first college to become a link in this growing chain of professionally minded men and women.

President A. R. Brubacher of the New York State College for Teachers at Albany suggests that life members of the National Education Association living in the various states should hold regular meetings. This would bind together more closely persons holding a life interest in the profession. Several states now hold banquets for National Education Association life members in connection with the state meetings.

New Life Enlistments

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

ALABAMA—John E. Bryan, Mrs. J. H. McCoy, Laura S. McGehee, Mary D. Pierce, E. B. Stewart.
ARIZONA—Kenneth Dale Anderson, O. W. Patterson.
ARKANSAS—William C. Barham, G. A. Brown, J. R. Bullington, J. D. Clary, J. O. Creager, J. J. Doyno, L. D. Griffin, Frank S. Root, J. D. Shemwell, J. Harley Waldron.
CALIFORNIA—Maree Baker, Hazel Nell Bemus, S. J. Brainerd, A. R. Clifton, Leonard Franklin Collins, Clarence J. DuFour, Lloy Galpin, Helen Heffernan, O. S. Hubbard, Virginia R. Hubener, Elmer C. Jones.
COLORADO—C. J. Edwards, W. S. Tatum, James H. Wilson.
CONNECTICUT—William B. Cornish, Julia A. Davis, Ida G. Holroyd, Elizabeth M. McGrath.
DELAWARE—M. Channing Wagner.
FLORIDA—Marilla Ohl, H. Rinalden Saunders, B. W. Spear, L. G. Thomas.
GEORGIA—Mary W. Postell, Willis A. Sutton, Guy H. Wells.
HAWAII—John F. Nelson.
IDAHO—Joseph V. Lyon, Frank H. Thomas, W. D. Vincent.
ILLINOIS—James Oliver Buswell, Jr., Isabella Dolton, Enock C. Dyrness, Roy J. Gossman, Caroline Grote, L. Allen Higley, George L. Letts, Clara E. Newlee, Irving F. Pearson, Alice E. Scott, Nina L. Teach, Velma Fay White.
INDIANA—H. D. Ankrom, James C. Black, Charles F. Miller, Franz Robuck, Alice Corbin Siea.
IOWA—Edna Gibbs, Emmett C. Kincaid, Elmer L. Ritter, Fred G. Stevenson, George D. Stoddard.
KANSAS—Isaac T. Dirks, W. O. Stark, Bernard R. Thorpe.
LOUISIANA—John R. Conniff, Fannie C. Williams.
MARYLAND—Sarah Pielert.
MASSACHUSETTS—Sarah Louise Arnold, Charles E. Bacon, Edward O. Clark, John E. De Meyer, Daniel L. Marsh, Mrs. Phebe E. Mathews.
MICHIGAN—Elizabeth A. Byerly, Josef G. Cauffman, Mrs. Evangeline L. L. Lindbergh.
MINNESOTA—Nina Evelyn Baumgardner, Robert J. Deal, Porter S. Dyer, N. Robert Ringdahl.
MISSISSIPPI—H. M. Ivy.
MISSOURI—F. H. Barbee, Eugene H. Bash, George

W. Diemer, V. Carl Ilgen, B. Jeannette Riefing, Russell T. Scobee, Rose S. Wickey.
MONTANA—C. W. Grandey.
NEBRASKA—Raymond G. Campbell, Lucy M. Clark, F. E. Henzlik.
NEW HAMPSHIRE—Arthur D. Wright.
NEW JERSEY—Charles B. Boyer, Mary A. Fenimore, Mrs. Helen W. Hazen, Evelyn J. Hawkes, Zora Klain, Mary E. Merchant, Marguerite R. Rahn, Albert Schaffle, Mason A. Stratton.

Program for April Faculty Meeting

THE FOLLOWING suggestive questions are based on articles in this issue of THE JOURNAL:

1. Growth through Mental Hygiene. What points in the first paragraph are suggestive for your own growth? What reasons do you see for the statement that "facing reality" is a fundamental attitude for mental health?
2. The Twin "Bread and Butter" Cities. How can you use this article with classes in geography, history, and English? How will such studies increase an appreciation of America and her European background?
3. Growth of Education Associations. Does the size-group ranking of the states give more helpful information than ranking all the states in one group?
4. The Summer Round-Up. How can you use this article with parents in your community? Where can you get more information about "The Summer Round-up"?
5. Teachers' Salaries—The Future. What are some reasons why there was practically no increase in teachers' incomes between 1921 and 1925 in rural communities?
6. Health Emphasis for Commencement. What is Miss Oppen's main idea in tying up health with commencement?
7. The Boston Resolutions. Do these resolutions show that the profession is at work on its problems? Which ones seem most important to you?

NEW MEXICO—Mrs. H. F. Brock, Edith Gean Brock, Mrs. George Dixon, J. Dorse Dunlap, Milton B. Jensen, Lela A. Manville, R. J. Mullins, Clark E. Persinger, Lois Randolph, James Richard Van Dyke, J. W. Wilferth.

NEW YORK—Mabel Carney, Ella Phillips Crandall, Louis M. Dillman, William Elbert, Harold T. Hendershot, Ernest Hesse, Sally Lucas Jean, Edna E. Lamson, E. G. Lantman, Richard E. Teaz, Helen Winkler.

NORTH CAROLINA—B. L. Smith.
NORTH DAKOTA—Jesse A. Bennett, Carl Gilbertson, Georgia M. Hagaman, Cap Earl Miller, S. E. Syvertson.

OHIO—Arthur E. Claggett, Robert Louis Erwin, Jay William Holmes, E. E. Leidy, U. L. Light, Ruby L. MacMahan, Robert L. Meeks, Kate M. Offerman, E. Hildegard Swenson, C. E. Wigton, Isabel R. Wilson.

OKLAHOMA—John F. Bender, W. A. Greene, P. E. Laird, Maurice Bradley Miller.

OREGON—Emmett D. Fowler.
PENNSYLVANIA—Julia Wade Abbot, Rock L. Butler, Carroll D. Champlin, C. C. Crawford, H. Frank Hare, Meyers B. Horner, Ray L. Huff, Matilda Krebs, Clyde Francis Lytle, Ralph Dornfeld Owen, J. F. Puderbaugh, W. W. Raker, W.

Carson Ryan, Jr., Grace E. Steadman, Robert McCurdy Steele, Arthur M. Stull.

RHODE ISLAND—Louise B. Hobson.
SOUTH CAROLINA—Burney L. Parkinson, W. H. Ward.

SOUTH DAKOTA—M. M. Brumbaugh, Lottie M. Jones, Mrs. Irene Kirkpatrick, Harold Mackenzie, Jessie M. Pangburn, George R. Smith, George T. Williams, Harry R. Woodward.

TENNESSEE—Samuel Lothaire Ragsdale.
TEXAS—Ercell W. Brooks, S. DeBord, Howard A. Finch, T. A. Fisher, Novella Goodman, T. H. Holmes, J. A. Jackson, Hubert C. Lyon, S. M. N. Marrs, W. D. Mateer, Donnie McNeill, Clarence Orman, W. I. Stevenson, Darthula Walker, G. B. Wilcox, Mrs. May Winniford.

UTAH—David Gourley, A. E. Jones.
VIRGINIA—Alice Blanton Carter.
WASHINGTON—William F. Geiger, Blanche A. Nagel, Jean L. Soules.

WEST VIRGINIA—Mary Jane Curran, Avery E. Gaskins, Hattie Harden, Adah Lenora Harris, Gladys Miller, A. L. Stone, C. A. Tesch.
WISCONSIN—Mary D. Bradford, B. E. McCormick, Lillian F. McCormick.

WYOMING—C. E. Coffey, H. T. Emmett, C. H. Studebaker.

THE GREAT EMPIRE state of Pennsylvania and the devoted territory of Hawaii have gone farthest in developing the budget plan for enlisting members in state and national associations. Hawaii has more members in the Association than there are teachers in the territory. Hats off to the fine men and women who have made this record possible!

Completed Enrolments

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

Six years or more

CALIFORNIA—Fresno, Winchell; Long Beach, John C. Fremont; Los Angeles, Utah Street.
COLORADO—Boulder, University Hill.
TEXAS—Beaumont, Junker.

Five years

HAWAII—Hakalau.
ILLINOIS—Champaign, Gregory.
MASSACHUSETTS—Gloucester, Haskell.
TEXAS—Beaumont, Averill.
VIRGIN ISLANDS—Fredericksted, St. Croix, Diamond Rural.
WASHINGTON—Tacoma, Franklin.
WEST VIRGINIA—Parkersburg, Jefferson.

Four years

ALABAMA—Birmingham, Glen Iris.
MASSACHUSETTS—Belmont, Josiah S. Kendall.
NEBRASKA—Omaha, Beals.
OHIO—Niles, Garfield, Harrison, Jackson, Jefferson, Lincoln, Monroe, Roosevelt.
SOUTH DAKOTA—Onida, High.

Three years

ALASKA—Valdez, Public.
CALIFORNIA—Los Angeles, Brentwood, Garvanza; Oakland, Lockwood Junior High.
COLORADO—Kremmling, Grade, Union High.
ILLINOIS—Champaign, Lawhead; Cicero, Sherlock, Woodbine.
INDIANA—Fort Wayne, Harrison Hill.
MAINE—Augusta, Smith; Dover-Foxcroft, Grammar.
MARYLAND—Chevy Chase, Public.
MASSACHUSETTS—Beverly, Cove; West Springfield, Tatham.
MICHIGAN—Grand Rapids, Buchanan.
MINNESOTA—Minneapolis, Agassiz, Corcoran.
NEW JERSEY—Atlantic City, Brighton Avenue, Household Arts Department; Bridgeton, Pearl Street.
NEW YORK—New Rochelle, Stephenson.
OHIO—Niles, Niles Public Schools, Garfield, Harrison, Jackson, Jefferson, Lincoln, McKinley Senior High, Monroe, Roosevelt, Washington Junior High; Saint Paris, Johnson-Saint Paris School District; Woodstock, Woodstock Village Schools.
TEXAS—Dallas, David Crockett.
WASHINGTON—Spokane, Alcott, Cowley, Franklin; Tacoma, Longfellow.



I was *Lost* for a moment

FORTY little faces looked expectantly into mine, forty children.... all types.... all sizes.... some like mere babies, others overdeveloped, but all approximately of the same age. I had the task of classifying them.... I must discover their individual differences. How could I do it?... the task seemed baffling.... overwhelming.... During lunch hour I spoke to the other first grade teacher and asked her how she was meeting the problem. "That's easy," she said, smilingly, "I found the solution of that problem where I have found the solution of many other problems even more perplexing."

She left me a moment and then returned with a rich looking volume under her arm. It was "THE CLASSROOM TEACHER," Volume No. 2.

"Read the first chapter," she said, "and see what happens to your problem."

I did, and the problem disappeared. "THE CLASSROOM TEACHER" saved the day for me, and my series, which I ordered immediately, has become my constant advisor.... I could not afford to be without it.

Sixty Educators at Your Elbow

In "THE CLASSROOM TEACHER" I have the active guidance of sixty distinguished leaders in edu-

— IT WAS MY FIRST CLASS

cation, men such as Milo B. Hillegas, Ph.D., LL.D., Professor of Education, Teachers' College, Columbia University, who has served as Editor in Chief; Drs. Bagley, Briggs, Kilpatrick, and others of Columbia; Horn of Iowa; Dickson and Terman of California; Freeman and Gray of Chicago; etc. These chief educators of America sponsor "THE CLASSROOM TEACHER" alone and recommend it as the only professional aid to teachers, new or experienced.

Suitable for Every Classroom

It is not an encyclopedia, not a "reference work," but a complete curriculum, combining and co-ordinating professionalized subject matter and methods of procedure in usable, practical form for instant use. "THE CLASSROOM TEACHER" is flexible, suggestive, and adaptable to every case.... suitable for classroom use from kindergarten through junior high. Profusely illustrated by color and in photographs.

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Name.....

Address.....

City.....State.....

Position.....

MINNEAPOLIS IS READY

THE sixty-sixth annual convention of the National Education Association will be held in Minneapolis July 1-6, 1928. The schools and the civic organizations have prepared plans that promise ideal convention conditions and a setting for one of the great meetings in the Association's history.

A beautiful and spacious Civic Auditorium—the last word in buildings of this type, unusually fine meeting places for smaller groups, delightful hotels with ample accommodations—all are assurances of unusual physical comfort.

The enthusiasm of the convention workers and the interest of the citizens guarantee that the Metropolis of the Northwest will live up to its well deserved reputation for hospitality.

Make your plans NOW to attend the convention.

The housing committee for the Minneapolis meeting of the National Education Association has compiled a roster of hotels approved by the Minneapolis Civic and Commerce Association and the Hotel Association.

Please be accurate in filling out the reservation form below and send it to the hotel of your first choice. You will be advised by the hotel of the receipt and listing of your reservation.

In event that the reservation of your first choice cannot be made, the hotel manager will forward this blank to the Chairman of the Housing Committee. He will place your reservation under either your second or third choice; or, if

these are not available, in as favorable a hotel as possible. You will be advised of the name and location of the hotel in which the reservation is made and the hour at which the reservation begins. Rooms not occupied at the designated hour of reservation may be reassigned by the hotel.

Please remember that a reservation constitutes a contract with the hotel to provide you with the accommodations you desire. If you find it impossible to carry out your part of the contract, namely, to occupy the room at the time agreed upon, please write or wire the hotel releasing it, in order that your room may be made available for other members.

Name of Hotel	Address	Number of rooms	Rates per day for room accommodating one person		Rates per day for room accommodating two persons	
			With bath	Without bath	With bath	Without bath
Curtis Hotel	10th St. & 4th Ave. S.	825	\$2.00-\$3.00	.....	\$3.00-\$6.00	.....
Nicollet Hotel	Washington at Hennepin & Nicollet Aves.	600	2.50- 6.00	\$2.00	4.00- 8.00	\$3.50
The Leamington	3rd Ave. S. at 10th St.	500	2.50- 4.50	.....	3.50- 6.00	.....
Hotel Radisson	7th St. between Hennepin & Nicollet Aves.	500	3.00- 6.50	2.00- 2.75	5.00-30.00	4.00
Sheridan Hotel	12th St. between Nicollet & Marquette Aves.	450	2.50 & up	1.50 & up	3.50 & up	2.50 & up
West Hotel	Hennepin Ave. & 5th St.	362	2.00- 4.00	1.50- 2.00	3.00- 5.00	2.50- 3.00
Andrews Hotel	Hennepin Ave. & 4th St.	328	2.50- 6.00	2.00- 2.50	4.00- 7.00	3.00- 3.50
Hotel Dyckman	6th St. between Hennepin & Nicollet Aves.	300	2.00- 5.00	.....	4.00- 7.00	.....
Hotel Vendome	4th St. between Hennepin & Nicollet Aves.	250	1.75	1.25- 1.50	3.00- 3.50	2.00- 2.50
Hotel Rogers	Nicollet Ave. & 4th St.	200	2.00- 2.50	1.25- 1.50	3.50- 5.00	2.50
Hotel Maryland	La Salle Ave. & Grant St.	172	2.00- 2.50	.....	3.00- 3.50	.....
Plaza Hotel	Hennepin Ave. & Kenwood Parkway	160	2.50- 6.00	.....	3.50- 6.00	.....
Hotel Francis Drake	10th St. & 5th Ave. S.	160	2.50- 5.00	.....	3.50- 6.00	.....
Hotel Hastings	12th St. & Hawthorn Ave.	150	1.75- 4.00	.....	2.50- 5.00	.....
Buckingham Hotel	La Salle Ave. & 15th St.	138	2.50- 3.50	.....	4.00- 6.00	.....
Elgin Hotel	Hennepin Ave. & 8th St.	125	1.50	1.00	3.00 & up	2.00 & up
Hotel Russell	16 S. 4th St.	125	1.50- 2.50	1.25- 1.50	2.50- 4.00	2.00- 3.00
Hotel Camfield	Marquette Ave. & 8th St.	100	1.50- 1.75	1.25	2.50	2.00
The Senator	314 S. 8th St.	80	2.00 & up	.....	3.00 & up	.....
St. Regis Hotel	Marquette Ave. & 9th St.	58	1.50- 3.00	.....	2.50- 4.00	.....
Hotel Pauly	Nicollet Ave. & High St.	48	.....	1.00- 1.50	.....	1.50- 2.00

NATIONAL EDUCATION ASSOCIATION MINNEAPOLIS, MINNESOTA, JULY 1-6, 1928 Application for Hotel Accommodations

Manager

.....
Minneapolis, Minnesota

Dear Sir: Please make the reservations noted below:

.....rooms with bath for.....persons.

Rate: \$..... to \$.....per day per room

.....rooms without bath for.....persons.

Rate: \$..... to \$.....per day per room

Date of arrival..... Hour

Date of leaving.....

Please note the following second and third choice of hotels:

Second choice.....

Third choice.....

Room or rooms will be occupied by:

Name

Address in Full

.....

Name of Applicant.....Educational Position.....

Street and Number.....City and State.....

Please confirm this reservation to applicant. I further agree to notify the hotel immediately in event that I am unable to use this reservation.

IMPORTANT TO HOTEL MANAGER—In event that you cannot accept this reservation, please forward this application at once to C. H. Chadbourn, Chairman N. E. A. Housing Committee, Hotel Vendome, 21 South Fourth Street, who will attend to the assignment of this reservation.

Builders of Our Profession— Continued

Two years

CALIFORNIA—Long Beach, Thomas A. Edison; Los Angeles, Brooklyn Avenue.
 COLORADO—Boulder, Lincoln; Julesburg, Sedgwick County High.
 ILLINOIS—Champaign, Marquette; Chicago, Scott; Cicero, Burnham, Drexel; East Saint Louis, Emerson, Froebel; Shabbona, Community High and Consolidated Grade; Springfield, Palmer; Stillman Valley, Stillman Valley Public Schools.
 MAINE—Augusta, Webster.
 MASSACHUSETTS—Somerville, Morse.
 MINNESOTA—Ely, Winton; Minneapolis, Sidney Pratt, West High.
 MISSOURI—Kansas City, Hyde Park.
 NEW JERSEY—Trenton, Cadwalader.
 NORTH DAKOTA—Rugby, High.
 OHIO—Akron, Akron Public Schools, Central High, Crouse, East Elementary, East High, Forest Hill, Fraunfelder, Lane, Perkins, Robinson, South Elementary, South High, Spicer; Burton, Burton Public Schools; Cambridge, Park; Youngstown, East High.
 OREGON—Myrtle Point, Public.
 PENNSYLVANIA—Pottstown, Pottstown Public Schools, High, Junior High, New Grade.
 TEXAS—Columbia, Public; Dallas, M. B. Lamar; Houston, Magnolia; Port Arthur, Tyrrell.
 UTAH—Moab, Grand County High.
 VIRGINIA—Richmond, George Thorpe.
 WASHINGTON—Brush Prairie, Hockinson; Spokane, Adams.

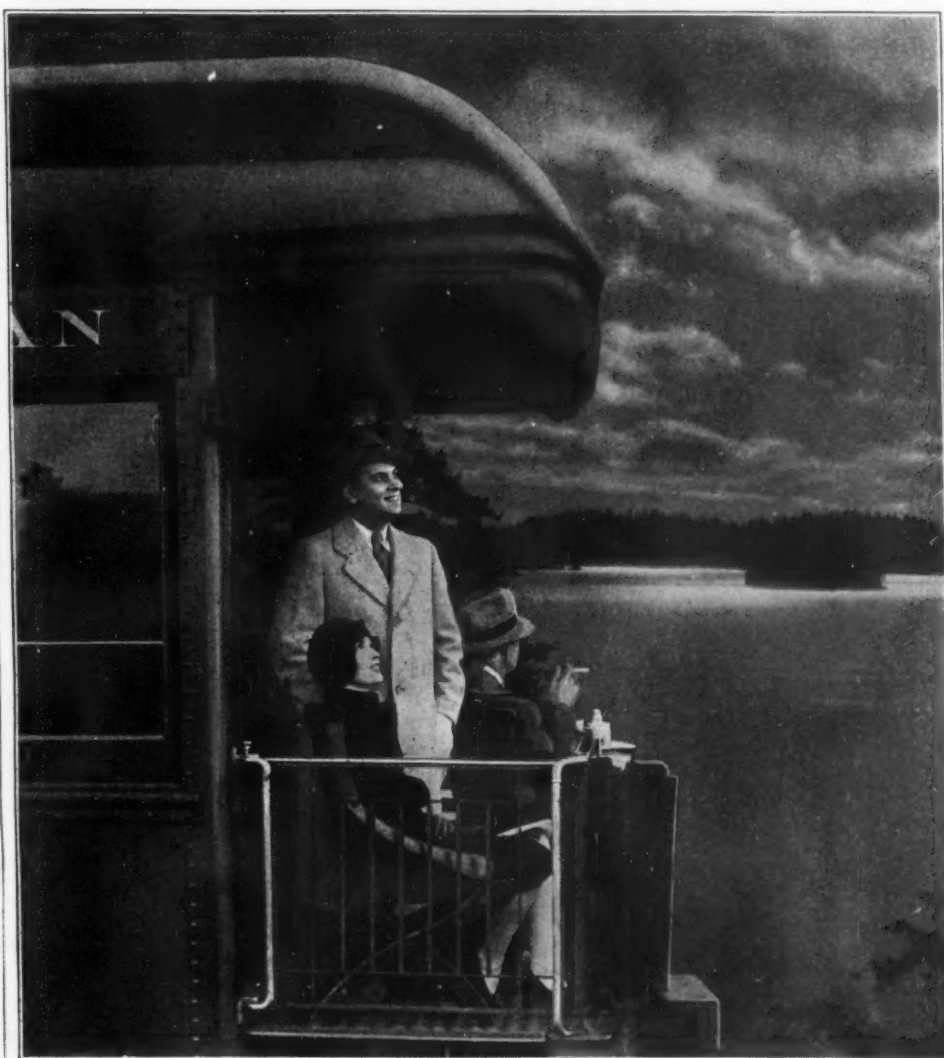
Current year

ARIZONA—Cascabel, Public.
 CALIFORNIA—Bakersfield, Toltec; Modesto, Franklin; Palmdale, Grammar; San Francisco, Bernal; Van Nuys, Hazeltine Avenue.
 COLORADO—Canon City, McKinley; Colorado Springs, Colorado Springs Public Schools.
 CONNECTICUT—South Norwalk, Concord, Knudsen; Westport, Green's Farms.
 FLORIDA—Daytona Beach, North Seabreeze.
 HAWAII—Hauula, Kalihiwai, Kauluwela, Keakealani.
 IDAHO—Pocatello, Washington.
 ILLINOIS—Champaign, Champaign Public Schools, Gregory, Lawhead, Marquette, Savoy; Chicago, Newberry; Decatur, Durfee Junior High; East Saint Louis, Woodrow Wilson.
 KANSAS—Hutchinson, Hutchinson Public Schools.
 MAINE—Andover, East Andover, North Andover; Byron, Public; Frye, Public; Portland, Cummings; Roxbury, Public; South Andover, Public.
 MASSACHUSETTS—Adams, C. T. Plunkett Junior High; Enfield, Enfield Public Schools; Gloucester, Babson; Greenfield, Abererombie, Pierce Street; Lexington, Junior High, Parker; Lynn, Fayette Street; Pepperell, Pepperell Public Schools, C. M. Shattuck Grade, Groton, High, Varnum; South Natick, Eliot; Tyngsboro, Winslow.
 MICHIGAN—Detroit, Hanstein, Philip, Webster.
 MINNESOTA—Birchdale, Birchdale Consolidated Schools; Border, Border Consolidated School; Maunkato, State Teachers College; Minneapolis, Jefferson Junior High; Winona, Madison.
 MISSOURI—Kansas City, McCoy, Teachers College.
 NEBRASKA—Doniphan, High.
 NEW HAMPSHIRE—Brookline, Public; Hampton, Centre; Milford, High; Mont Vernon, Grammar.
 NEW JERSEY—Atlantic City, Texas Avenue; Newark, State Street Binet.
 NEW MEXICO—Albuquerque, Alameda, Mountain View, North Fourth Street; Old Albuquerque, Duranes, Old Town.
 NORTH DAKOTA—Fargo, Franklin.
 OHIO—Cincinnati, Walnut Hills High.
 PENNSYLVANIA—Oil City, Gay Street.
 SOUTH DAKOTA—Doland, Doland Public Schools.
 UTAH—Logan, Logan Public Schools.
 VERMONT—Stowe, Senior High.
 VIRGINIA—Norfolk, Ocean View.
 WASHINGTON—Kapowsin, Kapowsin Public Schools.

Notes and Announcements

THE NEW OFFICERS of the Department of Superintendence elected at Boston were: *President*, Frank D. Boynton, superintendent of schools, Ithaca, New York; *First vicepresident*, Joseph M. Gwinn, superintendent of schools, San Francisco, Calif.; *Second vicepresident*, Frank G. Pickell, superintendent of schools, Montclair, New Jersey; *New*

(Continued on page A-112)



After the N. E. A. Convention
visit the

Pacific Northwest

on the

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Last year 60,000 people enjoyed the Alpine grandeur of Glacier National Park en route to or from the alluring vacationlands of the Pacific Northwest. For sixty miles the Oriental Limited passes through the scenic beauties of the Rocky Mountains that make up the charm of Glacier National Park.

After the N. E. A. Convention in Minneapolis this July visit Spokane, Seattle, Tacoma, Rainier and Crater Lake National Parks, Portland, the Columbia River Gorge, the Mt. Baker Region, Vancouver and Victoria. En route stop off in Glacier National Park. Low summer fares.

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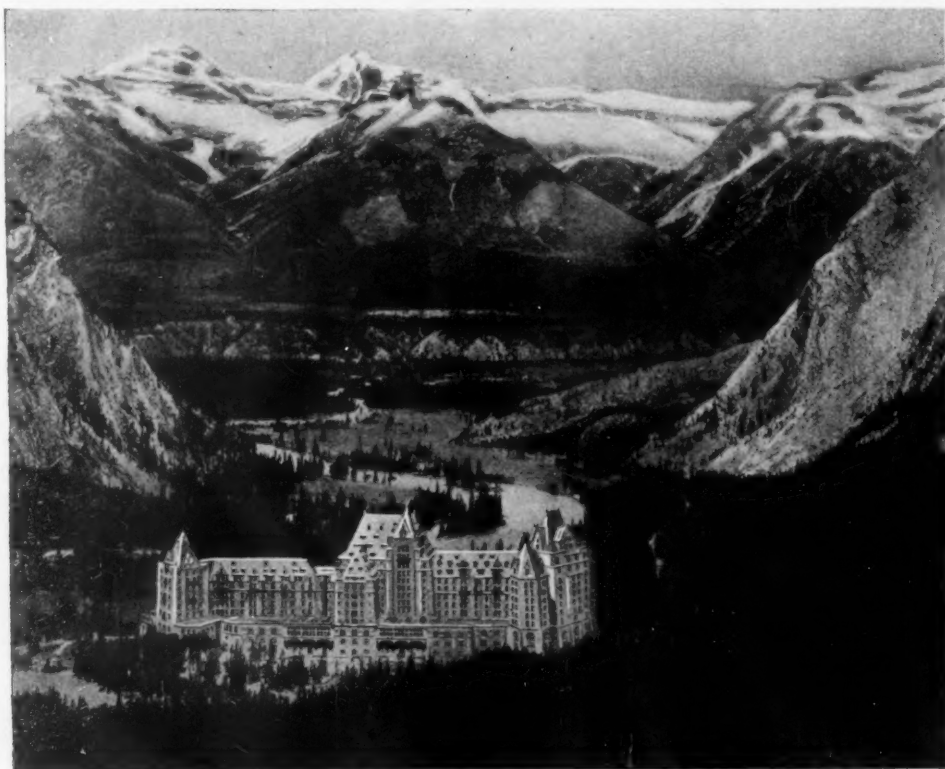
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J. N. R. - 4



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This, of all years, is the year to visit Banff. The new wing completes the new Banff Springs Hotel. It now ranks among the great resort hotels of the world. The huge, arched windows in its lounge frame a panorama of glaciers and peaks and sky to thrill your very soul.

When you aren't drinking in the view, you swim in the wide, outdoor pool, sparkling with healthful, medicinal waters from Banff Hot Springs. You golf on the new, 18-hole championship course. You ride wise ponies over the mountain trails.

You dance, tea, or just soak in the shining sun.

Lake Louise is just a three-hours' run from Banff. Comfortable motor-busses penetrate hundreds of miles in this vast region . . . and this year, for the first time, the spectacular new Kicking Horse Highway.

Full information, reservations and interested service from your own agent, any Canadian Pacific District Office, or Banff Springs Hotel, Banff, Canada.

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World's Greatest Travel System.

(Continued from page A-111)

member of the Executive Committee, Paul C. Stetson, superintendent of schools, Dayton, Ohio.

CONVENTION CITY FOR 1929 WINTER CONVENTION—No choice of the meeting-place for the next convention was made at Boston. This matter will come up for further consideration at the meeting of the Executive Committee of the Department in May.

"MOST ARDENT CONGRATULATIONS upon the superb management of every detail of the Boston meeting. It was the greatest team work I have ever seen," writes A. E. Winship, editor of *The Journal of Education*.

AMERICAN EDUCATION WEEK will be observed this year Monday, November 5 to Sunday, November 11. Already plans are under way in many schools for this important occasion.

A PHILOSOPHY OF LIFE—Three readable books for persons searching toward a philosophy of life are Josiah Royce's *Philosophy of Loyalty*, William Dewitt Hyde's *The Teacher's Philosophy In and Out of School*, and Henry van Dyke's *Essays in Application*. There is material in these three books for a most significant informal study group. THE JOURNAL editors appreciate having teachers call their attention to books that have been found especially helpful.

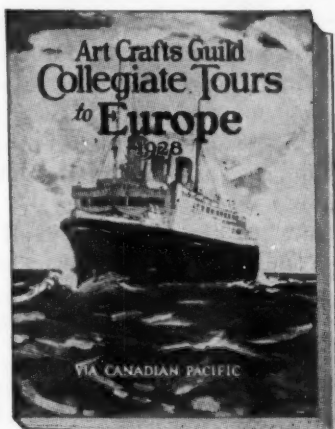
WILLIAM BISHOP OWEN—Resolution of appreciation and respect passed by the Board of Directors of the National Education Association at its meeting in Boston, March 1, 1928:

The Board of Directors of the National Education Association unanimously record their appreciation of the leadership and services of William Bishop Owen in helping to make this Association a larger, more powerful, more effective force in determining the trend and policies of education in America.

As an active member and as President of this Association he exerted a helpful influence on all of its activities. But his outstanding achievement was the transforming of the annual meeting of the active members into the Representative Assembly. With clear vision and undaunted courage, he went through the difficult tasks of amending the charter

(Continued on page A-114)

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You will find it the most satisfactory, the most economical and the most delightful trip you have ever enjoyed. When you go via Royal Blue Line you are always assured of the finest possible service.

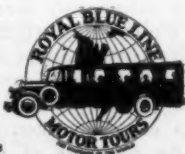
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MONTREAL, QUE.
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T. C. U. protects in vacation time—anywhere.

Cecile Quirk, Brooklyn, N. Y., wrote: "Last August I met with an accident while traveling in Ireland. However, I was under the T. C. U. 'umbrella' and your check was racing toward Montreal while the steamer was bringing me back to that port."

Mary Eleanor Peters, San Mateo, Calif., recently wrote: "My trip to Yosemite this past week-end was enjoyed all the more because I knew I had T. C. U. protection. Fortunately, I had no casualties from any walks in ice and snow, save one little fall, but the bruised wrist resultant made me again give thanks for your protection."

Get the most out of your vacations by taking the T. C. U. with you to provide against mishaps. Send for full information.

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This is a T. C. U. Identification Tag. It has a space for your name and address, with a transparent cover for protection. It might save your bag from being lost. We have only a limited number, but they are free to teachers as long as they last. Send the coupon.

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I am a Teacher in School.
I am interested in knowing about your Protective Benefits. Send me the whole story and Booklet of testimonials.

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American Institute of Educational Travel
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(Continued from page A-112)

and changing the bylaws to accomplish this end. Realizing not only what he had accomplished, but what large opportunities lay before him, we mourn his untimely death. This Association and the cause of education throughout the nation have suffered an irreparable loss in clear constructive leadership.

This Resolution of the Board of Directors will serve as evidence to the members of this Association and to all the members of Mr. Owen's family of the high regard in which he was held by those who were closely associated with him on the Board and other official bodies of the National Education Association.

Signed, W. R. Siders, Mary McSkimmon, J. W. Crabtree, and F. G. Blair.

TEACHERS AND PATRONS can secure much helpful material about "The Summer Round-up" by writing to the Summer Round-up headquarters, 5517 Germantown Ave., Philadelphia, Pa.

REPORTS from JOURNAL readers rank "Growth in Understanding Children" first among the articles in the February issue.

GREETINGS FROM THE NATIONAL EDUCATION ASSOCIATION by J. W. Crabtree, secretary, before the National Association of Secondary School Principals, February 28, are here given: It is a great honor to be called upon to extend the greetings of the National Education Association to the National Association of Secondary School Principals, yesterday a noted national organization co-operating with the National Education Association—today an integral part of the N. E. A. itself with power and prestige on a par with that of the Department of Superintendence. What could mean more to the N. E. A. than for this outstanding organization to come in with its history rich in achievements and with its complete leadership and control of policies in secondary education and administration?

This is one of the greatest acquisitions of strength in the history of the Association. It is equally great for your own group. It adds to efficiency and professional success as those mergers in industry, such as that of the General Motors, add to business success. The previous cooperative relations were cordial and effective, but now the organization becomes like the Department of

Superintendence, a powerful link in the chain of strength of the greater Association.

What an opportunity the larger National Education Association has before it. The fullest cooperation and support of all levels in the profession, the confidence of other leading professions. The ear of the public as no other association could have. No other organization of teachers in all history in this or any other nation has had the opportunity which these relationships and conditions make possible for the National Education Association.

That which has given the Association this unparalleled opportunity is the fact that it works to promote great causes rather than to strive for selfish ends. Its ideals are set forth in the following which is printed again and again in its publications:

- It works for the youth of the nation.
- It advocates better salaries for better teachers.
- It brings to the spotlight worthy school activities.
- It broadcasts progress and worthy achievements.
- It is a clearinghouse for local and state associations.
- It is the voice of those in the service.
- It shapes the ideals of the profession.
- It is the power plant of educational progress.

Its goal has been for a decade "A stabilized, all-inclusive membership and the entire profession at work on its problems."

Your group has been guided by these same high ideals, but it now pledges itself anew and will cooperate in a more effective way than in the past. Of course the general Association through its secretary greets you and welcomes you into these larger opportunities and relationships. It has unlimited confidence in your department. It hopes you may center your efforts more than ever before on certain vital problems which you naturally desire to promote:

1. Organizing to study the problems of the profession and of the schools in every high school in the land.
2. Giving particular attention to the questions growing out of the proposal to permit only potential leaders to attend college.
3. Striving to offset the influence of the propaganda sent out recently by the Manufacturers' Association which advocates releasing for employment all pupils in the upper grades and high schools who are not doing satisfactory work.
4. Doing investigational and research work to better adapt the high-school organization in its curriculum, and in its appliances and equipment to meet the actual needs of young men and women, carrying out the principle of providing all with an

(Continued on page A-116)

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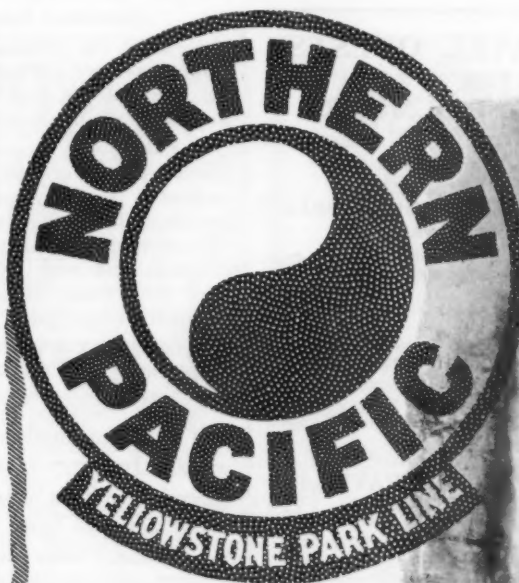
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Here is what three Palmer students say: "I just received a hundred dollar prize for a story." Mrs. C. Y., Atlantic City, N. J. . . . "Just received word of the acceptance of 'Judge Not', a short story. The price was \$100." E. M. P., Maplewood, Mo. . . . "During August I wrote two advertising booklets which brought \$50 and \$100 respectively." R. A. McL., Oakland, California.

The Palmer Institute courses are endorsed by Jesse Lynch Williams, author of many stories in *The Saturday Evening Post* and other magazines, who says: "The Palmer course . . . is better than any system of teaching the writing of fiction in any of our colleges or universities I have personally investigated, although it may be they have improved since my day."

Write stories that sell! Use the coupon.



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Learn to write short stories

(Continued from page A-114)

opportunity for coming into their own, and making a more intimate connection between the work of the high school and the work and needs of the home and community.

5. Taking into account the fact that adjustments in education are necessary in all nations as in our own, and that other nations are depending on us to work out plans of fundamental importance. It is your great privilege and your special responsibility to show wise leadership in the entire field of secondary education.

6. Carrying out in short the ideals of your department and the Association in every way possible.

The educational world is moving forward. Industry is setting a challenging pace, but with a profession united as it is, educational progress today is not so far behind. Our biggest problems are still ahead. The greatest value of the work of your association together with that of the general Association during the last decade has been to prepare for meeting the larger responsibilities just ahead.

THE FOLLOWING FACTS on the annual membership count just completed are of special interest: The gain for the year 1927 is 11,297. California still retains first place for largest total (18,497). Pennsylvania runs a close second, being only 38 behind (18,459). Thirty-three states show an increase ranging from 8 to 2198. Ohio shows the largest increase (2198). Three other states show increases of more than a thousand each—Minnesota (1973), Illinois (1950), Texas (1271). Montana and Minnesota show the largest percent of increase over 1926, 96 percent and 52 percent, respectively. Hawaii shows more N. E. A. members than public school teachers (2593).

WHAT IT MEANS to be a delegate to the Representative Assembly of the National Education Association—(1) That you are one in a thousand among educational workers in the United States set apart to help determine the policies of the profession; (2) that you will have an unusual opportunity to become acquainted with others who are working on the problems of the profession; (3)

that you have an immediate responsibility for the activities and success of the National Education Association; (4) that you will have reports and other official documents which will give you a clear picture of the inner workings of the organization; (5) that you will be expected to contribute out of your own experience and thinking to the work of the Representative Assembly or of any committees to which you may be assigned; (6) that your associates will expect full reports from you on your return, through the newspapers, local education magazines, and orally at various meetings; (7) that you are an active worker in the greatest professional organization in the world, responsible as a practitioner and a citizen for large affairs during a unique period of history in a country faced with the challenge of world leadership toward better life.

TRIAL OF SUPERINTENDENT McANDREW—The Public School Emergency Committee of Chicago has issued the following statement on the proceedings relating to former Superintendent McAndrew:

The curtain is about to rise on the last scene of the mock trial of Superintendent McAndrew. After dragging out the proceedings until his term is over, the superintendent will be dismissed. What makes this affair a farce is:

That the majority of the board of education were pledged to dismiss McAndrew before they were appointed. They could not be honest with the power that appointed them and honest with the superintendent at the same time. Who can be fairly tried by a jury pledged to return a verdict against him? This is not legal justice but political lynch law.

The trial was conducted by the man who made the charges, as prosecutor, judge, and part of the jury.

The technical charge against the superintendent was that of insubordination, but during the proceedings every kind of testimony was admitted from any one who cared to come before the board with any kind of complaint or grievance.

The president of the board, prosecutor and judge and jury, himself voted for the introduction of the textbooks charged against the superintendent. When he votes against McAndrew, he votes against himself.

Loose-mouthed talkers never before heard of in the world of patriotic endeavor were brought in from coast to coast, but not the slightest effort was made to find out the facts from those qualified to speak of the superintendent's standing as a civic leader and teacher of youth.

The hearings were deliberately delayed from week to week in order that McAndrew might not have an opportunity to bring his case into court and obtain substantial justice

(Continued on page A-117)

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(Continued from page A-116)

there. The purpose was to defeat the ends of justice and substitute the plans of politicians.

The sorry proceedings now coming to a close in the dismissal of a competent official by a packed board constitute the saddest page in the history of the Chicago schools and in fact of all American education. Never in so unblushing and brutal a fashion has the spoils system dared to lay its hands upon our public schools. Never have there been proceedings so hypocritical and insincere. Never has patriotism been so brazenly invoked to cover up the designs of a plundering crew of political pirates.

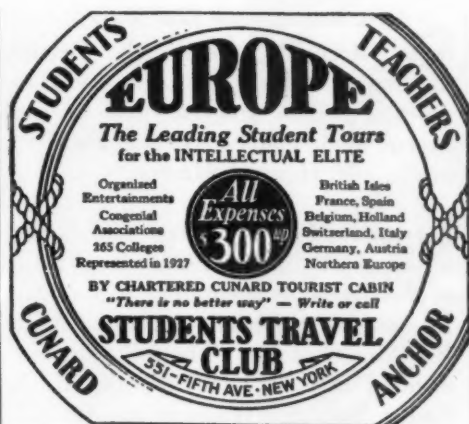
The purpose of this farce is to conceal plans to make the schools of Chicago a part of a political machine and to distract attention from what is really going on behind the scenes, at this very time. When they say patriotism they mean plunder. When they say America first they mean Chicago last. Behind the picture of Washington lurks the conspirators who seek to make the school funds, the school lands, school contracts, school textbooks of this city serve the purpose of political scoundrels—in short, to make the public schools a private asset.

When the president of the board, already pledged, and five other members of the board, already pledged, and the attorney of the board, already pledged, finally summon courage to vote on the charges they agreed upon months ago, they will lynch the superintendent; and will set up a hilarious cry of triumph. But the public will know that this has been a roaring farce; that every elementary principle of justice has been violated; that the most shamelessly unfair methods have been employed. All over America school teachers will know that a great crime has been committed against the educational profession, and citizens everywhere will know that dirty politics is behind the mask of patriotism. Within a few months the fathers and mothers of Chicago will know that the school children of Chicago have been betrayed into the clutches of political wolves.

Fundamental Americanism is supposed to guarantee a speedy trial on clear charges by a free and impartial court. In the McAndrew case the school board in the name of Americanism, exhibits a puppet "judge" presiding over a packed "court" whose decision has been announced in advance, denying to the accused elementary rights that are the common heritage of all American citizens. A crew of political buccaneers, lost to all sense of sportsmanship and fair play, has made a bonfire of the bill of rights while hoisting aloft the picture of George Washington to detract attention from the blow directed at the vitals of real Americanism.

MARK APRIL 18 ON YOUR CALENDAR—Between 9 and 10 p. m. Eastern time on that day, the National High School Orchestra will broadcast a program through station WJZ and the Blue Network, which includes stations in New York, Boston, Springfield, Balti-

(Continued on page A-118)



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(Continued from page A-117)

more, Rochester, Pittsburgh, Detroit, Cincinnati, Chicago, St. Louis, and Kansas City. The program will be conducted by Joseph E. Maddy, Frederick Stock, and Howard Hanson.

AMERICAN FOREST WEEK will be observed April 22-28, 1928, when many of the states are celebrating Arbor Day. It has been specially proclaimed by President Coolidge. The following free material may be had from the U. S. Forest Service, Washington, D. C.: Program for observance of American Forest Week in schools, 16 p.; Forestry Facts, 16 p.; Poster—How you can help protect the forests; President Coolidge's Proclamation. The American Forestry Association, 1523 L Street Northwest, Washington, D. C., will send free a 9 x 12 poster, Plant a Tree, and the following publications at nominal cost: American Forest Week sticker, 25 cents for 100; Forest activities for everybody, 5 cents each; Trees suitable for shade and ornamental planting, 2 cents each; Arbor Day and Planting program, 2 cents each. The American Tree Association, 1214 Sixteenth Street Northwest, Washington, D. C., issues free a 32-page Forestry Primer and posters. The National Lumber Manufacturers Association, Transportation Building, Washington, D. C., will send free a 32-page booklet on Our American Forests and an illustrated folder dealing with the industrial values of the forests. The Department of Agriculture issues a 16-page folder containing suggestions for programs for the observance of American Forest Week.

MRS. EVANGELINE L. L. LINDBERGH was taken from Detroit to Boston and return by the air service of the United States Army in a beautiful Ford Stout army airplane piloted by Lieutenant Albert Hegenberger. On her arrival in Boston, an escort was provided by the Crosscup-Pishon post of the American Legion of which Colonel Lindbergh is an honorary member.

THE LECTURE SYSTEM is that mysterious process by which the contents of the professor's notebook passes into the student's notebook without passing through the brain of either.—Selected.

THE THIRTY-FIFTH annual convention of the International Kindergarten Union will be held in Grand Rapids,

Michigan, April 16-19. An inspirational and practical program is being planned to meet the interests of all those who are in the nursery-kindergarten-primary field, whether classroom teachers, supervisors, or parents.

The officers of the organization are, Caroline W. Barbour, President; May Hill, First Vicepresident; Evalina Harrington, Second Vicepresident; Margaret C. Holmes, Recording Secretary; Bertha M. Barwis, Corresponding Secretary and Treasurer; and LuVerne Crabtree, Executive Secretary and Assistant Treasurer.

THE NEBRASKA STATE Teachers Association at their last meeting passed these resolutions in regard to the teachers college of the University of Nebraska: That students whose aim is to prepare for teaching be required to register at this teachers college; that the administrative organization of the college be centralized, and the relationship to the college of arts and science be similar to that now existing between the arts college and engineering college or between the arts college and agriculture.

THE DEPARTMENT of classification, statistics, and building program in the Denver public schools has been reorganized and renamed. It will now be known as the department of research. Charles E. Greene, formerly director of measurements, has been made the head of the department as director of research. The department of research will take care of both instructional and administrative research. The major portion of this program is devoted to the construction and giving of tests based on new curriculums. These tests are used for evaluating the courses of study and for the improvement of teaching. Another function of the testing program is the classification of pupils by means of achievement and intelligence tests. An important phase of instructional research is the direction and supervision of investigations of educational procedures, of which a large number are being carried on at the present time in the Denver public schools.

THE ALUMNAE ASSOCIATION of the State Normal School at Framingham, Massachusetts, has published through the Harvard University Press *The First State Normal School in America*. The main part of the book consists of two journals: one kept by Cyrus Peirce, the first principal of the school, origi-

(Continued on page A-120)



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(Continued from page A-118)

nally at Lexington, the other by one of Mr. Peirce's first normal school students, Mary Swift.

REPORTS FROM Oil City, Pennsylvania, indicate that the radio-wire assembly system for school work proved a great success at its first trial there. Superintendent Baum addressed the pupils of the South Side Junior High School from his office on matters of interest in connection with school work. The rest of the program was broadcast from the radio station, WLBW, which had been linked up with the equipment in the various rooms of the school.

HOME FOR NATIONAL HIGH SCHOOL ORCHESTRA—A permanent summer camp in Michigan, near Interlochen, has been arranged for the National High School Orchestra, composed of about 300 high-school students from all parts of the United States, who have been selected by their communities as musicians of unusual ability. The tract comprises 350 acres, and includes a natural depression which will be developed into an amphitheater seating more than 20,000 persons. Here orchestra and band concerts and other entertainments will be given, and the small charge for admission will help meet expenses of the camp.

OHIO EDUCATIONAL CONFERENCE—April 12, 13, and 14, are the dates set for the annual gathering of Ohio educators at Columbus as guests of the College of Education, Ohio State University. Dean George F. Arps is chairman of the executive committee. Thirty-two sectional meetings covering most phases of the public school curriculum and some branches of higher education will be held. Speakers for the general sessions are: Clarence C. Little, president, University of Michigan; Glenn Frank, president, University of Wisconsin; William Oxley Thompson, president emeritus, Ohio State University; J. Paul Goode, professor of geography, University of Chicago; and O. T. Corson, former director of education for the state of Ohio.

THE SAN DIEGO, California, schools have issued an Organization Supplement to the Superintendents' Bulletin representing a scheme that has been worked out and charted to show at a glance the relationship of every member

(Continued on page A-122)

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Fifth Week: The Psychology of Character—Mark A. May

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First Week: Foundations of Method—W. H. Kilpatrick

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*For Bulletin address Dean L. A. Pechstein, Director
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(Continued from page A-120)

of the school staff and to fix his responsibility in an efficient manner.

ONE NEW MOVEMENT initiated at the Seattle meeting of the N. E. A. found expression in the Conference on Student Participation. It has been decided to hold two sessions at the 1928 meeting of the N. E. A. Plans are underway to have one outstanding speaker present the arguments for student participation in school government and one to present the opposing view. It is also planned to have one session open not only to teachers, but to student members of student councils, with student speakers, representing councils in senior high schools, in junior high schools, and in elementary schools.

UTAH TEACHERS RECEIVE 100-ACRE CAMP SITE—According to the *Utah Educational Review*, February, 1928, Utah teachers have been given by George Mueller, a philanthropic citizen of Salt Lake City, 100 acres in beautiful North Mill Creek Canyon for use as a camp site or rest rendezvous.

In deeding to Salt Lake City his former summer home, Mr. Mueller specified that 100 acres of the tract shall be set aside for the use of the public school teachers of the state.

TEACHERS interested in presenting the metric system to children are invited to write to Mr. S. J. Macfarren at 2103 K Street N. W., Washington, D. C.

EXTENSIVE EXHIBITS portraying United States methods of education will be shown at the Ibero-American Exposition, Seville, Spain, by the United States Bureau of Education. The exposition, which embraces Spain and Portugal and the republics of North and South America, will open on October 12 and continue through the following June. Three buildings will be erected by the United States, two of them purely exhibition pavilions and the third a permanent structure which will later serve as the United States consulate in Seville. One of the temporary pavilions will be a large cinema hall for the showing of motion pictures of a distinct educational value.

NATIONAL MUSIC WEEK is to be observed May 6-12. The Committee has much suggestive material which can be secured at a nominal cost from 45 West 45th Street, New York City.