VOL. XVII MAY, 1928 No. 5

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APR 30 1928

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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Published monthly, except July, August, and September, by the

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

Entered as secondclass matter October 28, 1920, at the postoffice at Washington, D. C., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

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FOR TEXTBOOKS

State Universities and Public Education

LOTUS D. COFFMAN

President, University of Minnesota, Minneapolis, Minnesota

THE STATE universities of America are an expression of the spirit of the pioneers who settled west of the Appalachian Mountains. True, they had their origin in democratic Virginia, but their expansion and development came with the growth of the central west. Since then they have spread to the south and across the Rocky Mountains to the Pacific coast.

The state universities represent the culmination of democracy's effort to advance itself by education. They have thrived and flourished where democracy has thrived and flourished. Wholly unsympathetic with every attempt to transplant an alien university system to American soil, the great body of citizens in the Mississippi Valley, and later to the south and west, sought the establishment of institutions of higher learning, open to all, sensitive to public need, supported largely by taxes levied upon all, and designed and administered to promote the public welfare.

The state universities and the public schools evolved out of the same set of conditions. The arguments for the establishment of the universities were essentially the same as those for the establishment of the public schools, only raised to a higher power. The public schools were intended to be free schools; the state universities were intended to be as nearly free as possible. The doors of the public schools were to be wide open; likewise the state universities were expected to admit those who had completed the work of the next lower unit of the public schools. The public schools were maintained to provide for each individual that training by which he could profit most; the state universities offered additional training for those who were capable of pursuing their studies into still higher realms. Both the public schools and the state universities were founded on the assumption that society's welfare is best promoted by providing as nearly free and equal educational opportunities and privileges as possible. Indeed from early colonial times this conception has been assumed to be one of the surest guarantees of civil liberty.

But of late, a tide of criticism of the public schools in general and of state universities in particular has begun to flow.

EVERY HIGH SCHOOL graduate in America should read this notable address which was delivered before the Department of Superintendence at Boston on March 1. It is a clear statement of America's devotion to education; a full recognition that it is through education that the nation has become great; an appeal for the open door in the higher school as well as the lower; a demand that "the student of few talents shall not be denied his opportunity while the student of many talents is given his." Spending sums for waste, crime, and luxuries so vast as to make the total expenditure for education look small, America can afford to spend more for schools and libraries of all types. With hundreds of thousands unemployed she can afford to keep her youth longer at their educational tasks.

Today it is a report of one of the great corporations that arraigns the cost of the state universities in most vigorous language and declares that they have become the victims of mediocrity. Tomorrow it is a report from one of the great foundations declaring that the students should pay the cost of their instruction. The next day it is an address from one of the distinguished citizens of America in which the same declarations are made. Then follows another report, brilliantly written, comparing the best of European secondary schools with American secondary schools of lower grade, discrediting the work of the American schools. Then comes a report from the manufacturers' association calling for new limits on child labor legislation and the extension of the privileges of work for children. Then follows a report of the United States Chamber of Commerce presenting figures showing that education is costing too much. One cannot view an array of samples of this nature without stopping to think. If these criticisms and others like them mean anything, they mean that we need to clarify and to redefine our philosophy of life and of education, for it is obvious, even to the casual observer or student, that a wide difference of opinion exists between the dominant philosophies with regard to education.

The state universities and the public schools from the beginning have been maintained to provide freedom of opportunity. One of their fundamental doctrines has been equal opportunity for all to reach their highest attainments. They have stood vigorously against class education. They have provided educational facilities for all alike, the rich and the poor, the boy and the girl, the Gentile and the Jew, the fundamentalist and the modernist, the conformist and the nonconformist, the religionist and the atheist. Free of denominational control, the state universities are nevertheless Christian in spirit, Christian in ideals, and Christian in fellowship. They are open alike to those of social station and to those without. Long ago they learned that genius and talent do not belong to any class based upon wealth or social position. The only differences they recognize are differences due to ability and to a desire to achieve. They recognize that not all can achieve alike or move forward at equal rates of speed. They know that some must fall by the way and that some attempt that which they are not qualified to pursue. But they are not willing to condemn those of less talent merely because they have less talent. They propose for them just what they propose for the more talented; that is that each shall be permitted to progress as rapidly as his abilities will permit to the approximate limits of his attainment. The student of few talents shall not be denied his opportunity while the student of many talents is given his.

The state universities and the public schools have persistently maintained that

they are training the common people for the common weal. They have believed in the unlimited potentialities of the individual. In maintaining this as an ideal they have merely been expressing the spirit and philosophy of the free people who support them.

Let the state universities set themselves up as class institutions and the support which they have hitherto received will quickly vanish and other institutions will arise out of the soil which gave them birth to take their places.

All other criticisms notwithstanding, if the American people have any great passion, it is a passion for education. They may not all be imbued with a flair for learning, they may not all be endowed with a "divine afflatus" for truth, but of this one thing we may be certain, no matter how vigorous the criticism of college and university education may be, the people of this country, those who vote and pay the taxes and support its institutions, will not permit their children to be deprived of their inherent privilege to attend college. They will establish new ones if they have to, even though the taxes must be increased to support them.

It is claimed that the average ability of the student bodies in these days is lower than it was fifteen years ago. This may be true; but based upon *a priori* evidence, this claim is difficult to establish. The standards of admission to college and the standards of college work certainly are higher today than ever before in all of the history of American education. This is as true of the state universities as it is of the privately endowed universities. If one listens to much of the current criticism he despairs of the college student, but he takes heart when he observes on commencement day that thousands of those who were supposed to be mentally incompetent have completed to the satisfaction of the faculty all of the requirements for their degrees. And it should be remembered that those requirements for the most part are determined by those of alleged superior intelligence of a generation ago.

We hear much about mass education and the absence of the personal touch between university teacher and student. All of the teachers of a generation or so ago did not hold personal communion with their students either; a few of them did; most of them did not. A student then often got very little intelligent advice concerning himself; today he gets advice scientifically determined concerning his health, mental makeup, emotional maladjustments, and vocational potentialities.

We probably forget that there were not very many dynamic personalities on the teaching force in earlier days. There were a few, praise be, and most of us acknowledge their strength of character and personal influence. One of the educational myths is that all of the teachers were of this type. Far from it. We should remind ourselves that there are dynamic personalities who are forceful teachers on the teaching staff today and that twenty years hence, they, too, will be remembered with affection by their students.

Not all state university teachers are of the type which R. L. Duffus, a writer for the Sunday supplement, *New York Times,* January 8, describes, "For himself (that is, the teacher in the state university) he needs the arts of the orator quite as much as those of the scholar. He must be ready with stories, with amusing illustrations. He must possess the ability to dramatize his subject, so that the dozing student in the last row will every now and then wake up and grasp a fact or principle." Without claiming that teachers should be entertainers, perhaps a little of the power of lucid presentation may be good for a teacher wherever he is. Experience has clearly demonstrated that men who place themselves rather than the materials of their subjects in the forefront, are condemned by faculty and students alike.

In moments of great exultation Americans in general are disposed to praise their schools and the profession of teaching. They view with pride the public schools and the state universities as the agencies of the greatest experiment democracy has ever undertaken. It is the experiment of providing or of attempting to provide, largely by taxation, for the education of the children of all men and of offering to them, as nearly free as possible, equal educational privileges from the kindergarten to the university. The burden which the present generation has to bear in maintaining this experiment is incomparably lighter than that which our sacrificial forefathers bore to establish this great system of popular education. Certainly it is true that the torch of American civilization has been passed from generation to generation, not by tradition, but through the processes of an expanding education. Shall some generation in the comparatively near future witness the dimming of that torch because it provides the maximum opportunity for the children of the favored and denies the maximum opportunity for the children of the less favored?

Americans have long maintained that equality of opportunity is essential to the development, the safety, and the perpetuity of democratic institutions. And by equality of opportunity none but the most uninformed have ever thought that it meant equality of ability. Equality of opportunity has been relied on to produce a worthy democratic citizenship.

Education has been supported as a social investment. It has been assumed that society's contribution to the education of its children is returned manyfold in service, progress, and wealth. And the facts, I believe, fully justify that theory. One only needs to point to the states that have neglected education as contrasted with the states that provide generously for education, to find evidence in support of this assumption. If one will take the five states that have provided most liberally for education, and compare them with the five states that have provided most parsimoniously for education, he will find that the average earnings of the families in the former are almost twice those of the latter, that the amount per individual in the savings banks is nearly ten times greater per individual in the former than in the latter, that the number of books in the libraries and the number of magazines and newspapers subscribed to is vastly greater in the former, and that the living conditions by and large are much superior in the former.

One of the things we are sometimes prone to forget is that we pay for the things we don't have as truly as we pay for the things we do have, but we pay in a different kind of coin. One has only to sweep his eye over the world to find abundant support for this statement. The nations that have been unwilling to spend on education are the victims of ignorance, superstition, destitution, and of all the wretchedness that comes in their train. America has achieved her station, not by a withholding but by a generous spending. And she has done it by refusing to close the gates of educational opportunity. Generous donors and generous states have kept them open. Shall she now turn her back on the past and, heedless of its lessons, initiate a new philosophy, one which provides the best of higher education for the privileged few who possess the money to pay for it? Or shall she continue to hold stedfastly to the theory that democracy in the final analysis is a process of con-

tinuous education and that this nation can keep her place at the forefront among the nations of the world by providing more, not less, generously for the education of all?

If society is growing more complex, as most of us believe, its problems more numerous, more intricate and more difficult of solution, then more, not less, education will be required for their solution. How tenaciously did our forefathers hold to the doctrine that the progressive advancement of democratic institutions depended upon an educated citizenry! An able attorney said to me recently, "Mr. Coffman, civilization has been ruined by education. Do you suppose you can make people competent to vote on public questions by giving them an education?" My only answer was, "I know of no other way."

And if the education of a generation is to become increasingly more selective, as some advocate, so that only the gifted possess knowledge concerning the complex problems of modern life, which we are constantly called upon to consider and, we have thought, to assist in solving, if college education is to be only for the select, then it becomes alien to the spirit which gave birth to public education and to the state universities. If pursued to its logical conclusion, this doctrine means that free government, based upon universal citizenship, cannot endure. We are not ready to admit, without adequate trial, that the great American experiment has failed. We are not yet ready to create by deliberate act an uneducated and uninformed proletariat.

We know that there are many who maintain that too many are in school and that too many are being graduated from college. There does not appear to be any trustworthy information showing that the professions, in general, are overcrowded. And we do not seem to have too many persons with a knowledge of government and of the other institutions of men. Where trained intelligence exists there we seem to have the best citizenship. And is not citizenship a function which all classes of people are expected to exercise? Shall we deny those who are to traverse the humbler walks of life the outlook of the trained mind? If we attempt to do it we shall probably find ourselves reckoning without our host, for as Lincoln said, "God must have loved the common people. He made so many of them," and they still rule in the land.

The state universities and the public schools have had still another common interest, an interest to which reference has already been made but which is deserving of further consideration. This interest may be best described by reference to an address which I heard a gentleman deliver recently before a distinguished midwestern club. He said, "College education, and perhaps secondary education, to some degree at least, should be based upon wealth. Those who are able to pay for it should be privileged to get it; those who cannot pay for it, should be denied it." Here we have a doctrine, stripped of all veneer, that education in its upper reaches should minister only to an aristocracy of wealth.

THERE MIGHT well be in every high school and college courses in education to prepare citizens for an appreciation of the place of this great work in a democracy as is now done at Harvard. In the history of education the threads of the entire cultural history of the world come together. The educational heroes have been makers of history. The processes of education are the fundamental processes of human advances. As citizens, taxpayers, parents, or trustees all our people have some responsibility for schools and libraries. They can meet that responsibility better if they are familiar with writings on education. Such study may be much more vital for many students than the pursuit of ancient languages or theoretical mathematics. In the absence of specific courses every student approaching graduation might well be led to do some reading in this field.

It is a fact that there are almost no free universities any more in this country. The fees charged students by state universities have been increasing but they are not so large, nor have they increased so rapidly, as fees charged by private universities. If they must now be increased so that the students pay the full cost or approximately the tuition cost of higher education, then one of the original primary purposes of the state universities will have been defeated.

The gentleman to whom I referred a few moments ago, declared that all education is simply a matter of charity and that the costs of education should be compared with the money given to charity. Viewed in this way it is clear that education is absorbing an unreasonable proportion of the nation's wealth. He stated also that the disintegrating effects of such charitable giving become even more pronounced in the case of students in colleges and universities and especially if the students are being trained for the more lucrative professions. He demanded that this pauperization should cease because of its deleterious social consequences. It requires a type of reasoning which I am as yet unable to comprehend to understand how those who have themselves been the beneficiaries of this social charity and who because of it have achieved wealth and recognition in their communities, should now suddenly discover its harmful effects and seek to deny the children of others and even their own sometimes, the advantages which they themselves enjoyed.

Suppose it should happen that the great privately endowed universities should become even more select and that men of means and the great foundations should continue to endow them with increasing millions and the state universities at the same time were unable to make corresponding progress, then we should, indeed, have what some claim we already have, provincial education in the private institutions and a cheap variety of education for the less favored thousands in the state institutions. Far be it from me to look with envy upon large gifts to private universities. I am especially happy to see them prosper, but I hold at the same time that the state universities, if the common weal is to be served, should prosper in corresponding degree. Education should be looked upon as national, not as a local enterprise; as a common, not as a class undertaking.

The country as a whole will flourish best if there are many rather than a few centers where distinguished men of art, of literature, and of science are perpetuating their own kind.

The last proposition to which I wish to call attention is likewise one to which reference has already been made. Stated more directly, however, the state universities and the public schools are unwilling to accept the doctrine of a self-appointed aristocracy of brains as their sole or primary function. They fully understand that there is a somewhat popular impression that wherever "mass" education exists, a term which I deplore, for I believe there is no such thing as mass education, but wherever it is said to exist, it is believed, there is no training for leadership and yet training for leadership is, in the opinion of many, the only justification for higher institutions of learning. Leadership, it should be remembered, is a relative term. Probably no one is a leader in everything; he leads in some respects and follows in others.

Intelligent followership may be quite as important in a democracy as intelligent leadership.

There are those who maintain that the efficiency and value of the higher institutions of learning are determined by the selective and eliminating processes; the fewer they admit and the more they eliminate the better they are. Some on the other hand measure their progress by the numbers of students they attract. Neither of these measures is adequate and neither can be applied without reservation to state institutions. A state institution will eliminate those who cannot do its work, but it will not refuse to give the individual who can do its work a chance to spend more than four years in accomplishing a given task if there seems to be good reason for it. It is unwilling to accept slowness as a sure sign of incompetency.

And admitting large numbers of students does not mean that the state universities are not training for leadership. If they are not already doing so, they should be offering every opportunity for the talented and the gifted and they should be encouraging them in every possible way. In discoursing upon this matter former Dean Eugene Davenport of the University of Illinois said a few years ago, "We hear too much about educating for leadership. What the world wants is not leaders of whom we have a surfeit, but rather information and trained habits of thinking that it may select its leaders wisely. This all means the closest possible working relations between the institutions and the citizenship of the state, between those who, feeling the pressure of unsolved problems, realize the need of better information for those whose business it is to supply the need. A university so guided will remain close to the people and close to its problems. A university that so functions will not come very far from fulfilling its highest usefulness."

Two documents dealing pointedly with this general problem have recently appeared. One of them is the January issue of Ginn and Company's leaflet on "What the colleges are doing," and the other is the annual report of President Butler of Columbia University. The Ginn leaflet is a series of extracts from articles or bulletins, which reveal a common theme; they favor rigid selection of students.

Among other things these authors have set up a new conception of social justice. They argue that fewer students should be admitted and more should be eliminated, because the mediocre students are trespassing upon the time and rights of a high-minded faculty who are giving generously, and with high altruistic motives, of their energy and ability for the advancement of society; because the mediocre students are depriving the brilliant students of that opportunity which they covet of maximum achievement, and because the mediocre students are defrauding their parents, friends, and society in general out of the greater returns and rewards which would accrue if society invested only in the gifted.

The statement is made that "the stampede into college life today is in a great measure blind, ill-considered, and without high motive," that the college market is saturated with mediocrity, that the keynote of the college world is the tragedy of the unfit, that the colleges are engaged in a wildcat exploitation of youth, that education for democracy should cease, and that education for aristocracy should take its place.

One of the articles in particular seems to hold the colleges responsible for the ills and sins of society. "For not a third of all that graduate see in their own intellectual growth sufficient compensation for the labors of a college career. Most, on the contrary, feel that they have sacrificed time and energy, and for the loss thus sustained they mean to recover from society. Is the legal profession being prostituted by the practitioner who brings with him into practise the ethics of the bootlegger and the heart of the pawnbroker? Then the remedy is not in stricter requirements for admission to the bar. The evil originates at the threshold of the law school or earlier, and there it is to be combatted or abandoned."

I have long known that the schools of this country had their weaknesses but never before did I assume that they should be held primarily responsible for the sins of men. I knew that they had been forced to assume many burdens which did not belong to them but not until I read these articles did I understand that the colleges of this country because they have not been exclusive, are responsible for bootlegging lawyers and medical fishmongers. Were this true I should say that it were high time that Jehovah direct His destructive thunderbolts at these dens of iniquity.

The common theme running through the series of articles is education for the elect. To this doctrine we agree that those who cannot profit by college training should not be permitted to attempt it or to remain at college. Those who can profit by it but will not, likewise should not be permitted to remain at college. Colleges should not be regarded as playhouses, eleemosynary institutions, or rest stations. At the same time there are those of us who remember with gratitude that talent and genius were not the sole requisite for admission to college in our day.

The authors of these articles say they are thinking in terms of social justice. I maintain that their doctrine is the doctrine of individualism concealed under the cloak of social justice. The conception of social justice advanced by these writers is new in the field of education. While it has been advanced here and there by writers, it never before could be dignified as a movement. The focus of our attention, educationally speaking, years ago was upon the individual; more recently it has been upon those things which minister to the common welfare. The scene in education has been shifting from man to his activities; from individualism to the common good; from personality to commonality; from what is best for the individual to what is best for the community. And the common good has not been conceived as depending upon the training of the gifted alone, but upon the training of all who are competent to profit by training.

In his annual report, President Butler distinguishes between universities that reside in the sphere of liberty and universities that reside in the sphere of government. He defines the institutions of liberty as those supported by benefactions while the institutions of government are those supported by taxes. "Free men," he says, "have themselves erected government and have given to it for domain and occupation a very small part of all that constitutes their activity, physical, intellectual, social, moral, economic, reserving the vast and unlimited remainder for themselves as the sphere of liberty." And again he says, "The vast advantage which a university erected in the sphere of liberty has over a university erected in the sphere of government is in its freedom from bureaucratic control, from partisan political pressure and from those urgings which are the unhappy result of compromise between clashing convictions and conflicting public policies. A university in the sphere of liberty is master of its own destiny and is responsible only to its own ideals and to that larger public which has brought into existence both the sphere of liberty and that of government."

The obvious inference from this is that state universities are greatly limited as to domain and occupation, that is as to the scope of their usefulness, while the endowed universities are practically unlimited as to the scope of their usefulness. If it be true that the social justifications lying back of these two types of universities possess these sanctions, then it is clear that these two types of universities do not operate and are not expected to operate in the same field. Furthermore, it is clear that we are dealing with differences in kind as well as with differences in degree when we think of the service these two types of universities render. It may be that society must rely even more heavily in the future than in the past for its leadership upon the dwellers in the sphere of liberty, while institutions which it itself provides shall be for the training of citizens for the more modest and humbler walks of life. I suspect that if public universities can continue to develop citizens and, if I may dare to say it, "true leaders," as they have in the past and in increasing numbers, no imaginary line will ever be drawn between a school in the sphere of liberty and a school in the sphere of government.

A second inference to be drawn from Dr. Butler's statement is that endowed universities sustain no interference with their freedom while state universities do. There is abundant evidence, I believe, in support of the opinion that endowed universities, generally speaking, are influenced, controled, and frequently governed quite as directly, ofttimes more obviously, by the donors of their funds than state universities are by the taxpaying public. The fundamental question of public concern is not that of control versus freedom, for all institutions are controled. It is the question of whether the control always seeks to advance public interest.

This distinction of President Butler's raises again, and from a new quarter, the question of the purpose and place of the two types of higher education in a democracy. No matter from what source universities receive their support, they should, in my opinion, seek an atmosphere of freedom in which to do their work and they should view with disfavor any movement or attempt, whether it be directed at state or endowed institutions, to curtail their freedom. The subservience of one institution must eventually menace the life of the other. A state university must, if it is to be worthy of the name university, be as truly a republic of minds where truth is fearlessly sought and taught, as is an endowed university. We cannot have two classes of true universities in America, one serving in the empyrean fields of liberty and the other with its hands and feet of clay serving in the field of government. Each must serve in both fields, if both liberty and government are eventually to survive.

And now in conclusion let me say that both the public schools and the state universities represent the struggles of a free people to establish a system of popular education. The relationship between popular education on the one hand and democratic society on the other, is one which the American people still feel with responding devotion. The freer the political institutions of men the more widely scattered are the schools for everybody; the more restricted the political institutions of men the less widely scattered are the schools for everybody. The chief means of control in a democracy is some form of popular education. It is no mere accident of time and place that Americans have fostered public education for all. None recognized the truth of this more than Thomas Jefferson who declared that a free government cannot endure without public education. He gave a mighty impetus to its cause. From then until now the public schools and the state universities have advanced, sometimes with uncertain and halting steps, but the movement in general has always been forward. Could our forefathers have looked into the future, they would have known that this great experiment in democracy was secure, for its foundations are rooted in the idealism of the people and in provisions which they consider wise for meeting the necessities of their social and political structure.

Growth Through Professional Reading

LEWIS M. TERMAN

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FREQUENT COMMENT has been made about the great number of educational leaders throughout the country who came originally from Indiana. I have a theory to account for this undoubted fact. I do not think it is due to any allround superiority of the educational system of that state. Perhaps fifty years ago Indiana held a rather outstanding educational position in comparison with other states of the union, but since then several of her sisters have forged to the front.

In my opinion one explanation of the educational leadership which must be accredited to Indiana is that it is due to the methods which have long been employed in that state to keep teachers professionally alive and growing. The requirement that every teacher should every year study seriously, discuss in monthly "institutes," and be prepared to pass examinations on two or three recent educational books could not fail to enlarge the horizon of all and to inspire many to undertake more extended professional training.

My own educational career was no doubt greatly influenced by studying, when I was a poorly prepared rural teacher of that state, Plato's *Republic*, James' *Talks to Teachers*, and other reading circle books of those years. I am sure the same was true of others. It is hardly possible for a serious-minded teacher to read good professional books year after year without some real effect on everyday work and ambitions.

Since those days I have worked in states which could boast of more advanced educational systems, as judged either by money expenditures or by the average amount of normal school training required of their teachers, but nowhere have I found so large a proportion of the teachers engaged constantly in systematic professional study. It would be better for a state to have on the whole rather inadequately trained teachers who were all struggling for self-improvement in this way than to have only normal school and college graduates who were content with what they had learned in school.

Today there is less justification than ever before for a teacher's failure to carry on professional reading. In the

past two decades an extraordinary development has taken place in educational literature. A single publisher's series contains about as many genuinely worthwhile educational books as the total number on the market in this country twenty years ago. In that time American education has been revolutionized in every field and several entirely new fields have been opened up. The current texts in school administration, school supervision, educational psychology, and classroom methods bear little resemblance to those which were in general use at the beginning of the century.

Several of our leading educational magazines date back but a few years and most of the older ones have recently undergone marked changes in content and purpose. The developments still continue. No teacher, not even one whose training has been relatively recent and thorough, can hope to remain uptodate who does not do a considerable amount of professional reading.

The growth of our professional literature has involved not only the addition of new fields, such as those dealing with mental tests, achievement tests, backward or gifted children, delinquency, education for citizenship, vocational education, and vocational guidance, but a general shift in content, aim, and method of exposition. Presentday books deal less with vague abstractions and more with concrete schoolroom problems. They are no longer up in the clouds. They are less soporific, more helpful. "Pedaguese" has largely been replaced by straightforward exposition of investigational results and common sense thinking. Many of the best educational books of the last ten years can be read for pleasure.

However, for the right kind of professional growth other reading than that of a strictly educational nature is also necessary. For a teacher to keep professionally uptodate at the expense of more general intellectual growth is unfortunate both for himself and his pupils. There is some truth in the common opinion that long-continued classroom teaching has a narrowing effect that needs to be counteracted by the cultivation of other interests. There are two methods of accomplishing this result: participation in community affairs and the cultivation of reading interests. Both are perhaps necessary; both humanize the teacher.

Of the many kinds of desirable reading not strictly of professional nature, probably nothing is more valuable to the teacher than biography and fortunately more good biography is being published today than ever before. For one thing, the thoughtful reading of biography gives one the long-distance view of human life as contrasted with the cross-section view that comes from dealing with children of a given age or stage of development. It tends to give one educational perspective. It shows that life is more than school and that a child's educational growth is not measured entirely by his progress in the formal subjects of the curriculum.

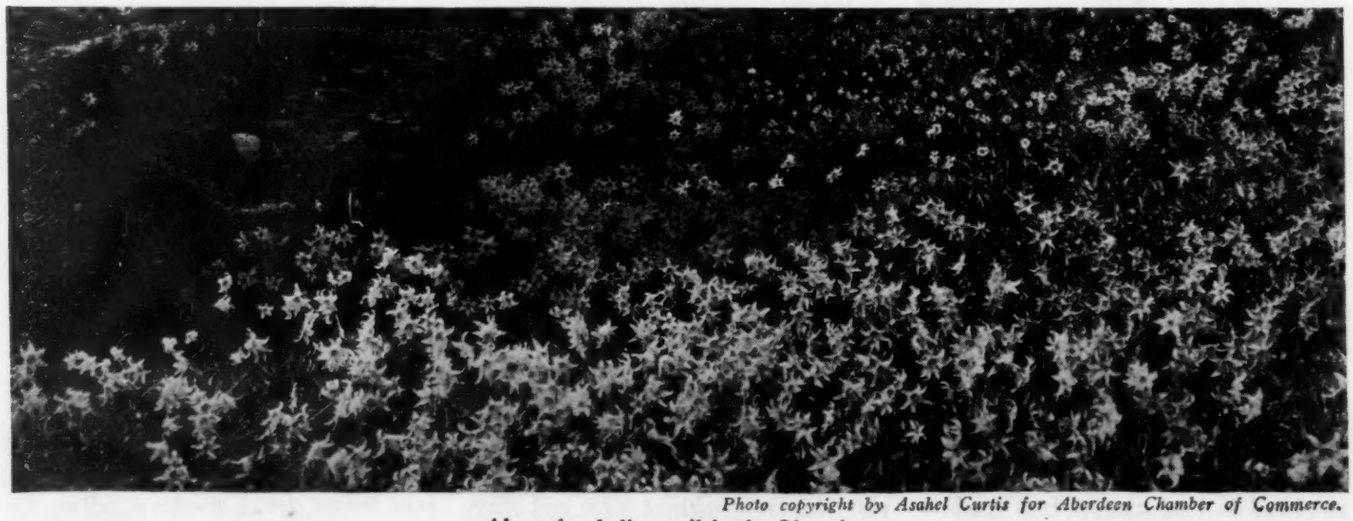
I am inclined to think that high-school teachers stand in need of special encouragement to professional study. Because they have ordinarily been required to spend so many years in preparation for their work they are likely to feel that continued study is unnecessary. Every high-school teacher, as well as every other teacher, ought to make it a point to read at the very least two or three educational books every year and at least two educational magazines—one of general nature and another dealing with some special field of education.

I shall resist the temptation to present a list of books for professional reading. No brief list could possibly meet the needs of all, and the preparation of an extensive reading guide would require much thoughtful weighing and sifting. For a knowledge of what is being published year by year, teachers should send for publishers' catalogs. For advice in the selection of current books for purchase and study they will usually do best to consult the department of education in one of the leading universities. In asking such advice it is important to specify as definitely as possible the field of one's interest and to give some idea of the ground already covered in that field.

Professional Reading

AMONG THE thousands of books on education are a few which are so universally helpful that they should be owned, loved, reread, and generously marked by every teacher. Among the books in such a list which each teacher should develop for himself, THE JOURNAL editor would include the following:

Ideal Teacher — GEORGE HERBERT PALMER.
Talks to Teachers—WILLIAM JAMES
All the Children of All the People —WILLIAM HAWLEY SMITH
Meaning of a Liberal Education—EVERETT DEAN MARTIN
How to Make the Most of Life—ARNOLD BENNETT
Education and the Good Life—BERTRAND RUSSELL
Education for a Changing Civilization—WILLIAM H. KILPATRICK.



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Along the skyline trail in the Olympics

Preparation for Auditorium Periods

JOSEPH WEINTROB

Principal, Texas Avenue School, Atlantic City, New Jersey

ANY SCHOOL equipped with an auditorium or large assembly hall has a problem that teachers and principal must face time and again, with recurring persistency, during the school term.

A plan of stated assembly gatherings, averaging about two morning exercises per week, wherein the principal or other adults are the chief exhibitions, plus a few songs and some announcements, may serve the purpose of filling the auditorium regularly, but it has little merit and lacks educational or emotional value. Even adding the flag salute at the end does not raise such gatherings above the commonplace level of mute complacency. Drill and routine may have some value because they force youth into an attitude of acceptance of whatever its elders decide is good for it. If this is considered worthy discipline for the growing mind, plenty of it may be had in the classroom every day. To add more of it on assembly days seems like pressing the measure full to repletion.

In some schools, the auditorium period may be an occasion inspired by some sudden need, or as the spirit moves the principal or other leader to stage some special event; and sometimes no definite regularity of program is observed. This has some good points. The children are expectant. They are keyed up to the highest notch on the day of the meeting, wondering what excitement is going to be in store for them. But this is too spasmodic a diet for minds that need progressive development. If the performance doesn't measure up to expectations, or is merely aimed at improving their manners and morals, the children are disappointed and restive. There is no positive reaction from them.

FOUR AND TWENTY BLACKBIRDS" *presented by young children. The preparation of this play gave great pleasure to them and taught them cooperation and responsibility.*

Of course, this has no reference to the regular instruction periods or choruses supervised in assembly by the music teacher or supervisor. These are excellent for their purpose, which is evident to all children and enjoyed thoroughly by the majority of them. No program is needed here, except the one planned by the supervisor in the selection of song material for the period.

Preparing children for assembly—Is it worthwhile to plan a program of auditorium exercises weeks or months in advance, so that each group, department, or section of a school will have a definite objective and also a clear idea of its responsibility to the whole school?

As this is being written there comes the low, sweet music of a kindergarten song from the auditorium. Two kindergarten classes with their teachers are practising their program for the primary assembly (kindergarten, first and second grades) next week. The children's voices are athrill with joy. Their rhythms, their handclappings, their marches, and songs are vibrant with childish happiness and enthusiasm. They are not merely exercising. They have an objective. They know the eagerness of the other children during assembly exercises. It has happened before. Every Thursday afternoon some class has been up there on the stage in the large auditorium and several hundred other little ones have sat in front with

THE NEW WAY of handling auditorium periods is to give the children the responsibility and pleasure of presenting the program. The picture on the left shows a Polish dance, that on the right "music appreciation."

eyes wide open, drinking in the music, the songs, the dances, the little plays, the dozens of incidents that enter into the program of an assembly exercise well planned and thoughtfully and joyfully presented.

And now these very youngest are preparing for the occasion with a clear idea of the event to come and their own responsibility in it. It is a pleasurable duty. They are willing, eager, happy to learn, and glad to accomplish. There is motivation for every incident. There is justification for every demand on time and effort. Best of all, there is no strange unfamiliarity in the procedure. *Every phase of the preparation is closely knit with work and play of the classroom.* In this way the program strengthens, stimulates, and supplements the activities of the regular school tasks.

Selecting program material for auditorium—A list of presentations for assembly purposes during the past months reads like the chapters of a book on motivation or projects. This was the result of plans made by the teachers whose pupils were prepared in advance for their share in the auditorium programs. The program material runs something like this:

Dramatization of a lesson or incident from history, development of a character or characteristics selected from the reading lesson, presentation in speech and pantomime of a story from the Bible, dramatizing a significant incident in the life of a national hero, lifting a phase of international geography into prominence, thrift and waste dramatically interpreted by costume, speech, and action, life of a great composer and his music, dramatized and sung, simple folk songs and dances demonstrated, special physical training exercises skilfully presented and explained, a phase of city government and citizens' responsibilities dramatized.

These are only a few of the programs that have so far been given by the pupils of the upper grades. Teachers have seen their opportunity to emphasize clear enunciation, better English, good posture, and several other desirable features as a byproduct of these preparations for assembly. Or is it a byproduct? After all, the best things the children may get out of all these presentations are as deeply essential as the socalled regular subjects. To face their school fellows from the stage, to try very hard to interpret the story, event, or action so that all may understand and appreciate, requires a kind of effort that will truly have good effect, especially if persistently and regularly practised and presented.

Something may be said, too, of the moral value of all these various programs with their divergent themes or interests. This cannot be measured by the results accruing over a short period of time. Somewhere along the line, a word here, a hint there, a point made, a scene presented—will return to identify itself with some personal experience and the contact will be made and held. The rapturous applause of several hundred children when a fifth grade "Abraham Lincoln" told "Blossom" she would get her condemned brother back again, safe and sound, does not signify empty handclapping. In that audience of youngsters, something took on a new grandeur because young minds were stirred and sympathy registered its approval because of a noble effort and a kindly, generous deed.

Assembly periods for primary grades—In the kindergarten preparations each group has its turn, scheduled and posted in advance of the day, and carefully planned out beforehand. This regularity is not alone useful for its effect on right habits but it begets a spirit of responsibility.

For young children it is excellent training in cooperation. One of the difficulties of upper grade teaching along progressive or project lines, wherein the good of the whole school is concerned, is the lack of cooperative spirit among the grownup children. Selfconsciousness, indifference, and a great desire for expressing selfcentered individuality must be overcome and guided into cooperation or socialization for the benefit of the larger social group. If this training is started in the earlier grades and consistently followed up, the foundation is built for a development of individuality that eventually blends its best solo quality into a comprehensive whole for the good of its associates, the school, and the community. Perhaps this is about the nearest equivalent for good citizenship that the school can produce.

A remark by one of the teachers during a fourth grade practise for the auditorium period opened up an interesting prospect. The children were, many of them, from the very humblest homes in the city with the bleakest social outlook and with the most unpromising, depressing environment as a background for family life.

They were going through a delightful little play, the dramatization of a whimsical story full of merriment, some pathos, and quite a bit of sharp and pointed truth. The preparation was intense and enjoyable. They were working at a lesson that would never yield the same satisfaction or results in an ordinary classroom recitation. It was then that the teacher said: "This is a sort of compensation for what the children lack at home; and besides, it gives them a chance to practise and prepare for the kind of sociability that the outside world is expecting and looking forward to continually, especially if you think of the entertainments given by so many clubs and societies all over the country and the need of social recreation in the home."

Here is a sort of practical philosophy that makes one aware of the demands of life. After years of preachment on the meaning of socialization of the curriculum, the few words of a teacher suddenly define the term in a way that has a real human grip. If we want to get away from the stereotyped pattern of life as pictured in "Main Street" or "Babbitt," we must give the younger children an opportunity for active, intense, living participation in the affairs of the school where society is in the making.

The best way to prepare for life is to live. Not by arithmetic and geography and cold storage history alone do we make a living. Contact with our fellowmen, association with our neighbors, ability to do our social share in a world of human kinship—these are also the things that count, and count heavily at that. The school is the place wherein to practise the art of living.

Children need this. They grow mentally in the most astonishing and satisfying way under this treatment. Their make-believe in play, in dramatization, in preparation, in presentation is not make-believe at all! It is real to them and the glamor of it lasts for a while, ready to be built upon, again and again, for the ultimate good of themselves and their neighbors.

The Simplified Calendar and the Schools

THOMAS E. FINEGAN

Education Director, Eastman Kodak Company, Rochester, New York

REVISION of the calendar, a subject discussed for ages, is now receiving international attention. The present measure of time with its months of unequal length, shifting day names and floating Easter and other church festivals is considered a makeshift for a scientific instrument.

The purpose of a calendar is to measure and register the passage of days throughout the year, and to arrange in advance what days shall be Sundays, work days, and holidays. Neither the length of the year nor that of the day of twenty-four hours can be altered, as these units are astronomically fixed.

In the present calendar the day and the week are invariable and the year practically so, but the months are neither equal nor uniform. This variation in an important unit of the calendar has widespread effects.

The present calendar had its origin in the calendar devised by the Egyptians, developed through years of study of the length and direction of the noonday shadows cast by the pyramids, which it is now thought were built for that purpose. The Egyptians determined the true length of the year, 365.242 days, and divided it into twelve months of thirty days each. The five extra days (or six days in leap years) were devoted to festival holidays. The month was divided into three ten-day periods.

After the conquest of Egypt, Julius Caesar, in 46 B. C., adopted the Egyptian calendar for the Roman Empire, except that he did not continue the equal months of the Egyptians. He distributed the five extra days throughout the year by adding one day to every other month, i. e., January, March, May, July, September, and November "because odd numbers were lucky," and took one day off February.

In 28 B. C., Augustus Caesar, in order to have as many days in the month of his birth (August) as there were in the birth month of Julius Caesar (July), and also to be known in history as having altered the calendar, moved the 29th day of February to August. Property owners who rented by the quarter objected to the unequal quarters caused by this change, as there would have been ninety days in the first quarter and ninety-three in the third. Augustus compromised by moving November 31 to December 31.

Effects of Change in the Calendar

ANY CALENDAR CHANGE would cause a certain amount of inconvenience during the first year after its adoption. There would be difficulty in making comparisons between the month of the new calendar and the corresponding month of the old calendar. Adjustment or conversion tables, however, would considerably reduce the time necessary for making these computations. All anniversary dates, birthdays, and holidays would be changed, but there would be little actual difficulty in determining these dates from the adjustment table. The legal contracts, and mortgages could be easily overcome by appropriate acts of the legislature.

The Julian calendar was based upon a 365.25-day year with a leap year every fourth year. As the actual year is 365.242 days, .008 of a day was accumulated every year. By 1582 the accumulation had amounted to ten days, and Pope Gregory in that year ordered the ten days from October 5 to October 15 dropped from the calendar, and adopted the present rule for leap year. The Gregorian calendar was not adopted by England and her colonies until 1752.

All the defects in the Gregorian calendar are due to three features: (1) The months are unequal; (2) the month is not an exact multiple of the week; (3) the ordinary year consists of 365 days, just one day over 52 weeks.

From a collection of 185 calendar suggestions from thirty-eight nations, investigated by a League of Nations Committee of Inquiry, at the instance of the International Chamber of Commerce, there emerged two proposals, one to modify the present calendar but still keep the shifting dates, the other to establish a thirteen-month calendar of twenty-eight days each, with an extra Sabbath for December 29.

The thirteen equal months plan, known as the International Fixed Calendar and devised by Moses B. Cotsworth, has met with wide favor among scientists, business men, religious and educational authorities, leading women, labor officials, and others.

In brief, the International Fixed Calendar consists of thirteen standard months, with each month as follows:

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Each month in the year will always be exactly the same as that shown above. A new month will be inserted between June and July, as that time of the year the change will cause the least confusion in respect to the seasons. The three hundred and sixty-fifth day will be December 29 but will have no week-day name. This day, to be known as "Yearday," will be inserted between Saturday, December 28, and Sunday, January 1. In like manner, in leap year the extra day, June 29, will be placed between Saturday, June 28, and Sunday, the first day of the new month.

Request has been made by the League of Nations, following its researches, to all nations including the United States, to form national committees to consider calendar revision. The Department of State has just canvassed all government departments on this question with the result that all are favorable.

Direct relation to schools—The application of the simplified calendar to the educational system of the United States is a matter of very great interest and importance. Its adoption would simplify many details of administration.

The legal school term of each state is generally expressed in the law in number of days. In the states of New York and Pennsylvania, for instance, each first-class district is required to maintain school for 180 days. In certain other districts schools must be maintained for 160 days. In some states, as in Pennsylvania, the law defines a *school month* as "twenty actual teaching days." In common practise, the country at large

not only accepts this definition of the school month, but it also recognizes a *school week* as one of five actual teaching days.

A school period of 180 days is the equivalent of thirty-six weeks, or nine school months. A school period of 160 days is the equivalent of thirty-two school weeks, or eight school months. To say that school is maintained thirty-six weeks, or nine months, or to say that school is maintained for thirty-two weeks, or eight months, carries a clearer understanding of the proportion of the calendar year given to school work.

Under the present calendar a school month is never coincident with a calendar month, but under the proposed revised calendar a school month would always be coincident with a calendar month, and a school week would always be coincident with a calendar week. The revised calendar is, therefore, in harmony with what the common practise of the country has been for years in measuring legal school requirements.

Under the revised calendar the events of the school year which are usually listed in school and college catalogs as the School Calendar, or the College Calendar, would become fixed, and would occur on the same day each week in the year. Pupils, parents, school officers, college authorities, would always know when schools or colleges opened, and when vacations occurred. Holidays occurring on a school day would always occur on the same day of the week.

School statistics could be based upon greater uniformity as to the periods of time covered, and would therefore be more valuable.

Comparative studies of school work and school expenditures could be based upon factors of greater uniformity and would therefore be more reliable.

The effect of business depressions or of periods of prosperity in industrial communities on school and college attendance could be more easily and accurately measured.

The all-year school could easily be operated. Four quarters of twelve weeks each with a vacation of one week after each quarter could be provided under the proposed calendar. Several other equitable divisions of the year could be made.

General benefits—Briefly summarized the general advantages of the simplified calendar may be stated as follows:

1. All months would be equal, having exactly the same recurring twenty-eight week days of equal monthly calendar value.
2. The day of the week would always indicate the monthly date, and conversely the monthly date would indicate its week-day name. Both day and date could be recorded on clock and watch dials.
3. The complete four weeks would exactly quarter all months, harmonizing weekly wages and expenses with monthly rent accounts, etc.
4. Pay days would recur on the same monthly date, which would facilitate both business and home life.
5. Each week day would recur on its four fixed monthly dates, thereby making more regular the weekly and monthly work, payments, production, etc.
6. All periods for earning and spending would be either equal to or exact multiples of each other.
7. Holidays and other permanent monthly dates would always occur on the same week day.
8. Every month-end would coincide with the week-end, most convenient for business, rents, and general affairs. Fractions of weeks at month-ends would cease.
9. The month of exactly four weeks would obviate many of the adjustments now necessary between four and five week months.
10. The reckoning of lapse of time for interest and other purposes would be greatly simplified.
11. All months would be comparable without any adjustments being made for unequal days or unequal number of weeks, and a great amount of clerical work would be eliminated in the preparation of accounting and statistical reports.
12. All holidays could be placed on Monday with advantage both for industry and for workers.
13. Easter could be fixed, which would be of benefit to certain industries and to churches.
14. As there would be thirteen monthly settlements during the year instead of twelve, there would be a faster turnover in money; the same volume of business could be handled with less money. This would result in considerable saving throughout the country as a whole.

Effects of change—Inasmuch as popular sentiment seems to be crystallizing in favor of calendar adjustment and the revision has long been considered inevitable, an international conference similar to that convened in this country by President Arthur, who established standard time, will eventually be called by international agreement to consider the equalization of the months to be universally adopted to take effect in 1933 when Sunday again appears, according to the present system, as January 1.

Home Work For Parents

Home Work For Parents

RUSH is bad for your child. Fix breakfast and luncheon hours to allow ample time to get to and from school.

REGULARITY is a virtue to be encouraged. Trifles should never interfere with regular and punctual attendance at school.

CLOTHES that are simple, neat and modest and adapted to the weather are more suitable for school wear than frills and furbelows.

SLEEP is essential to well-being. Get your children to bed early for at least ten hours rest.

HOME WORK is as much a part of school as class room exercises. Emphasis should be placed upon out-of-school tasks to develop a sense of responsibility.

QUIET rests and soothes the nerves. Every child is entitled to a place in which to study free from interruptions, with good light and ventilation.

CRITICISM of schools and teachers to children may result in contempt for school authority. Always hear both sides of every question and consult with teachers before reaching conclusions.

INTEREST in your children's work and play will stimulate their interest. Keep yourself posted on school work, athletics and other activities.

HAPPY schools make happy children. School is a desirable place. Make your children feel that study is pleasant, not painful drudgery.

VISIT your children's schools frequently, particularly during OPEN SCHOOL WEEK, that you may have a better understanding of your children's problems.

A Parents Association In Every School— Every Parent A Member

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Physical Education Advances

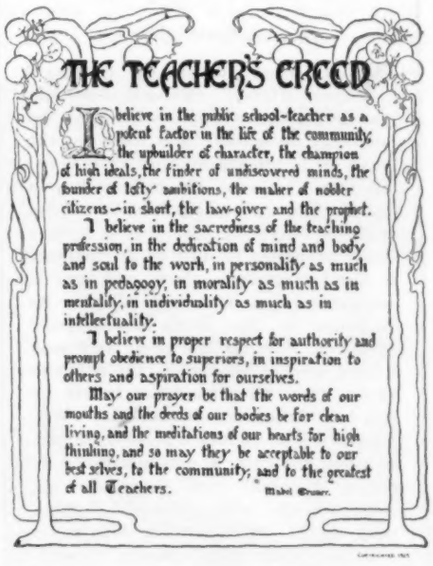
JAMES EDWARD ROGERS

President of the Department of School Health and Physical Education of the National Education Association

DURING THE PAST decade, no subject in the school curriculum has received more attention and support than physical education.

The National Education Association committee in proclaiming the seven cardinal principles of general education, gave first rank to sound health. The facts and statistics which follow forcefully demonstrate the appreciation by the general educator of the obligation of the school system to train our boys in health and neuromuscular skills so that they may be prepared not only to make a living, but to live a life. We have come to appreciate the fact that we must learn to live as well as live to learn. Although the statements below show the rapid recognition and support which physical education has received since 1918, it must be remembered that physical education is one of the oldest subjects in the curriculum. To the Greeks it was the curriculum; gymnastics and rhythmics formed ninety percent of the training of the Athenian youth.

To conduct a welldeveloped and rounded program in health and physical education, including play, recreation, and sports, adequate space and facilities must be provided. One of the outstanding facts during the past ten years is the growth in the size and number of playgrounds, athletic fields, gymnasiums, swimming pools, and other indoor and outdoor facilities. Practically no junior or senior high school with an enrolment of 400 students or more is being erected without both a gymnasium and an athletic field.



THE TEACHER'S CREED

I believe in the public school-teacher as a potent factor in the life of the community, the upbuilder of character, the champion of high ideals, the finder of undiscovered minds, the founder of lofty ambitions, the maker of nobler citizens—in short, the law-giver and the prophet.

I believe in the sacredness of the teaching profession, in the dedication of mind and body and soul to the work, in personality as much as in pedagogy, in morality as much as in mentality, in individuality as much as in intellectuality.

I believe in proper respect for authority and prompt obedience to superiors, in inspiration to others and aspiration for ourselves.

May our prayer be that the words of our mouths and the deeds of our bodies be for clean living, and the meditations of our hearts for high thinking, and so may they be acceptable to our best selves, to the community, and to the greatest of all Teachers.

Mabel Gruner.

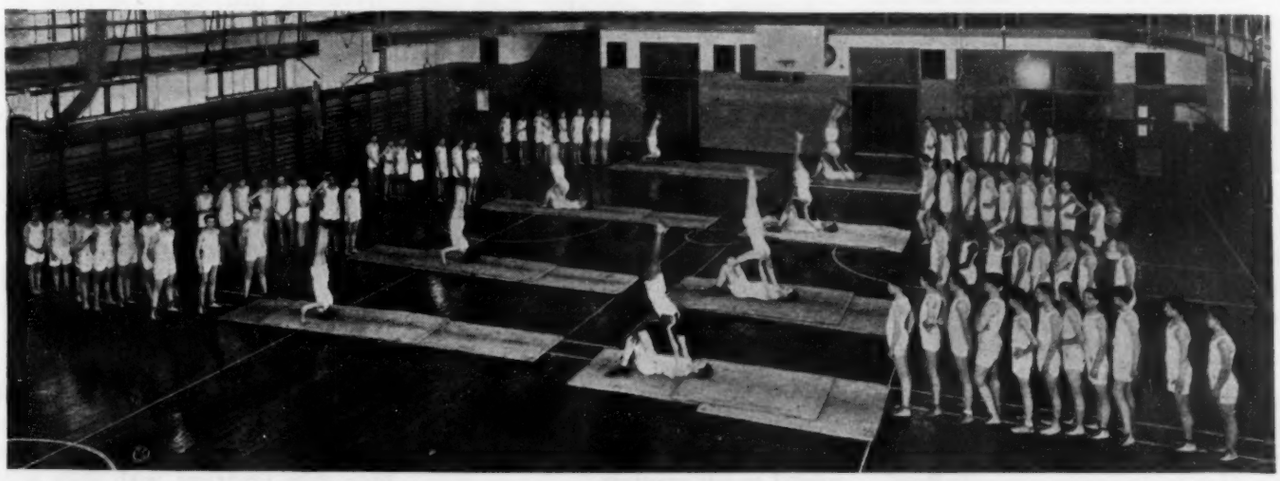
THE IDEALS *of the teaching profession are expressed in this creed by Mabel Gruner, a teacher in the Peoria high school, Peoria, Illinois.*

1. In Des Moines, Iowa, a city of about 150,000, the elementary school has a special gymnasium and large ample playground facilities.

2. In Providence, Rhode Island, the new elementary schools being built have two gymnasiums. Some of the old elementary schools are being remodeled with two gymnasiums.

3. In the junior high schools of Des Moines, there are two large gymnasiums, one for the boys and girls, and these may be divided into two parts, making four gymnasiums, this being necessary because in Des Moines every boy and girl in the junior high school has a sixty-minute period of health and physical education, and the enrolment of the school usually is 1500. The cities that have unusually large gymnasiums and excellent bathing facilities in the junior high school are too numerous to mention.

Practically no senior high school of any size is being built without ample gymnasium facilities. However, special mention should be made of the senior high schools of Newton, Massachusetts, Harrisburg, Pennsylvania, Los Angeles, California, Joliet, Illinois, and Detroit, Michigan. The gymnasiums of the Joliet Township high school are finer in every detail than most of the facilities afforded by our large universities. One superintendent of schools in the east contemplates building seven gymnasiums for a high school enrolment of 5000; three separate small gymnasiums and one large gymnasium that can be divided into four parts.



THE GYMNASIUM is an essential part of the modern school. The habit of regular exercise is necessary to health. To build strong bodies is better than to repair broken ones. These boys in the Technical High School of Omaha, Nebraska, are establishing exercise habits and joy in play under the direction of trained supervisors.

Most of the junior and senior high schools of the country are being provided with uptodate, well-lighted, well-ventilated shower and locker rooms with the best material. Many of them are also being provided with swimming pools. The junior high schools of Trenton, New Jersey, Des Moines, Iowa, and Buffalo, New York, have excellent pools.

A simple story to illustrate the phenomenal changes being made in regard to the development of outdoor facilities is what happened in Harrisburg, Pennsylvania. Less than five years ago in that capital city of a congested industrial state, the two high schools were located downtown in the congested area without a foot of play or athletic space. Today they are located out on the edge of Harrisburg; one having 48 acres with a small lake for winter sports, the other 38 acres. This is typical of what is happening over the country. High schools are not being located in the center of town where the land is exceedingly high and it is impossible to get play and sport areas. In Bay City, Michigan, years ago the Board of Education was wise when they moved their high school out to the edge of town where many acres were secured not only for the high school but for the athletic stadium. This was accomplished in spite of the fact that real estate and business men wanted it in the center of town.

It can almost be said that the outdoor area standards laid down by Strayer and Engelhardt are rapidly being translated into realities. Those standards are:

A one room rural school should have a minimum of two acres.

A two room rural school should have a minimum of three acres.

A three room rural school should have a minimum of four acres.

A consolidated school not less than ten acres.

A junior high school eight to twelve acres.

A senior high school twelve acres or more.

The N. E. A. recommendation of a minimum 150 square feet play area per child is almost a truism in many communities. In fact numerous towns and cities have some schools with play areas of over 300 square feet per child.

Provided with adequate and well-equipped indoor and outdoor facilities, the next question is ample time to conduct a wellrounded and balanced program. Here real progress is seen. In Providence, Rhode Island, and Des Moines, Iowa, and many other cities in the elementary schools thirty minutes per day is being provided, this time allotment not including the ten minutes of recess nor the four two-minute relief drills in the classroom. The average over the country is twenty minutes for health and physical education per day not counting recess nor play periods.

Your Afterself

A Call to Young Men

DAVID STARR JORDAN

YOUR FIRST duty in life is toward *your afterself*. So live that the man you ought to be may, in his time, be possible, be actual. Far away in the years he is waiting his turn. His body, his brain, his soul, are in your boyish hands. He cannot help himself. What will you leave for him? Will it be a brain unspoiled by lust or dissipation; a mind trained to think and act; a nervous system true as a dial in its response to the truth about you? Will you, Boy, let him come as a man among men in his time? Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted, a mind diseased, a will untrained to action, a spinal cord grown through and through with "the devil-grass, wild oats"? Will you let him come and take your place, gaining through your experience, happy in your friendships, hallowed through your joys, building on them his own? Or will you fling it all away, decreeing, wantonlike, that the man you might have been shall never be? This is your problem in life—the problem which is vastly more to you than any or all others. How will you meet it, as a man or as a fool? It comes before you today and every day, and the hour of your choice is the crisis in your destiny!

However, there are some cities that give more time to health and physical education in the elementary schools. For instance, Buffalo, New York, has four fifty-minute periods, which is equal to 200 minutes per week. Rochester, New York, has a high standard. Mr. H. H. Norton, director of health education in Rochester, writes: "May I call your attention to the fact that in grades four to eight inclusive in the traditional schools, we have 245 minutes per week devoted to our program. We run after-school recreational clubs for boys and girls in all elementary schools and for all children enroled in these clubs there will be a total of 335 minutes per week devoted to our program."

Many junior high schools average four periods per week; three for activity programs and one period per week for health and safety education. However, many cities give a daily sixty-minute period.

The time allotment in senior high schools is steadily increasing. Some cities give four sixty-minute periods; others three seventy-five-minute periods; others five forty-five-minute periods.

It is interesting to know that the National Education Association Department of Superintendence Yearbook for 1928 has a report recommending a daily sixty-minute period for both junior and senior high schools for health and physical education.

The personnel is both increasing and improving. In the last five years a number of states announced as high as 300 percent increase in the number of special teachers employed as health and physical educators. Massachusetts shows an increase in the teaching staff from 201 special teachers in 1922 to 490 special teachers in 1927. West Virginia's increase in personnel in the same years is over 400 percent.

Not only has there been progress in facilities, in time allotment, and in personnel, but teacher training has greatly improved. State teacher certification requirements are much higher. To teach physical education in the high schools of California means having a master's degree or five years of university training. The majority of the physical education teachers are receiving their academic degree. Normal schools are increasing their training departments from two to three and four year courses. Many of the teachers in physical education are returning to the universities and receiving their master's and doctor's degrees.

Space forbids a discussion of the improvement that has taken place in the program of activities. They are better balanced and better organized.

Another unique and valuable suggestion is the practise in many cities now of having the students of the junior and senior high schools first fill out their physical and health education periods at each semester. After the required number of periods of physical education are first taken care of, the students fill in their other subjects. This accomplishes many splendid results. It permits the freshmen to compete with freshmen. A better grading of the classes is possible.

Thirty-five states have compulsory physical education laws, twenty-nine have state programs with state syllabi, and nineteen have state departments with staff, program, and budget. No other subject in the curriculum has had such widespread legislative recognition.

Careers in Education

Teaching in Junior High School

JAMES M. GLASS

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THE JUNIOR HIGH SCHOOL has passed the trial stage. It has entered upon the stage of scientific experimentation to refine its organization, administration, program of studies, classroom procedure, its guidance and citizenship activities. Through research and experiment it seeks normal and healthful growth.

The junior high school *is* a career for which teachers may prepare. A personality attuned to the early adolescent age, a mind inspired with the presentday vision of the rich rewards of professional alertness, a soul thirsting for the spiritual uplift of an "abandon" to a new and accepted movement in education can find no career so replete with "the life so abundant."

Everywhere are to be found the true junior-high-school teachers with the new content which comes from a selfsacrificing devotion to the early adolescent school. Their careers are dedicated to the practicable working out of the "sound new philosophy of education" of which Charles Hughes Johnston said the junior high school was an "outward manifestation." They are collaborating in the solution of its manifold problems. "They are having the time of their lives in doing it."

At an institute of 2500 secondary teachers of Los Angeles the musical program was given by groups of junior-high-school boys and girls. As a boys' chorus marched upon the stage a teacher who had discovered her career in one of the junior high schools of the city remarked to the writer, "What an inspiration they are—how I love this junior-high-school age."

DOCTORS *say that food should be eaten under pleasant circumstances for the best results. Schools now give practise in the art of serving. This is a home economics class in the Washington Junior High School, Rochester.*

This teacher revealed in the one remark that she had found the first prerequisite to a junior-high-school career—an understanding and love of the early adolescent age. Every true junior-high-school teacher must know that it is in early adolescence "when God comes closest to the spirit of man." There must be a conviction of the altruism, the high idealism, and the unsophisticated faith of the junior-high-school age. The teacher-guide of this faith must share it. He must be optimistic, buoyant, cheerful, sympathetic, and unobtrusive.

The early adolescent has many shortcomings. He is subject to emotional upheaval and depression. He is unskilful. He is likely to be provokingly independent. He is clumsy and awkward. He is at the age "most unloved but most lovable." He needs a guide who understands him, who will be patient with his inexperience, who will see a mistake as a wellintentioned effort, and who will direct him in transforming weakness into strength, until he can walk alone.

The teacher who seeks a career in the junior high school should put *first* among the courses of preparation the study of early adolescent psychology. Absorption in problems of administration, curriculum, classroom procedure,

THIS SCHOOL print shop of the Washington Junior High School, Rochester, New York, makes the publishing of the school paper a delightful adventure in social cooperation. Type is an exacting master, errors are so conspicuous on the printed page. The photo on the right shows a group in charge of the student chairman practising the fine art of free government.

and measurement is likely to lead to undue prominence of technic. But technic is the superstructure. The foundation is early adolescent psychology.

Early adolescent psychology is an illuminating study of the awakening and irresistible desire for wider contacts and for new experiences. There is revealed the whole range of the expansion of life physically, mentally, socially, and morally. The teacher-student of early adolescent psychology comprehends the youthful impulse to look forward, to glimpse the worlds of vocations and of education, to explore aptitudes for the opportunities of both, and to seek a proper place in each. Then does the junior-high-school teacher understand that the work of the homeroom, the classroom, the club, and the whole organized school environment of early adolescence must be directed to clarify these visions, to reveal new goals, and to motivate intelligent pursuit of vision and aims.

A. B. Meredith, commissioner of education for the state of Connecticut, said that the vision of the junior high school must comprise "a long look and a short look." *Second* in the preparation for a junior-high-school career should be courses on the origin of the junior high school, its place in the school system, and its mission to integrate elementary and secondary schools into a twelve-year unit of public education.

Failure to envisage this long look of the junior high school is like the failure to see the forest because of the trees. Commissioner Meredith well knew the danger of losing perspective of relationships through a close range focus upon the immediate foreground of development. Both the long look and the short look are essential to complete vision. By virtue of position the short look comes naturally to junior-high-school teachers. By virtue of courses or personal study of junior-high-school relationships the long look becomes clear.

It adds dignity, security, and permanence to a junior-high-school career to visualize the movement as the inevitable challenge to reconstruction of the public school system. The passing of the eight year elementary school as the universal heritage of the mass of our youth and the coming of twelve years of integrated education as the requisite for citizenship in the twentieth century created an imperative need for reconstruction from an 8-4 to a 6-3-3 plan of school administration.

The result was the junior-high-school movement. It had no birthplace. It sprang up west, east, north, and south as the solution of universally pressing needs. It was as inevitable as any other natural change in the evolutionary process of society's adaptations to new conditions.

The comprehensive high school democratized secondary education. With its coming the traditional college preparatory high school ceased to exist as a separate entity. When differentiated curriculums entered into secondary education there arose a need, formerly unknown, to guide pupils' choices of electives. This became the mission of the junior high school.

The elementary school had grown so in efficiency that it could release its last two years to secondary education. The first year of the high school was now needed as an initial probationary year to try out choices of secondary electives. These three years were united into a new entity in the public school system.

The long look of the junior high school is an orientation which, second only to the study of early adolescent psychology, is a prerequisite in the preparation for a career in junior high school.

Thomas H. Briggs gave the junior-high-school movement the most comprehensive vision of the short look of its own functions. His five purposes of the junior high school should compose the basis of a *third* course for every teacher who seeks a career in this field. They are guideposts along the whole course of preparation. They also are tested criteria for the guidance of junior-high-school progress along its predestined course. They can be committed to memory in fifteen minutes. Their basic philosophy of the junior-high-school mission will not be exhausted in the life of any teacher. They are as follows:

(1) Continue gradually diminishing elementary courses and gradually increasing secondary courses. (2) Satisfy early adolescent life needs. (3) Explore individual aptitudes (self). (4) Reveal educational possibilities and vocational opportunities. (5) Start each child convinced.

New functions demand new materials and new methods. Exploration of aptitudes, revelation of opportunities, the starting of each child with conviction of a right start are possible only when courses, as formerly organized in the elementary school and high school, are reconstructed. The experienced junior-high-school teacher knows why general courses of study which articulate the allied elementary and secondary courses have been created. The candidate for a junior-high-school career, therefore, should select courses in some particular phase of curriculum study as a *fourth* step in preparation.

Both the experienced teacher and the student teacher know that, subsequent to training courses, comes enlistment in the practical work of adapting accepted theory to classroom practise. Accordingly, the true junior-high-school teacher is always a student of the continuous growth of the program of studies and an active and indispensable factor in its construction.

The writer quotes from his own *Manual for Junior High Schools* published July, 1926, by the Pennsylvania State Department of Public Instruction:

> Basic to the whole philosophy of the junior-high-school movement is this principle that activity is the chief means of learning. It has found various forms of concrete expression in the educational experimentation of the last decade—directed learning, socialized recitation, project method, laboratory classroom, socialized classroom procedure, etc. More general understanding of the psychology of early adolescence will save junior-high-school teachers from fatal errors in classroom instruction. All the teacher's tact and resourcefulness in unobtrusive direction are now needed to guide the pupil's mental expansion to its full mature powers of mental selfdirection. Here is the teaching process of cooperative thinking and study of learner and teacher which must be initiated in the junior high school and consolidated and rationalized in the senior high school and higher institutions.

The true junior-high-school teacher enrols in a *fifth* course in socialized classroom procedure. There must come the conviction that the pupil is the active participating agent in the classroom and that the teacher is the passive, non-talking, directing agent. These pioneer junior-high-school teachers are bringing to the whole secondary field a far-reaching shift in point of view from improvement of the teacher's method to improvement of the pupil's learning process.

The junior-high-school teacher is converting the classroom from a recitation room to a laboratory. Because the laboratory requires more time than the recitation, experience has convinced him that the one indispensable condition for translating the principle of activity as the chief means of learning into classroom practise is the longer period of sixty minutes.

Guidance is a synonym for the junior high school. A junior-high-school teacher is, therefore, primarily a guide of early

adolescent youth through a transitional experience out of childhood into adolescence and through an educational experience out of elementary into secondary education. Guidance is the basic method in either transition.

There is instructional guidance, a classroom course of study, which seeks to give pupils their own conscious interpretation of what the junior high school is, what they are supposed to do in it, and how to succeed in it. Further, this guidance course surveys the world of work—the study of vocations and the world of education—the channels of preparation between junior-high-school life and vocational life.

There is administrative guidance by the principal, an associate, or a counselor. Guidance can be taught in classroom groups. It must be applied individually and, hence, the guidance adviser.

There is personal and social guidance which is the function of the homeroom teacher. Here is the vital and abiding impact of teacher personality upon pupil personality. It is precept in its most attractive and effective form—personal example and sympathetic counsel. The weekly homeroom period is the clearinghouse where the junior-high-school teacher seeks to adjust pupils collectively and individually to the classroom, club, and citizenship activities of everyday school life. In the homeroom the teacher finds the highest expression of service as a guide of early adolescent youth.

A course on guidance in all its aspects is a *sixth sine qua non* for the teacher who enters upon a junior-high-school career. When the course is completed he continues the study of the rapid progress of the guidance movement and enlists for participation in guidance activities.

John Dewey's classic definition of the school as "life, not preparation for life" has found a fertile soil in the junior-high-school field. It has grown to such stature and strength that a program of junior citizenship is an accepted characteristic of the junior high school. Large or small, all junior high schools have their organizations of socalled extracurriculum activities.

Junior citizenship is peculiarly adaptable to the early adolescent age. Participation in school activities and in administration provides wholesome expression and training for the instincts of ceaseless activity, of social cooperation, of the gregarious impulse, and of the altruistic ideals inherent in early adolescent nature. The expanding life of pubescence is replete with wholesome instincts. They will be either trained to healthful growth maturing in attitudes of right civic-mindedness or suppressed to unhealthful atrophy degenerating in a cynical undermining of civic-mindedness.

The junior high school is an apostle of the positive approach in education. The natural endowment of its pupils is the instinct to selfactivity. The true junior-high-school teacher says "do" and discards the prohibitive "do not" and thus provides "so much of good to do that the bad cannot creep in." The destructive practise of penalizing error and bad habit is replaced by the constructive practise of transforming natural instincts into right habits of conduct. Junior citizenship is normal, joyous, and inspiring young life in action.

The teacher who desires the fullest return from a junior-high-school career will find a place in a busy personal schedule for a *seventh* course on the social life of the junior high school. The outcome of such a course will be unquestioned acceptance of assignments as homeroom guide, club sponsor, and a director in junior citizenship. Then will the junior-high-school career find its greatest joy in work and play with early adolescents and its highest privilege in a vicarious sharing of the free and joyous life that "By the vision splendid, is on its way attended."

A Silent But Forceful Influence

AT THE VERY center of the circle that includes all possible good that can come from a public school system stands the classroom teacher. When conditions here are at their best there is exemplified all that is noble, inspiring, and helpful in professional life.

I can see now one of these fine teachers at work. She knows that exact knowledge is vital to her teaching and likewise vital to the education of these boys and girls who surround her. She is, accordingly, scholarly in her tastes and she has that gentleness of speech and refinement of manners that we associate with those of the scholarly spirit.

But she knows that knowledge alone is not wisdom and that consequently memory alone is not the only phase of child life that needs nurture. She knows that knowledge alone is not wisdom in health—physical, mental, or moral—and health to her is a sacred thing. She knows that it is not wisdom in those things that make for an appreciation of all that is true, beautiful, and good. It is but the vestibule through which the child enters into these things of the spirit that make life more than existence. She knows that it alone is not wisdom in all those things that make for social good and community welfare. It is rather the indispensable light that points the way to that intelligent personal and social conduct without which America can never fulfill the hopes and aspirations of its founders. Yes, she knows that knowledge is but the beginning of wisdom and so she strives for that understanding through which comes the desire and the will to do.

Knowing these things she never allows the means by which education is reached to obscure the ends which education should serve. Hence she refuses to think of methods as more than helps, and promotions as more than sign-posts of progress.

She has reverence for the personality of each boy and girl and she therefore refuses to believe that the principle of mass production should be applied to education as it is to the manufacture of automobiles. Because she does reverence each personality she strives to know the temptations and the secret longings of each child committed to her care. She has that inborn sympathy and love of people that make her desire to be a friend and comrade.

And her confidence in the inherent goodness of people and their desire to choose the right rather than the wrong has never been lost because of the betrayals and the disappointments that she has met. Having this confidence her whole approach to the tasks of each day is positive instead of negative, inspiring and not depressing. Ridicule, sarcasm, and cynicism are foreign to her soul. Because only the strong and clear sighted can retain this spirit and hide the rebuffs beneath smiles and good humor, her life becomes a silent but forceful influence in molding for good the lives of those whom she touches.—Herbert S. Weet, Superintendent of Schools, Rochester, in *New York State Education Journal.*

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

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

President, **Cornelia S. Adair**
Secretary, **J. W. Crabtree**

The payment of $2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL.

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Subscription to nonmembers is $2 per year; single copies, 25 cents. Advertising rates on application. Members are kindly requested to report at once any change of address, giving old as well as new address.

THE JOURNAL is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

Entered as secondclass matter October 28, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103. Act of October 3, 1917, authorized January 26, 1921.

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Chronic Fatigue

WHAT teacher does not notice during the spring months the children who are depressed and worn in contrast to the joy of the vibrant, growing life of the season? The number of such children is greater than is often realized and a condition of chronic fatigue is one of the major causes of school failure and breakdown. A recent book[1] summarizes investigations into the health of school children as follows:

In Denmark—Hertel, the great Danish physician, examined several thousands of children between the ages of eight and fifteen. In his report, we find that of the pupils from eight to ten years who were spending four hours a day in school, eighteen percent were suffering from sickness and physical defects, at twelve years thirty-five percent; and at fifteen years, when the children studied for eight hours a day, as many as fifty percent showed signs of ill-health. In girls, at the age of puberty, the percentage of morbidity was still higher.

In Sweden—Hertel's conclusions were corroborated by Axel Key. According to Key, chronic fatigue occurred from grade to grade in direct proportion to the number of hours of work and to the burden of studies. A higher general morbidity of about six percent existed among pupils who worked more than the average number of hours; and in certain classes and schools, where the standard was exceptionally high, the average morbidity of the neighboring schools was exceeded by from three to ten percent.

In Germany—Schmidt-Monard made a most painstaking and critical study in the public schools of Berlin. His contribution is especially valuable in that he made a comparative study of the rate of sickness as it occurred in children attending school only forenoons and in children who had all-day sessions. Nervousness, so closely associated with chronic fatigue, was present in thirteen percent of the former and in twenty-five percent of the latter. Sleeplessness, another common symptom of fatigue, was four times as frequent amongst the all-day pupils as amongst those attending only half-day sessions.

In Russia—The latest survey in Europe was made by Khlopine of Russia shortly before the outbreak of the World War. This physician claims that nearsightedness, a contributing cause of fatigue of the eye, is relatively rare in children of kindergarten age, and that its incidence increases the further the children advance in the grades. Beginning with ten percent in the first it reaches its peak in the eighth grade with twenty-five percent. Spinal curvatures, also closely associated with chronic fatigue, increase from three percent in the first to fifteen percent in the fifth grade. So, too, nervousness is more common in the fifth grade than in the first.

In America—Our own investigations in the United States, perhaps not so complete nor covering so long a period as those presented above, produce evidence that amongst our school children similar conditions prevail.

These facts on chronic fatigue emphasize the necessity of dealing with the individual pupil if growth and learning are to take place under the most favorable conditions. The success of the case approach is illustrated by the following quotation taken from the same volume.[1]

The Nervous Child—Vera S. was considered a nervous child ever since birth. While nursing she would hold her breath and get blue in the face. During infancy she suffered from repeated attacks of convulsions. She entered school at the age of five, and at twelve years of age she had advanced into the eighth grade. She was very erratic and of a nervous disposition, which found expression in ready loss of temper, restlessness, and fidgetiness. She did not sleep well and talked and walked in her sleep. Her color was poor, her eyes surrounded by dark circles, her facial expression rather anxious. Of late, it had become difficult to arouse her from her sleep, and if left to herself would sit down on the edge of her bed and gaze into space. She had given up her gymnasium because of headaches. On account of burning in her feet she disliked walking and had given up practically all physical activity. Previously she had been irritable and restless in school and of late she showed apathy and complete lack of interest. To the reprimands of the teacher she would answer with weeping, only again to slouch back into her attitude of indifference.

The following was her way of living before treatment was instituted:

Food—The morning was usually begun with a quarrel about breakfast with her parents, who themselves were suffering from excessive irritability. She then rushed to school without having eaten anything. For luncheon she usually selected at the school counter a dish of icecream, cookies, and several pieces of candy. At supper, however, she ate a fairly substantial meal. In addition, she drank half a pint of milk during the morning recess.

Work and play—Arriving home from school at 3:30 she practised (until three months ago) for one hour on the piano. (Music lessons were dropped on account of pain in the arms and fingers.) The rest of the afternoon she was obliged to spend in further learning at a sectarian school. In the evening she studied her home lessons or went to the theater, the movies, or, in company of her parents, visited with friends. Thus she rarely retired before eleven o'clock. Of healthy outofdoor play there was none.

Sleep—Though only twelve years of age her sleep had been limited to eight hours.

Treatment—This child was handicapped by being born with a highly sensitive nervous system, which moreover was overstimulated almost continuously by her environment. Then the demands of school life had lowered her energy to such a point that her margin of safety had been exceeded. We prescribed:

1. Removal of all emotional and nervous irritations at home.
2. A full breakfast, consisting of fruit, a dish of cereal with sugar and milk, two slices of buttered toast, a glass of milk or cocoa.
3. A school day limited to the morning session only, until signs of exhaustion had disappeared.
4. One hour rest after luncheon, the latter to consist of at least one hot vegetable.
5. No home study nor music lessons.
6. Two hours of outofdoor play every day.
7. Light reading or listening to music after dinner (meat, green vegetables, potatoes, dessert), which was to be served regularly at 6:30.
8. Bedtime at eight o'clock.
9. Rising time at seven o'clock.

After two weeks of this treatment her condition had so considerably improved that she was allowed to attend school all day. We insisted on her eating a hot luncheon every day. Forty-five minutes were allotted to mental work outside of school, the remaining time to be spent in free activity outofdoors. Bedtime was set for eight thirty.

One month after treatment began the child had so recovered from the symptoms of exhaustion that she was put on a schedule commensurate with her age, and allowed to continue to go to school.

Problems like this can be solved only when there is the closest cooperation between parents and teachers. The effort to find the cases of chronic fatigue and to correct them ranks with the summer roundup of the children as an enterprise that yields large dividends. The price of ineffectiveness is greater today than heretofore, because competition is keener and people work less as individuals and more as units in groups of workers where the absence of one worker throws the machinery out of gear.

[1] *The Tired Child* by Max and Grete Seham, published by J. B. Lippincott Company, Philadelphia.

Teachers' Salaries—A Constructive Program

JOHN K. NORTON
Director of Research, National Education Association

PREVIOUS ARTICLES in this series have revealed: That teaching occupied an unfavorable economic position before the war; that immediately following the war teachers' salaries increased; and that, whereas teachers' salaries have gained, they still occupy a position in the scale of incomes too low to furnish a proper economic foundation for such a calling.

The article in the April issue warned that influences are at work which may depress teachers' salaries until, as before the war, they average less than 60 percent of the incomes of nonteachers. What is to be done to prevent such a condition? What action will maintain past gains and insure future increases necessary to place the teachers' calling upon an appropriate economic foundation?

First, if teaching is to rest upon a solid economic foundation, the profession must develop a new economic sense. Trained to emphasize spiritual values, having little contact with commercial organization, and too often afflicted with a supercilious attitude which brands the consideration of the material needs of life as beneath a professional worker, teachers have shown little aptitude in establishing an adequate economic basis for their service. We are easily turned aside by fine words about spiritual returns and intangible rewards. Such rewards come to all possessing a spirit of service, whether teachers or those engaged in some other occupation. But such rewards cannot take the place of the financial income necessary to maintain a reasonable standard of living.

A professional attitude of the highest order is not irreconcilable with an adequate economic return. When teachers learn to resent every proposal that their salaries shall be less than their ability, training, and contribution to the spiritual and economic advancement of the nation justify, they will have achieved economic adulthood. Then we may confidently look forward to the time when every teaching position in the nation will offer a tangible reward acceptable to a person with ability, training, and professional attitudes.

Second, if teaching is to command a professional wage, we must give far greater attention to the relation of teacher supply and demand. At the present time there are probably more trained teachers in the country than there are positions which pay a professional wage. This does not mean that there are enough trained teachers to fill all the teaching positions in the country. Thousands of teaching places exist which really do not count as far as trained teachers are concerned. Approximately 310,000 teaching positions, or 37 percent, now offer wages averaging less than $20 a week. Surely no one can expect people of ability and professional training to accept such an evaluation of their economic worth! Yet some teacher-training institutions continue to accept and train practically all who present proper admission credentials with little consideration of the number of new teachers needed each year, or of what is often of greater importance, the number of positions open each year which pay a wage which their graduates will accept. The result is that some teacher-training institutions are graduating more teachers than they place. The result of a continuance of this economically wasteful policy will be a lowering of standards and a reduction in teachers' salaries. As B. R. Buckingham states in his *Supply and Demand in Teacher Training:*

> Teachers may not find it altogether palatable to be told their affairs—their salaries and the very existence of their positions—depend upon the same economic law which is said to regulate the prices of wheat and the wages of the laborer. Nevertheless this law—the law of supply and demand—does operate with respect to teachers. If there are more teachers for a given type of work than there are available positions, salaries go down. . . .

Scientific study and statesmanlike action is essential if teacher supply and demand is to be properly balanced. If this is not done a swarm of evils will result. Teachers' salaries will be reduced. Many capable teachers will leave the profession. New recruits will come from the least promising high-school graduates.

Third, those in school work must better realize the potency of group solidarity as it functions through professional organizations—local, state, and national. Thousands of people now occupy positions as teachers who possess so little professional spirit that they regularly dodge their responsibility toward all teachers' associations. Indifference and shortsightedness make them satisfied to have their coworkers pay their professional bills. These professional parasites enjoy a far better economic return than would be possible but for the work of professional organizations, but they are content to allow their fellow workers to pay the bill for holding salary increases of the past and for winning new increases for the future.

Paul Douglas, the economist, recently published a study in the *American Economic Review* dealing with recent trends of wages in a number of vocations including teaching. This study concludes that one of the causes of recent relatively large gains in teachers' earnings is the fact that:

> . . . within the last few years the teachers have developed strong professional organizations which have been successful in keeping their cause before the public and by persistent educational and political pressure have increased appropriations for salaries.

In group action through professional organization, teachers are finding a key to adequate economic compensation. No professionally minded teacher should rest content until he holds an active membership in the professional organizations—local, state, and national—for which he is eligible. And he should not rest content here. He should bring to bear upon every teacher with whom he comes in contact every legitimate influence likely to cause that teacher to follow his wise example.

Summarizing: these are the means to be used in arresting any downward movement in teachers' incomes: First, a dynamic selfrespect for the economic importance of the teachers' calling, and a determination to accept no substitutes for a salary appropriate to such a calling; second, the substitution of an intelligent, for the present *laissez-faire* policy of teacher preparation, so that the number of teachers graduated each year will balance with the number of new positions which a trained teacher will accept; and third, persistent campaigns for better salaries through strongly organized professional teachers' associations—local, state, and national.

Enrolment in American Schools During 1925-26

Including Elementary, Secondary, and Higher Institutions, Public and Private

States	Estimated population 5–17 years (inclusive) 1926	Number enroled in: Elementary schools		Secondary schools[1]		Higher institutions[2]		Total		All schools—total columns 3 to 8	Percent relation of enrolment in elementary and secondary schools to population 5 to 17 years of age[3]	Rank in col. 12
		Public	Private	Public	Private	Public	Private	Public—columns 3, 5, and 7	Private—columns 4, 6, and 8			
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	30,064,621	20,984,002	2,143,100	3,767,922	340,801	280,437	486,826	25,032,361	2,970,727	28,003,088	90.59	.....
Alabama	829,729	538,9 4	13,461	51,511	7,062	4,509	3,191	595,004	23,714	618,718	73.64	47
Arizona	111,625	70,745	3,098	10,291	317	1,972	.....	83,008	3,415	86,423	75.66	46
Arkansas	610,124	462,175	5,909	34,918	3,200	1,723	2,340	498,816	11,449	510,265	82.97	37
California	824,391	759,676	45,147	257,224	11,910	21,447	17,892	1,038,347	74,949	1,113,296	130.27*	1
Colorado	261,873	195,101	10,249	41,915	1,905	4,578	3,277	241,594	15,431	257,025	95.15	17
Connecticut	372,270	279,106	50,202	41,385	11,462	488	6,581	320,979	68,245	389,224	102.66*	3
Delaware	54,165	33,590	5,673	5,707	1,026	669	.....	39,966	6,699	46,665	84.92	35
District of Columbia	85,292	60,027	7,269	13,515	3,534	80	13,379	73,622	24,182	97,804	98.89	7
Florida	310,555	307,603	6,437	35,077	1,977	3,250	1,356	345,930	9,770	355,700	113.05*	2
Georgia	1,000,269	623,684	3,948	65,716	4,962	4,680	7,508	694,080	16,418	710,498	69.81	49
Idaho	145,431	95,831	2,471	21,846	795	2,601	702	120,278	3,968	124,246	83.16	36
Illinois	1,683,408	1,095,618	219,198	235,896	34,129	14,095	46,641	1,345,609	299,968	1,645,577	94.14	18
Indiana	738,314	488,780	53,475	146,447	5,222	7,834	13,141	643,061	71,838	714,899	93.99	19
Iowa	606,939	444,376	37,694	112,297	8,260	9,807	12,975	566,480	58,929	625,409	99.29	6
Kansas	473,694	340,330	23,108	84,713	4,262	8,632	8,825	433,675	36,195	469,870	95.51	16
Kentucky	722,135	529,996	31,480	45,599	7,904	3,617	4,390	579,212	43,774	622,986	85.16	34
Louisiana	583,543	349,488	43,470	45,581	6,492	2,635	5,142	397,704	55,104	452,808	76.26	45
Maine	187,464	121,534	18,511	27,062	5,985	1,322	1,817	149,918	26,313	176,231	92.33	24
Maryland	375,665	229,971	34,229	33,337	5,320	4,906	8,705	268,214	48,254	316,468	80.62	41
Massachusetts	957,909	616,869	146,961	139,152	17,792	788	42,395	756,809	207,148	963,957	96.12	13
Michigan	992,785	744,253	108,633	127,041	12,964	16,721	7,570	888,015	129,167	1,017,182	100.01*	4
Minnesota	651,623	465,853	49,471	85,528	8,328	12,148	7,411	563,529	65,210	628,739	93.49	20
Mississippi	595,233	529,881	5,460	43,105	3,835	3,378	2,759	576,364	12,054	588,418	97.82	10
Missouri	859,037	612,414	57,542	110,854	8,600	6,311	16,639	729,579	82,781	812,360	91.89	25
Montana	175,115	96,049	8,262	20,941	1,294	2,715	283	119,705	9,839	129,544	72.26	48
Nebraska	358,440	266,828	21,512	61,309	3,456	6,836	6,509	334,973	31,477	366,450	98.51	8
Nevada	16,748	12,804	.....	2,810	.....	913	.....	16,527	.....	16,527	93.23	21
New Hampshire	102,612	59,628	21,727	12,157	4,654	1,432	2,318	73,217	28,699	101,916	95.67	15
New Jersey	874,563	629,774	114,563	105,480	9,698	1,613	6,575	736,867	130,836	867,703	98.28	9
New Mexico	116,768	79,529	6,396	8,492	1,202	925	.....	88,946	7,598	96,544	81.89	38
New York	2,555,594	1,643,215	338,338	326,660	37,894	21,353	81,173	1,991,228	457,405	2,448,633	91.80	26
North Carolina	925,773	734,170	1,389	84,569	9,553	5,771	8,107	824,510	19,049	843,559	89.62	30
North Dakota	223,190	149,565	6,778	23,597	929	2,886	432	176,048	8,139	184,187	81.04	40
Ohio	1,468,838	1,031,644	146,479	223,819	19,094	23,084	24,063	1,278,547	189,636	1,468,183	96.75	12
Oklahoma	721,948	565,884	5,572	83,389	2,068	8,428	3,488	657,701	11,128	668,829	90.99	27
Oregon	200,970	142,711	10,383	39,180	2,204	6,814	2,789	188,705	15,376	204,081	96.77	11
Pennsylvania	2,479,852	1,581,767	271,815	267,396	24,894	3,965	57,147	1,853,128	353,856	2,206,984	86.53	33
Rhode Island	154,688	96,486	29,092	14,942	2,363	519	2,776	111,947	34,231	146,178	92.37	23
South Carolina	612,842	435,425	1,698	48,016	2,570	4,811	4,531	488,252	8,799	497,051	79.58	43
South Dakota	187,582	138,166	8,277	26,674	1,217	2,315	1,548	167,155	11,042	178,197	92.94	22
Tennessee	742,617	600,584	5,854	53,292	6,380	2,110	9,520	655,986	21,754	677,740	89.70	29
Texas	1,538,518	1,015,951	34,306	194,468	7,274	12,487	18,515	1,222,906	60,095	1,283,001	81.38	39
Utah	152,132	110,695	1,166	31,093	3,203	3,951	2,094	145,739	6,463	152,202	96.07	14
Vermont	85,066	53,551	8,333	10,495	2,323	1,119	956	65,165	11,612	76,777	87.82	31
Virginia	731,778	481,799	6,695	69,676	7,867	5,617	7,340	557,092	21,902	578,994	77.35	44
Washington	348,860	258,814	13,643	70,563	4,769	10,233	2,002	339,610	20,414	360,024	99.69	5
West Virginia	487,691	346,716	7,218	36,383	1,919	2,950	1,764	386,049	10,901	396,950	80.43	42
Wisconsin	710,552	415,888	89,972	127,007	6,659	8,392	8,260	551,287	104,891	656,178	90.00	28
Wyoming	58,411	40,474	536	9,797	74	1,007	.....	51,278	610	51,888	87.11	32
Alaska	**	3,772	.....	581	.....	68	.....	4,421	.....	4,421	.....	.....
American Samoa	**	1,800	400	.....	.....	.....	.....	1,800	400	2,200	.....	.....
Canal Zone	**	4,303	.....	425	.....	.....	.....	4,728	.....	4,728	.....	.....
Guam	**	2,837	109	76	.....	.....	.....	2,913	109	3,022	.....	.....
Hawaii	**	54,782	6,973	4,078	2,678	683	.....	59,543	9,651	69,194	.....	.....
Philippine Islands	**	1,053,799	52,153	55,156	22,301	.....	.....	108,955	74,454	183,409	.....	.....
Porto Rico	**	206,201	5,492	8,683	973	941	.....	215,825	6,465	222,290	.....	.....
Virgin Islands	**	3,070	1,162	48	.....	.....	.....	3,118	1,162	4,280	.....	.....

YOU CAN obtain the figures for your state as follows:

In Alabama there were 829,729 (Column 2) children 5 to 17 years of age. The enrolment in public elementary schools was 538,984 (Column 3); in private elementary schools, 13,461 (Column 4); in public secondary schools, 51,511 (Column 5); in private secondary schools, 7062 (Column 6); in public higher institutions, 4509 (Column 7); and in private higher institutions, 3191 (Column 8). A total of 595,004 (Column 9) students were enroled in all public schools (elementary, secondary, and higher institutions) and a total of 23,714 (Column 10) students were enroled in all private schools, making a grand total of 618,718 (Column 11) students enroled in all elementary, secondary, and higher institutions, both public and private.

The percent relationship of enrolment in elementary and secondary schools (611,018—the sums of columns 3, 4, 5, and 6) to population 5 to 17 years of age in Alabama (829,728) was 73.64 percent. This percent gives Alabama the ratio of enrolment in elementary and secondary rank of 47 among the states of the union in schools to population 5 to 17 years of age.

Source of data: Figures of columns 2 to 8 inclusive were obtained through the courtesy of the Statistical Division of the U. S. Bureau of Education.

[1] Includes pupils in college preparatory departments connected with higher institutions.

[2] Includes collegiate departments, graduate and professional schools.

[3] In column 12 the figure for each state is the percent that the sum of columns 3, 4, 5, and 6 for a given state is of its population 5 to 17 years of age.

* In states so marked the ratio of elementary and secondary school enrolment to population 5 to 17 years of age is more than 100 percent due to one or more of the following factors: (1) Children below 5 or above 17 years of age are enroled in elementary and secondary schools; (2) the estimates of population increase since 1920 of those 5 to 17 years of age may be too low; and (3) reports as to enrolment made to the U. S. Bureau of Education may include duplicates. These same factors probably enter to some degree to affect the figures for all states.

** Estimates as to population 5 to 17 years of age are not available for territories, consequently the data given for territories are not complete.

This table was prepared by the Research Division of the National Education Association.

Education for Moral Growth

WHAT ARE THE FACTS RELATIVE TO "FLAMING YOUTH" AND THE "CRIME WAVE"? We hear a lot about both; but as far as figures indicate there is no "crime wave" in this country, and "flaming youth" is a phrase coined by the sensationalist.

The complexity of presentday social and economic life, however, makes the development of social consciousness a more acute problem than it was in the past. What can the school do that will have the most helpful bearing upon a child's moral life? This question is uppermost in the minds of all thoughtful teachers today. It does not mean that youth is enjoying a moral toboggan slide. It means that the public school is assuming greater responsibility for moral growth.

What is character? What are the hidden springs of conduct? How can moral values be cultivated? Character is something that grows. It cannot be produced in a factory by machine methods.

The botanist and the biologist have gained such control over growing things that it is easy to adapt the peculiarities of plants and animals to new environments—and even to create, at will, new varieties. Are there also definite ways and means of developing social traits of character? Most people would agree that before we can get very far in a scientific approach to character development, we need more knowledge of child nature and the laws of its development, and a keener insight into what we mean by character. We need sympathetic understanding of the mistakes of youth. The adolescent has a desire for freedom and independent action equal to or greater than the adult. However, since he has not lived so long, he lacks the experience and the knowledge with which to direct these desires. He needs to develop an active policeman inside himself. Everybody wants to live, not just exist; but along with the desire for the fullest possible life must go thought for the "other fellow."

Three prerequisites to moral conduct—see, can, will? Kilpatrick, in analyzing moral character, raises these three questions: (1) Does the child see what to do and why? (2) Can he do it, after he has seen what to do? (3) Suppose he sees what to do and he can do it, will he do it?

In terms of training, this means that the pupil must know the earmarks of a particular situation so that he can size it up—he must have the appropriate concepts for sizing it up and also skill in judgment. He must know definitely what moral living means. He must have moral habits of living. He must have an appreciation of moral standards; appreciations come as a result of experience. Teaching children what is right is usually the least of the task. In many instances, if children behaved as well as they know how, their own parents wouldn't recognize them.

The "life" way in moral education. The biggest problem of character development is getting people to want to do right. Education must instil ideals that will stand not merely the daily routine of living, but also emergencies, unexpected temptations, and moral crises. No mere talk, however lofty and true, will accomplish this. We learn and we teach by doing. Acts make habits; habits make character. The art of living rightly is like all arts; it must be learned and practised with incessant care.

The school has the double task of training youth to carry on with the idealism of its fathers, and of training for a dynamic society in which youth must do its part in bringing about social progress. Moral education is more than an attempt to save young people from vice. It should inspire them with a positive, dynamic idealism. According to one writer, the spiritual emptiness of vast numbers of "respectable" lives is a much more serious problem than the open criminality of a small class.

The school is engaged in moral training all day long. Character education is a byproduct of all other education and far more important than the direct product. Children reflect in their behavior the influences that play upon them. To spend five or six hours a day in a classroom where the virtues of courtesy, politeness, kindness, sympathy, unselfishness, thoughtfulness, orderliness, truthfulness, sincerity, industry, patience, and justice are practised unconsciously, is of inestimable moral value.

Shall morals be taught directly by precept or indirectly by observation and practise? In the direct approach, the teacher begins with a desirable character trait, talks about it during a special period set aside for character development, and, in some cases, creates a program which he hopes will tend to develop that trait.

In the indirect method, the teacher uses situations as they arise in connection with classroom work, group activities, athletics, and other life situations to impress upon an individual pupil or upon a class as a whole some desirable characteristic, or takes it for granted that participation in this particular activity will develop this trait.

There are arguments for and against these two methods—the one devotes a definite period to moral instruction just as to mathematics, science, or history; and the other draws moral lessons from every subject by inference rather than by direct approach. The fundamental weakness of the indirect training of character as a byproduct of all school activities is its lack of system. Those in favor of the direct method say: "How can teachers be assured that all the essential traits of character are developed unless they consciously set them up as goals and persistently work toward them? Without a definite program, no teacher can know with reasonable accuracy where he is going." They would have the school select all the important character traits, and formal approaches to their development, and then decide in what grade special emphasis should be given to a particular trait.

The majority of our public schools accept the indirect method in preference to the direct, since preachments of moral virtues too often miss the mark. When a child in real life over a period of years finds himself in a situation in which it is made pleasant to be honest, to cooperate with his neighbors, to reverence things that are sacred, progress is more often made in the development of his character. He learns to be good by being good and by seeing goodness in others. The most important influence affecting a pupil's character is not what is said to him, but how he is dealt with. The opening exercises may go in one ear and out the other; but an unfair deal in discipline is sometimes not forgotten in forty years. Those who argue for the indirect method of character development feel that it is a mistake to have one period formally set aside each day for character development; they feel that the school program in its entirety should

be a character-developing enterprise.

The fact that character development is indirect does not mean that it need be accidental. Teachers should have shining sun-clear in the midst of all they do definite objectives of character education. Every teacher, regardless of whether he is teaching spelling, social studies, or basketball should ask himself this question: What character traits should I develop in connection with my subject?

Charters in his *Teaching of Ideals* states that the basic method of moral instruction is the indirect method; but on those occasions when this method fails to control moral situations, the direct method should be used as an auxiliary. That is, when regular school activities do not adequately teach traits, a direct drive upon them can wisely be made.

How can the school faculty as a group promote the character development of the student body? They can raise such questions as these for discussion and study:

What is character?
How may it be developed?
What is the best approach at different levels—kindergarten-primary, elementary, junior high school and senior high school?
How can character development be evaluated?

As steps in the solution of these problems a school faculty can:

1. Study the physical, psychological, and social traits of pupils on the various levels. Work out forms to be used in making case studies of poor student citizens. These case studies throw light on the causes of poor citizenship.
2. Select desirable objectives or character traits for the various levels. One approach to this is through a citizenship survey in which each teacher in the school prepares a list of instances of good citizenship among the pupils of the school. Another approach is to have them list outstanding instances of poor citizenship and make suggestions as to how these could be met and overcome.
3. Develop methods of realizing these objectives through the various grades, school subjects, extraclassroom activities, and home room periods.

How may teachers help pupils with their individual moral needs and teach them to play the game of life squarely? Experience has shown that these are among the most practical for children of junior and senior high school age:

1. Study child life; learn to know to what extent one can rely upon the child's natural urges.
2. Be quick to recognize signs of moral failure in individual pupils. They indicate the need for careful case studies to discover causes, diagnose needs, and suggest remedies.
3. Discover and foster each child's worthy interests.
4. Instead of preaching a string of "don'ts," keep before the child his best desires.
5. See that satisfaction comes to the pupil as a result of his moral and civic action, and discomfort from unsocial conduct.
6. Merely presenting high standards to children acts as a suggestion for their acceptance.
7. Ask each child to make a list of traits he would like to have for his own; to check up on the things that help him win; and also to list the things that have contributed to his defeat.
8. Have children relate stories of the courtesies which they have observed. In this way stories of the finest acts of courtesy which they have seen are collected. Children may be awed by older heroes and heroines; but stories of boys and girls who achieve success and who are about their own age and live under approximately similar conditions make a vivid appeal.
9. Have the pupil list twenty important ideals and their opposities.
10. Ask pupil to describe his "ideal person." Has this ideal changed in detail during the last five or ten years?
11. Select biographies for the children to read that enrich their emotions and stimulate their imagination.
12. So set the stage that desirable traits will elicit hearty approval from the pupils. Such action inevitably compels imitation.
13. Make "being good" popular. For good or for ill each school has its ideals of "good form" which are compulsive over its members, and are handed on from class to class.
14. Place definite responsibility on pupils.
15. Allow students freedom for creative activity and some freedom of choice so that they may experience the consequences of their own actions.
16. In a case of delinquency, always get the pupil's own story, preferably in writing, of what the trouble is, what caused it, how he feels about it, and what he expects to do about it. The pupil appreciates the fact that he is given a chance to explain what he considers to be facts, and as a result he is more apt to cooperate in corrective measures. Furthermore, the teacher usually gains information that is useful both in diagnosis and correction.

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One of the chief factors in the development of any personality is the influence of other personalities. Education through friendship is real and vital. So great is the influence of parents, classmates, and teachers, that one writer states: "Idealism is caught, not taught." It follows that teachers should be selected for graciousness and richness of personality as well as academic ability. The Athenians used to say that if one should set a slave to teach his boy he would finally have two slaves. Unless the teacher can cause a "flow into" his pupils of a desire to be and do, he cannot be called successful.

Religion and morals—Whenever religion is indifferent to conduct, it is little more than magic. It is the "pure in heart who shall see God." On the other hand, he who says that the public school cannot develop character because it cannot teach particular religious creeds does not realize that one of the first essentials in the development of a sound character is the creation of an environment in which right conduct is made easier than wrong conduct. Honesty, industry, reverence—these are not the outcomes of any one religious creed or dogma. These and other virtues that go to make up good character are the outcomes of *right conduct continued over a period of years until it becomes a habit.*

In some cities, cooperative relationships have been established between the churches and the public schools so that each child may receive the religious instruction of his church. Thus the character training of the school and the religious training of the church both contribute to the growth of the child's moral life.

Course of study bulletins on character education—Among the school systems which have recently issued manuals on character education are Birmingham, Boston, Buffalo, Detroit, Indianapolis, La Crosse, Long Beach, Los Angeles, Newark, New York, Oakland, Philadelphia, St. Louis, Salt Lake City, Schenectady, West Allis, and the state departments of education of Nebraska and Utah.—Margaret M. Alltucker.

The Most Fascinating Chase on Earth

PRESIDENT A. LAWRENCE LOWELL heads the educational institution which his predecessor, Charles William Eliot, made the foremost university in America. As Harvard's President anything that Mr. Lowell may say on education commands attention. Before the National Education Association's meeting in Boston this week, he severely indicted American public schools. He declared them to be "ineffective," to "waste years of the pupil's time." Said he: "They scatter their powder in trying to teach too many things and end by teaching nothing well, and in trying to make studies pleasant they have made them easy and they need to be hard."

Whatever truth there may be in this indictment of our secondary schools it applies, insofar as "ineffectiveness" and "time wasting" are concerned, with at least equal if not greater force to the colleges. President Lowell should cast an eye into his own backyard before casting his stone at the school. Moreover much of the shortcoming of our preparatory schooling is due to the double task which it must perform to prepare one set of boys for college, and to prepare another, who are not able to go to college—for life. The greatest handicap under which the American school labors today is that it is obliged to cut its cloth to the arbitrary, rigid, and old-fashioned standards set by our colleges in the way of entrance requirements. The college labors under no such restrictions. Its task—with far greater equipment, greater elasticity, more selected and maturer human material—is to prepare young men for life. Does it do so adequately today? It does not. At the expense of knowledge and training, the college still emphasizes social, athletic, and nonscholastic achievement. It is true that these often contribute mightily to build character, but this is a byproduct wrought through the human contacts which college provides but for which its authorities and faculty claim slight credit.

President Lowell's criticism against making studies "pleasant" and their need of being "hard" would be wholly appropriate if fallen from the lips of President Increase Mather, the seventeenth century A. Lawrence Lowell. The greatest failure of all education, primary, secondary, and collegiate, to date has been that it has confused, as President Lowell seems to, "pleasant" and "easy," and sets the making of studies "hard" as a desirable goal. The purpose of school and college is to teach, and the more interesting, the more attractive, the more genuinely thrilling, every subject is made, the more truly is it being taught, and the more intensively is it being acquired by the student. The Puritan concept that to be worthwhile, anything has to be painful, unpleasant, and "hard," apparently persists with President Lowell. It is still a widely, perhaps almost universally shared belief. But we venture the prediction that it will pass in the face of a new educational creed that will preach and practise that the pursuit of knowledge can be made the most fascinating chase on earth, and that there is something fundamentally wrong with the instruction that makes it otherwise.—Editorial by ERNEST GRUENING in the Portland, Maine, *Evening News*.

Extracts from the Boston Convention

THE BOSTON CONVENTION included more than a hundred meetings with more than 300 speakers. No one could attend all the meetings or hear more than a tenth of the addresses. The official report covering the meetings of the Department of Superintendence itself is already in the hands of members of the Department. The annual Proceedings of the Association which appears in October will cover both the Boston and the Minneapolis conventions. Many national and state educational journals have carried excellent accounts of what happened at Boston. The following extracts are gleaned from the many fine addresses delivered at this notable convention.

EDUCATIONAL SYSTEMS must keep their courses of study flexible enough to be in accordance with the needs of children if they are to keep abreast of the needs of a rapidly changing civilization.—Cornelia S. Adair.

EARLY CHILDHOOD is the golden period for mental hygiene but it is also true that every age has its problems. Meeting life successfully and happily—the true goal of mental hygiene is a continuous struggle. It begins when we are born and continues throughout life. The difficulty of adjustment explains in part why the child sometimes lies, brags, and practises deceit. It is not sarcasm, ridicule, or punishment that is needed but sympathetic understanding on the part of parents and teachers.—J. Mace Andress.

GOOD SCHOOLS cost much money, but the people are willing to support them if satisfied as to the school policies and the care exercised in the use of school funds. In a community which is wellinformed, good schools will be demanded by the people even if the costs are rather high.—S. Monroe Graves.

THE PUBLIC SCHOOLS and the higher institutions have a common objective. That objective is the acquiring and organizing of human knowledge for the purpose of conserving and increasing human excellence. The public schools are required by the public education laws to deal with the whole mass of the nation's children with no privilege of choosing their clientele.—Susan M. Dorsey.

PSYCHOLOGY is the ultimate source of our fundamental assumptions in education. It is sometimes said that philosophy and sociology determine the aims or ends of education and that psychology studies the means by which these ends may be attained. If we pursue analysis far enough we shall discover that the ends themselves are discovered through psychological study.—Frank N. Freeman.

ADULT EDUCATION is a barometer of the idealism of a nation's educators. The nation prospers or falls according to the ability of all its adults to read simple fourth-grade English with understanding. We must rededicate ourselves to the philosophy of education in a democracy and in modern terms. A coordinated program must be offered—a people's university giving the adult the curriculum subjects he needs, and offering him at minimum expense the extra-

curriculum subjects he desires.—Robert C. Deming.

DIFFERENTIATION of material cannot be done intelligently unless we have clearly in mind the basis on which grouping of children has been done. At the present time all are satisfied that the I Q alone is not adequate for this purpose, for it does not measure school work. Therefore, schools are taking into account previous accomplishment of pupils and opinions of former teachers.—Arthur Gould.

THE DEVELOPMENT in the individual pupil of a good character which shall rightly shape and control his conduct in and out of school, and throughout his later life, is an educational task of no mean order. The successful achievement of our great objective can be secured only through the loyal, painstaking, and intelligent cooperation of every teacher.—Jeremiah E. Burke.

THERE IS no greater problem in the field of education than the oneroom rural school, and we have more than 150,000 of them. If we keep the world safe for democracy the rural child must have educational opportunities equal to those of the city child. Education must prepare for rural as well as city life.—E. L. Hendricks.

MANY HAVE BEEN the suggestions given for improvement of teachers in service; but one fact must be clearly recognized, that in the means used for improvement, care must be taken not to mechanize a teacher. A mechanical teacher is not an improved teacher, not a good teacher and never can be so long as he remains merely a machine.—Fred S. Libbey.

NO PHASE OF SCHOOL work offers such opportunity for professional growth as does curriculum building. It is the outstanding work of the teaching profession. All else that is done in a school system bears on the solution of the problem of building a curriculum and interpreting it to developing boys and girls.—Margaret M. Alltucker.

CREATIVE LEADERSHIP is a requirement of successful senior-high-school instructors. The effective teacher must be one who interprets, one who reveals, one who inspires. A class that follows merely by rote or memorizes textbooks is not adequately developing thinkers. The demands made upon high-school graduates so change from decade to decade that our teachers must dynamically pave the way for creative thought and flexible attitude. —George Charles Marsden.

IF AMERICA'S TEACHERS have one public and professional obligation above all others, it is to see to it that the American public, the fathers and mothers of our twenty-six million boys and girls, understand what American public education is all about.—Rollo G. Reynolds.

The Work of the Titans

Henry Turner Bailey

A BILLION years of blizzard
Of tempest and of flood
Robbed all the Rocky Mountains
Of gravel, sand, and mud.

A million golden rivers,
Singing madrigals and psalms,
Ran eastward with the booty,
Whole states within their arms.

Nebraska and Iowa,
Were first laid down to rest:
Then Kansas and Missouri
Fell from their gleaming breast;

With Arkansas, a child in arms,
And Mississippi, free,
And the babe Louisiana,
They faced the shining sea;

And then they let them down at last
To batten in the sun.
Louisiana's growing yet!
Their work is never done.

THE TEACHING of every subject, the dealing with all matters of discipline, the atmosphere and spirit of the school, count for moral education. The teacher must realize that the work of character education is a practical everyday matter demanding constant attention and practical wisdom in its conduct. To the degree that the teacher measures up to this ever present responsibility, will the success of this character program be assured.—Walter F. Downey.

TO BRING UNITY, balance, and harmony into the life of youth there must be a closer correspondence between his current relations to educational institutions and his subsequent relations to employment. The essential relationships between service received and service rendered should be made dominant in the school as well as out of the school and in employment.—James Collins Miller.

ONLY INSOFAR as teaching is put on the basis of continuous research does it become professional. The good teacher like the good physician must be continuously making a case study of each pupil and each pupil group under his direction. He will carry them home in his thought at night, saying: "I tried this method today; but tomorrow I have a plan of attack that will, I hope, produce better results"—and so forth.—Harold E. Warner.

PHYSICAL EDUCATION attempts to develop character through pupil activities which are predominantly physical in nature. It is an especially effective method of education because pupils are so positively active and because they are usually so vitally interested.—Frederick R. Rogers.

THANK GOD FOR POLITICIANS—On occasion we are prone to speak of politicians in terms of disapproval, though very happily most governors are progressive and close friends of education. Half of the superintendents here present could rise and name in ringing chorus mayors who have shown themselves keenly interested in the work which we do. By any definition, all who seek office and all who by their fellows are elected to legislative, judicial, or executive offices are politicians. Fortunately for our nation most of ours, now as in the past, in spite of recurring misrepresentation and abuse, in which we join, are patriotic, able, and faithful servants of the state. In a republic politicians are a necessity. Most of ours are and even more of them would like to be friends of education and of the schools. Thank God for politicians.—Ernest W. Butterfield.

INVESTIGATIONS of foster children have shown that they gain in intelligence under the conditions of a good home. They have shown also that there is a marked relationship between the intelligence of foster children and the character of the home. The school progress and the conduct of foster children is much superior to what we should expect them to be from the character of their parents. We conclude, therefore, that the home has influenced intelligence and conduct. We often assume that home and school cannot affect intelligence on the ground that the biological laws of heredity make it impossible for a native trait to be modified by environment. Modern investigations in biology indicate that traits and characteristics are not inherited in the rigid way that was formerly thought.—Frank N. Freeman.

Opportunities in Summer Schools—1928

ASSEMBLED BY ADELE HUMPHREY

Viceprincipal, Polytechnic High School, Los Angeles, California

THE LURE which will draw thousands of American teachers from the schoolroom to the college classroom for a summer of mental adventures is here spread out to view. There could be no more convincing argument in favor of a belief that the American teacher is avid for selfimprovement.

A comparison of these offerings as set forth in pamphlets, catalogs, and letters, gives one a realization that everywhere—east, west, north, south—tremendous progress is being made by the mass of American teachers in lifting themselves to the dignity of real professional preparation.

Because teachers are human, and since they are more efficient if they know how to play as well as to work, every institution lists its possibilities for recreation. Many of the colleges are in mountainous or lake regions and provide for much outdoor sport. Cincinnati slyly mentions National League baseball, and Kentucky names the famous trotting horses that may be seen! When teachers return to their charges it is to be hoped that new enthusiasms for knowledge will radiate from them, and that they will be better able for "fellowship" with their pupils.

In the compilation of this detailed information about summer courses several abbreviations have been necessary. FT stands for First Term; ST for Second Term; 1927E for last year's enrolment, and SF for Special Feature. Colleges belonging to the American Association of Teachers Colleges—a department of the National Education Association—are indicated by an asterisk (*).

Alabama

*State Normal School, Troy: 1928 June 4-August 24; 1927E 735. SF New Campus and training school for practise teaching.

State University, University P. O. near Tuscaloosa: 1928 FT June 6-July 17; ST July 18-August 24; 1927E 1593. SF 300-acre campus on Warrior River; trips to coal mines, factories, and historic points; 10 days intensive course for football coaches. Dormitory accommodations.

Arizona

*Northern Arizona State Teachers College, Flagstaff: 1928 June 11-August 17. 1927E 643. SF Altitude, 7000 ft.; 3 hours ride from Grand Canyon. Regular faculty and special lecturers.

State University, Tucson: 1928 FT June 11-July 20; ST July 23-August 31. 1927E 274. SF Courses in archæology, geology, and biology; trips to Roosevelt dam and other scenic places. Mountain scenery.

Arkansas

*State Teachers College, Normal Station, Conway: 1928 FT June 11-July 20; ST July 23-August 21. 1927E FT 1165; ST 426. SF First course in visual education in state; also, first course by national worker in Parent-Teacher Association. Special course for illiteracy workers.

State University, Fayetteville: 1928 June 7-July 20. 1927E 784. Fine summer climate in Ozarks.

California

*Humboldt State Teachers College, Arcata: 1928 June 25-August 3. 1927E 279. Cool weather on shore of Pacific Ocean. Trips to nearby redwood forests, beaches, lagoons, etc.

*State Teachers College, San Diego: 1928 FT June 25 to August 6. ST August 6-August 31. 1927E 574. SF Eminent lecturers; proximity of ocean, bay, mountains, etc.

*State Teachers College, San Francisco: 1928 June 25-August 3. 1927E 933. SF Courses for rural teachers in programs to provide for individual differences. Climate superb for study and recreation.

*State Teachers College, San Jose: 1928 June 25-August 3. 1927E 1068. SF Notable work in all branches. Trips to Big Trees, old Missions, Lick Observatory, San Francisco, etc.

*State Teachers College, Santa Barbara: 1928 June 25-August 3. 1927E 384. SF Daily assembly lectures; climate and scenery unsurpassed.

The University of California, Berkeley: 1928 July 2-August 11. 1927E 4976. 305 courses. Six visiting professors from Scotland, France, and Germany. Work in creative dramatics, in art, in child welfare.

The University of California, Los Angeles: 1928 July 2-August 11. 241 courses offered covering all subjects. SF Proximity of ocean and mountains, and cool summer climate. Great libraries and museums accessible. Commercial courses.

Leland Stanford Junior University, Stanford University P. O.: 1928 June 21-August 3. 1927E 1391. SF Many visiting professors from universities in the U. S. and in Europe. Prof. Lewis Terman will conduct a seminar. Public lectures of great general interest three times weekly. Climate unrivaled for work and play.

University of Southern California, Los Angeles: 1928 FT June 18-August 10. ST July 2-August 10. Post Session, August 13-September 4. 1927E 4974 SF 56 visiting professors. 60 courses in Education. Commercial courses. Courses for teachers of sight-saving classes.

Pomona College, Claremont: 1928 June 25-August 3. 1927E 300. SF Exchange of students and professors from the University of Mexico. School of Marine Zoology at Laguna Beach.

Mills College Department of Physical Education Field Hockey and Sports Camp, Gold Hollow, Nevada City: 1928 June 30-July 29.

Colorado

*State Teachers College, Greeley: 1928 FT June 16-July 21; ST July 23-August 25. SF Nationally known lecturers supplement regular faculty. Daily trips and weekend outings, Rocky Mountain National Park.

*Western State College of Colorado, Gunnison: 1928 FT June 16-July 20; ST July 21-August 24. 1927E 600. Rocky Mountain scenery and summer climate. Hiking and fishing. Eminent lecturers.

University of Colorado, Boulder: 1928 FT June 18-July 21; ST July 23-August 24. 1927E 3360. SF A branch of New York School of Fine and Applied Art; Carl Glick of Little Theater, San Antonio, will teach play production. Geology and geography at summer camp.

Denver University, Denver: 1928 June 18-August 31. 1927E 838. SF Fine climate; weekend trips into Rocky Mountains.

Colorado College, Colorado Springs: 1928 June 18-July 27. 1927E 130.

Connecticut

New Haven Normal School of Gymnastics; Arnold College for Hygiene and Physical Education, New Haven: 1928 July 16-August 26. 1927E 29. SF Location on Long Island Sound.

Yale University Schools of Law and Forestry, New Haven: 1928 June 23-September 7. 1927E 112. Eight fields of individual research work open to specially qualified students. Field work in engineering.

Linguistic Institute of Linguistic Society of America, New Haven: 1928 July 9-August 18. Courses in Old Spanish, Old Portuguese, Vulgar Latin, Old Provençal, etc.

State Board of Education School, New Haven: 1928 July 2-August 8. 1927E 846. Intensive offerings for teachers of primary grades.

THIS IS A monumental piece of work. A year ago Miss Humphrey discussed summer school opportunities in the *Los Angeles School Journal*. She did so well that THE JOURNAL of the National Education Association asked her to go into the project more thoroughly for its world-wide family of readers. This she has done on her own time and without hope of reward except the sense of doing good in the world. It is a fine service—an example of the kind of spirit that is making teaching the noblest profession of them all. The task having been done well once, it will be much easier to do next time. It is not aimed to include schools distinctly local or secondary in character, however fine they may be. If any schools that should be in this list have been omitted, it will be appreciated if they will write to Adele Humphrey at 400 West Washington St., Los Angeles, Calif., so that when the list is made up next year provision may be made for them.

Delaware

University of Delaware, Newark: 1928, June 18-July 27. 1927E 291.

Florida

University of Florida, Gainesville: 1928 June 11-August 4. 1927E 1269 SF Climate good in highlands of state. Good teacher training and graduate courses for welfare workers and nurses training to be superintendents of hospitals.

Georgia

*State Teachers College, Athens: 1928 begins June 20. 1927E 450.

*State Womans College, Valdosta: 1928 June 11-July 21. 1927E 285. Good climate on account of gulf breeze.

University of Georgia, Athens: 1928 June 25-August 24. 1927E 2453. SF Week of grand opera by New York artists; Institute of Music week with Walter Damrosch. Graduate work.

*Georgia State College for Women, Milledgeville: 1928 June 12-July 21. 1927E 1100.

Hawaii

*Territorial Normal and Training School, Honolulu: 1928 June 14-July 25. 1927E 682. SF Prominent mainland educators; ocean climate; semi-tropical scenic beauty. Special work this year in curriculum making.

University of Hawaii, Honolulu: 1928 July 2-August 10. SF School of the theater with play production, stage design, and costume design. Courses in Hawaiian flora; one in international problems; another in recent Latin-American history, and many others.

Idaho

*State Normal School, Lewiston: 1928 June 4-August 3. 1927E 370.

University of Idaho, Moscow: 1928 June 11-July 20. 1927E 287. SF 2600 feet elevation and cool weather. Dr. Clyde M. Hill and Dr. Raymond Mosher of Yale, visiting members of faculty.

Illinois

*Southern Illinois State Normal University, Carbondale: 1928 FT June 13-July 21, ST July 23-August 29. 1927E FT 1575; ST 920.

*Eastern Illinois State Teachers College, Charleston: 1928 FT June 9-July 20; ST July 23-August 31. 1927E FT 862, ST 1201. SF Elementary training school with teaching done by training teachers.

*Northern Illinois State Teachers College, De Kalb: 1928 June 11-August 31. 1927E 900.

*Western Illinois State Teachers College, Macomb: 1928 FT June 11-July 20; ST July 20-August 29. 1927E 1100.

*Illinois State Normal University, Normal: 1928 FT June 9-July 20; ST July 21-August 29. 1927E FT 2481; ST 988. SF Travel course in geography with bus trip as far east as Boston.

University of Illinois, Urbana: 1928 June 18-August 10. 1927E 2254. Work duplicates that offered during regular school year.

University of Chicago, Chicago: 1928 FT June 18-July 25; ST July 26-August 31. 1927E 6476.

Special Schools—American College of Physical Education, Chicago: 1928 June 25-August 4. 1927E 96. SF Courses in corrective work; orthopedics and physiotherapy.

Pestalozzi-Froebel Teachers College, Chicago: 1928 June 18-July 27. 1927E 60. SF Latest kindergarten methods; nursery school, dramatics, etc.

National Kindergarten and Elementary College, Evanston: 1928 June 22-August 3. 1927E 210. Demonstration school.

LEARNING HOW TO BE BETTER TEACHERS—Not thousands or tens of thousands but hundreds of thousands of our teachers go to summer school each year. "The newest ideas in education will be demonstrated," is the promise held out to prospective students by many of the summer session announcements. What an interesting procession the "latest ideas" would make if we were to recall them, one by one, from the time when the kindergarten was an innovation to the nursery school of today; from the calisthenics of years gone by to the clinics and corrective gymnastics of the present; from elocution to creative dramatics; from the first beginnings of sloyd to the platoon plan of industrial education; from the Batavia system of salvaging failures to modern tests and measurements and vocational guidance!

The newest ideas today are listed under such titles as the Dalton Plan, the Winnetka Technic, Adult Education, the Iowa Plan for Character Training, and Extracurriculum Activities. The latest subject to appear as a distinct course offered to teachers by the summer sessions of the more advanced universities is called Student Participation in the Government of High Schools.

Indiana

*Ball Teachers College, Muncie: 1928 FT June 18-July 21; ST July 23-August 25. 1927E 1516.

*Indiana State Normal School, Terre Haute: 1928 FT June 18-July 21; ST July 23-August 25 1927E FT 2435; ST 1338 SF Graduate work.

University of Indiana, Bloomington: 1928 June 14-August 28. 1927E 1919. SF Graduate courses.

Iowa

*State Teachers College, Cedar Falls: 1928 June 6-August 24. 1927E 2398.

Iowa State College of Agriculture and Mechanic Arts, Ames: 1928 FT June 11-July 20; ST July 19-August 26. 1927E FT 1500; ST 800. SF Graduate work.

University of Iowa, Iowa City: 1928 FT June 11-July 20; ST July 23-August 24. 1927E 4095.

Kansas

*Kansas State Teachers College of Emporia: 1928 May 31-July 27. 1927E 1925.

*Kansas State Teachers College of Hays: 1928 FT May 29-July 27; ST July 28-August 24. 1927E 791. SF Training School includes junior and senior high schools.

*State Teachers' College, Pittsburg: 1928 FT May 28-July 27; ST July 28-August 24. 1927E FT 2595; ST 731. Eminent lecturers; trips to Ozark Mountains.

Kansas State Agricultural College, Manhattan: 1928 June 1-August 2 1927E 952. SF School for Community Leadership; special course for principals of rural schools; course for athletic coaches.

University of Kansas, Lawrence: 1928 FT June 6-July 14; ST July 16-August 10. 1927E 1680. SF 350 courses. Special attention to graduate students.

Kentucky

*Western Kentucky State Teachers College and Normal School, Bowling Green: 1928 FT June 4-July 7; ST July 9-August 17. 1927E 2200. SF Courses in Kentucky literature, history, geography, and animal life. Trips to Mammoth Cave and other interesting spots.

*State Normal School and Teachers College, Morehead: 1928 FT June 4-July 7; ST July 9-August 11, 1927E 658. Wooded mountains surrounding college; campus shady; nights cool.

*Eastern Kentucky State Normal School and Teachers College, Richmond: Regular session from Sept. 19, 1927, to August 17, 1928.

University of Kentucky, Lexington: 1928 FT June 11-July 14; ST July 16-August 18. 1927E FT 1143; ST 571. Beautiful location in the heart of the blue grass of Kentucky. Outstanding lecturers; excursions to scenic places, Mammoth Cave, Cumberland Falls, etc.

Louisiana

*State Normal College, Normal P. O., near Natchitoches: 1928 June 5-August 25. 1927E 1274.

Maine

*State Normal School, Farmington: 1928 June 25-August 4. 1927E 440.

*State Normal School, Gorham: 1928 July 2-August 10. 1927E 275.

University of Maine, Orono: 1928 July 2-August 10. 1927E 335. SF Graduate work; summer climate unsurpassed for study and play. Trips to Moosehead Lake and Bar Harbor.

Maryland

*State Normal School, Frostburg: 1928, June 25-August 4. 1927E 93. SF Altitude 2200 feet. Mean temperature May to October 60 degrees.

*Maryland State Normal School, Towson: 1928 June 25-August 5. 1927E 139. SF Lecture course on creative youth by Hughes Mearns. Trips to Annapolis, Gettysburg, etc.

Johns Hopkins University, Baltimore: 1928, June 25-August 3. 1927E 1165. SF New campus; special demonstration school through junior high for normal and superior pupils; newest developments in educational work.

University of Maryland, College Park: 1928 June 27-August 7. 1927E 576. Demonstration schools.

Massachusetts

Massachusetts Agricultural College, Amherst: 1928 July 5-August 18. 1927E 150. SF Low tuition fee; full college credit.

Clark University, Worcester: 1928 July 2-August 10. 1927E 219. SF Field trip by bus to Pacific Coast via Yellowstone Park, returning via Grand Canyon, for 7 weeks intensive study of geography. Special courses for history teachers.

Boston University: 1928 July 2-August 11. 1927E 1206.

Massachusetts Institute of Technology, Cambridge: 1928 June 4-September 22. 1927E 1450 SF Special courses for teachers of mathematics and science from July 2 to 31 inclusive.

Simmons College, Boston: 1928 July 2-August 10. 1927E 270. SF Home economics, secretarial studies, nursing, library science, social work.

Smith College School for Social Work, Northampton: July and August. Course covers 14 months: one year of practical work following summer session of intensive study and followed by same.

Harvard University, Cambridge: 1928 July 2-August 11. 1927E 2844. SF Courses in elementary curriculum, preschool education, extracurriculum activities, and vocational guidance. Field course in geology in Europe for men and women.

Anne L. Page Memorial Summer School for Child Study, Wellesley: 1928 July 2-August 11. Enrolment limited to 50. Affiliated with Boston University; on Wellesley College Campus. Outstanding lectures in visual education, mental hygiene, etc.

The Fairhope Summer School, Tufts College: 1928 July 5-August 15. Education, fine arts, folk dancing, music, science, industrial arts.

Michigan

*Western State Teachers College, Kalamazoo: 1928 June 25-August 3, 1927E 1674.

*Northern State Teachers College, Marquette: 1928 June 25-August 3, 1927E 726.

*Central State Teachers College, Mt. Pleasant: 1928 June 25-August 3. 1927E 1163.

*Michigan State Normal, Ypsilanti: 1928 June 25-August 3. 1927E 2165. Socialized training school from kindergarten through junior high. Courses in work with preschool child.

University of Michigan, Ann Arbor: 1928 June 25-August 17. 1927E 3811. SF Excursions to Put-in-Bay, Niagara Falls, and other points. Lectures by noted speakers; dramatics. Courses in biology at the Biological Station on Douglas Lake; in engineering at Camp Davis and in geology and geography in southern Kentucky.

Minnesota

*State Teachers College, Bemidji: 1928 June 18-July 25. 1927E 341. SF Special lectures and concerts; location, shore of Lake Bemidji in Ten Thousand Lake Region.

*State Teachers College, Duluth: 1928 June 18-July 27. 1927E 514.

*State Teachers College, Mankato: 1928 June 18-July 27. 1927E 452.

*State Teachers College, Moorhead: 1928 June 13-July 25. 1927E 382. SF Advanced rural methods course for rural teachers; field trip of 4½ days to Yellowstone Park.

*State Teachers College, St. Cloud: 1928 June 18-July 28. 1927E 658. Cool climate and scenic beauty.

*State Teachers College, Winona: 1928 June 18-July 27. 1927E 304. Work planned primarily for advanced students.

University of Minnesota, Minneapolis: 1928 FT June 15-July 28; ST July 28-September 1. 1927E FT 4833; ST 2296. SF N. E. A. Convention interests and attractions. The Winnetka Plan will be demonstrated. Carleton Washburne, Leonard V. Koos, and other leaders. Special institutes on libraries, problems of higher education, etc.

> IN THE EAGERNESS for degrees many teachers have taken courses that had little value for them. They have been burdened down with courses in higher mathematics or Latin when what they needed was children's literature, or field botany, or astronomy, or public speaking, or reading for pleasure. Several measures might be taken which would help this situation as is now done by a very few colleges. First, institutions which grant the degrees could be a bit less wooden in their requirements. Teachers who attend summer school are earnest and might well be consulted about their needs in framing courses and degree requirements. A variety of courses would then be allowed which would make the students better teachers and better human beings, but which would be ruled out under traditional requirements. The same end could be accomplished were boards of education and superintendents to define requirements for promotion and salary advances in terms of courses helpful to the individual teacher and the position he now occupies, rather than abstractly in terms of degrees. We would then have fewer teachers in desperate need of courses to improve their classroom work taking general undergraduate courses for which they have no taste; and fewer students sadly in need of a broader intellectual horizon pursuing narrow and highly specialized courses for the doctorate for which they have neither taste nor talent.

Mississippi

*State Teachers College, Hattiesburg: All year session; 1927E 632.

University of Mississippi, University P. O. 1928 June 11-August 10. 1927E 241. Elevation 500 feet. Campus attractive.

Missouri

*Teachers College, Kansas City: 1928 June 11-July 13. 1927E 506. SF Survey course in education.

*Northeast Missouri State Teachers College, Kirksville: 1928 June 1-August 8. 1927E 1513.

*Northwest Missouri State Teachers College, Maryville: 1928 June 5-August 8. 1927E 1118. College high school for teacher training.

*Southwest Missouri State Teachers College. Springfield: 1928 May 28-August 3. 1927E 1715. SF Elevation of 1200 feet. Healthful climate, beautiful Ozark mountain scenery.

*Harris Teachers College, St. Louis: 1928 June 18-July 27. 1927E 323.

*Central Missouri State Teachers College, Warrensburg: 1928 June 4-August 9. 1927E 1980. Noted lecturers.

University of Missouri, Columbia: 1928 June 9-August 3. 1927E 2052 (640 in graduate school). SF School of Fine Arts and musical attractions.

Washington University, Saint Louis: 1928 June 15-July 27. 1927E 920. SF Many graduate courses; trips about St. Louis; open air opera season.

Montana

University of Montana, Missoula: 1928 FT June 18-July 6. ST July 9-July 27; Th. T. July 30-August 27. 1927E 500. SF Courses in conflict between science and religion; history of the northwest; weekend excursions into Bitterroot Mountains.

Nebraska

*Nebraska State Normal College, Chadron: 1928 FT June 8-July 18; ST July 19-August 24. 1927E 582. Special lecturers; trips to nearby Black Hills scenic country.

*State Teachers College, Kearney: 1927E 731. SF School for athletic coaches.

*State Normal School and Teachers College, Peru: 1928 FT June 4-July 11; ST July 12-August 17. 1927E 805.

*State Normal and Teachers College, Wayne: 1928 FT June 4-July 13; ST July 16-August 17. 1927E 909.

University of Nebraska, Lincoln: 1928 June 4-August 24. 1927E FT 3009; ST 1466.

Nevada

University of Nevada, Reno: 1928 June 18-July 27. 1927E 130. Excellent climate.

New Hampshire

*New Hampshire State Normal, Plymouth: 1928 July 10-August 17, 1927E 250.

University of New Hampshire, Durham: 1928, June 26-August 3. 1927E 288. Mountain scenery, cool climate.

New Jersey

Stevens Institute of Technology, Hoboken: 1928 August 6-September 1. 1927E 98. SF Enabling students to remove "conditions."

Princeton University, Princeton: 1928 July 6-August 23. 1927E 142. The summer session at Princeton is limited to Princeton students and is given to enable them to make up deficiencies incurred either through illness or failure.

Rutgers University, New Brunswick: 1928 June 25-August 3. 1927E 1345. SF Classes in Journalism; in guidance; courses in clinical psychology at the Training School, Vineland.

New Mexico

*State Teachers College, Silver City: 1928 June 4-August 24. 1927E 271. Altitude 6200 feet. Excursions to scenic places. Courses offered in all departments.

*New Mexico Normal University, East Las Vegas: 1928 FT June 8-July 16. ST July 16-August 24. 1927E FT 900; ST 300.

New York

*New York State College for Teachers, Albany: 1928 July 2-August 11. 1927E 750.

*State Normal School, New Paltz: 1928 July 2-August 10. 1927E 250.

*State Normal and Training School, Oswego: 1928 July 2-August 10. 1927E 690. SF Location on shore of Lake Ontario. Camp for vocational teachers. Courses for school nurses and for men teachers of industrial arts

*Teachers College of Columbia University, New York City: 1928 July 9-August 17. Courses offered are parallel and equivalent to those offered during the academic year.

Columbia University, New York: 1928 July 9-August 17. 1927E 13,857. Special emphasis will be on psychology, history, physics, Slavonic languages and literatures, and educational administration. Courses in library service. Excursions in and about New York.

Cornell University, Ithaca: 1928 June 30-August 10. 1927E 2000. SF Strong courses for teachers, especially high and junior-high teachers. Excursions to lakes and Niagara Falls.

University of Buffalo, Buffalo: 1928 July 2-August 10. 1927E 501. SF Courses in music supervision, art teaching and supervision, special-class teaching, speech and dramatics, library science.

New York University, New York: 1928 July 9-August 17. Physical education courses will be given at a camp on Lake Sebago, near Bear Mountain. Courses in education for supervisor's certificate will be given at Oswego in cooperation with the Vocational and Extension Division of the State Department of Education. Courses in education will also be given at Chautauqua.

Special School. American Institute of Dalcroze Eurythmics, New York: 1928 June 15-July 31. 1927E 19. SF The session will be held in the country on Long Island Sound.

North Carolina

*Appalachian State Normal School, Boone: 1928 June 5-August 24. 1927E 1658. Altitude 3700 feet; climate cool and mountain scenery attractive.

*East Carolina Teachers College, Greenville: 1928 June 12-August 25. 1927E 736.

Duke University, Durham: 1928 FT June 12-July 21; ST July 23-August 30. 1927E FT 1040; ST 551. SF Study group in France for graduate credit; graduate field work in botany in western part of state.

North Dakota

*State Normal School, Dickinson: 1928 June 9-August 24. 1927E 550. SF Many excursions through the scenic Badlands.

*State Normal and Industrial School, Ellendale: 1928 June 11-August 24. 1927E 318. SF Good summer climate.

*State Teachers College, Minot: 1928 June 11-August 24. 1927E FT 868; ST 659.

*State Teachers College, Valley City: 1928 June 11-August 24. 1927E 1300.

University of North Dakota, Grand Forks: 1928 June 6-July 27. 1927E 461. SF Excursions to Lake Itasca, Winnipeg, etc., and conference of executives of teacher training institutions on curriculum, June 19-21.

Ohio

*Teachers College of Miami University, Oxford: 1927E 667. SF Bureau of special education for teachers of mentally deficient children, located in Dayton.

*State Normal College, Bowling Green: 1928 FT June 18-July 27; ST July 30-August 31. 1927E 800.

*Senior Teachers College of Western Reserve University and the Cleveland School of Education, Cleveland: 1928 June 18-July 27; 1927E 2381. SF Modern language school and French House in which only French and Spanish are spoken. Nature Guide School for the training of nature leaders in Hudson, Ohio. Recreational facilities on Lake Erie.

Ohio State University, Columbus: 1928 June 19-August 31. 1927E 3080 SF Special training course in teaching under the Dalton Laboratory plan. Director, Helen Parkhurst of Dalton Schools, N. Y., originator of plan.

Ohio University, Athens: 1928 June 18-August 17. 1927E 1215. Demonstration schools for practise teaching through senior high school. Course for supervisors.

> ANY YOUNG teacher who carried out a plan of attending, summer after summer for postgraduate work, first one great American university and then another with a European experience thrown in, would possess in middle age an authoritative knowledge of the great subject of education. He would know our great masters of thought and their contributions, would get the atmosphere and learn the ideals of various centers of intellectual life, would know campuses, traditions, procedures, strengths and weaknesses, would have a host of acquaintances among the finest men and women. Such acquisition would be enjoyable and very valuable. Few expenditures of time and money could bring so great a return.

University of Akron, Akron: 1928 June 18-July 27. 1927E 427. SF Courses for platoon schools; music appreciation.

University of Cincinnati, Cincinnati: 1928 FT June 25-July 31; ST July 30-September 1. 1927E 1406. SF Dr. Kilpatrick and Dr. Thorndike of Columbia, and other noted lecturers. Winnetka demonstration. Courses for teachers of sight-saving classes. Excursions and grand opera.

Oberlin College, Oberlin: 1928 June 21-August 15. 1927E 215. SF Field ecology, geology, botany, economics, English literature, fine arts, music, history, French, philosophy, sociology, political science.

Oklahoma

*Central State Teachers College, Edmond; 1928 May 28-July 27. 1927E 2015. SF Courses in manual training, business, kindergarten, and music. New gymnasium with swimming pool.

*Northeastern State Teachers College, Tahlequah: 1928 May 21-July 20. 1927E 1604. Located in Ozarks; climate good.

Oklahoma City University, Oklahoma City: 1928 FT June 2-July 20; ST July 23-August 13. 1927E 302.

Oregon

*Oregon Normal School, Monmouth: 1928 June 18-August 31. 1927E 1025. SF Courses in junior-high teaching as well as in elementary subjects. Location on the Willamette in fir-clad hills near coast and mountain resorts.

University of Oregon, Eugene and Portland: 1928 June 18-July 27. Post session July 30-August 24 at Eugene only. 1927E 1243. SF Geology camp in Oregon mountains; marine zoology camp on Oregon coast. Nationally known instructors. Trips to Crater Lake, Columbia Highway, etc.

Pennsylvania

*Teachers College, Bloomsburg: 1928 June 25-August 4. 1927E 387. SF Demonstration school.

*State Normal School, Clarion: 1928 June 18-July 27. 1927E 520.

*Keystone State Teachers College, Kutztown: 1928 June 25-August 3, 1927E 329. SF Art supervisors course. Trips to historic and scenic places.

*State Teachers College, Indiana: 1928 June 18-July 28. 1927E 1278. SF Courses in art, commercial subjects, home economics, and public school music.

*State Teachers College, Slippery Rock: 1928 June 25-August 1. 1927E 664.

*State Teachers College, East Stroudsburg: 1928 June 25-August 4. 1927E 427. SF Special work in health education. Scenery of Delaware Water Gap romantic and beautiful; conducive to outdoor sports and recreation.

Pennsylvania State College, State College: 1928 June 30-August 10. 1927E 2799. SF Nature Camp in Stone Valley for training teachers of nature study. Institute of English Education taught by wellknown authors. Institute of French Education gives unusual advantages to teachers of French.

University of Pittsburgh: 1928 July 2-August 10. 1927E 2432. SF Field courses in botany and zoology at Erie; course in field natural history at Na-Wak-Wa Lodge. Educational conferences in administration and vocational work. Tours through great industrial plants.

Carnegie Institute of Technology, Pittsburgh: 1928 Architecture, June 11-July 21. Courses for teachers of music, art, and industrial education June 11-August 3 and June 25-August 3. 1927E 1927.

Lehigh University, Bethlehem: 1928 July 5-August 16. 1927E 447. Wide offering of academic courses and special work in civil and mechanical engineering.

Bryn Mawr College, Bryn Mawr: Resident summer school for women workers in industry: 1928 June 15-August 11. Opportunity for study of liberal subjects.

Temple University, Philadelphia: 1928 July 2-August 10. 1927E 1153. Many courses for public school teachers; excursions to Washington and other historic places. Library School.

Special School. The Drexel Institute School of Library Science, Philadelphia: 1928 July 2-August 10. Courses offered in 1928 in classification, reference work, administration, book selection, cataloging, young people's literature.

South Carolina

University of South Carolina, Columbia: 1928 June 19-July 26. 1927E 521. SF Courses especially adapted to the needs of professional teachers in service seeking to do graduate work.

South Dakota

*Northern Normal and Industrial School, Aberdeen: 1928 June 4-August 24. 1927E 1003.

*Eastern State Normal School, Madison: 1928 June 23. 1927E 473. SF In lake region; good climate.

*Spearfish Normal School, Spearfish: 1928 FT June 5-July 13; ST July 16-August 24. 1927E FT 470; ST 153. SF Excursions to nearby points of interest.

*Southern State Normal School, Springfield: 1928 June 11-August 31. 1927E 212.

University of South Dakota, Vermillion: 1928 June 11-July 20. 1927E 224.

Tennessee

*George Peabody College for Teachers, Nashville: 1928 FT June 12-July 20; ST July 21-August 29. 1927E 2837. SF Four European professors, including Dr. Paul Dengler of the Austro-American Institute of Vienna.

*East Tennessee State Teachers College, Johnson City: 1928 June 6-August 25. 1927E 907. Location in mountains, with trips to scenic spots.

University of Tennessee, Knoxville: 1928 FT June 11-July 18; ST July 19-August 24. 1927E 1266.

Texas

*West Texas State Teachers College, Canyon: 1928 June 5-August 24. 1927E 1192. SF Altitude 3600 feet. Trips to mountains of Northern New Mexico.

*East Texas State Teachers College, Commerce: 1928 June 5-August 25. 1927E 1817.

*North Texas State Teachers College, Denton: 1928 June 3-August 20. 1927E 3290.

*Sam Houston State Teachers College, Huntsville: 1928 June 4-August 25. 1927E 1500.

*Stephen F. Austin State Teachers College, Nacogdoches: 1928 June 6-August 29. 1927E 1188.

*Southwest Texas State Teachers College, San Marcos: 1928 June 4-August 23. 1927E 2145.

*Sul Ross State Teachers College, Alpine: 1928 June 5-August 24. 1927E 508. SF Altitude 4600 ft. Fine climate, sports, and excursions.

University of Texas, Austin: 1928 June 6-August 31. 1927E 3275.

Utah

Utah Agricultural College, Logan: 1928 June 18.

University of Utah, Salt Lake City: 1928 June 11-July 20. 1927E 913. SF Nationally known educators; location on shore of Great Salt Lake and in Wasatch Mountains. Trips to Yellowstone, Zion Canyon, etc.

Vermont

University of Vermont, Burlington: 1928 July 5-August 11. 1927E 875. SF Location on Lake Champlain; trips to Adirondacks, Montreal, and Quebec.

Middlebury College, Middlebury: The Bread Loaf School of English, 1928 July 2-August 16. Enrolment limited to 130. SF Courses in creative writing, essay writing, etc., given by Grant Overton, Dallas Lore Sharp, and others. Courses in dramatic production and stage design. Location in Green Mountains—Battell Forest.

Virginia

*State Teachers College, East Radford: 1928 FT June 11-July 20; ST July 21-August 24. 1927E FT 812; ST 757. SF Located in Alleghany Mountains; climate cool.

*State Teachers College, Fredericksburg: 1928 FT June 11-July 21; ST July 21-August 25. 1927E 380. SF Open air theater; swimming pool.

*State Teachers College, Harrisonburg: 1928 June 18-August 31. 1927E 594.

College of William and Mary, Williamsburg: 1928 FT June 14-July 25; ST July 25-August 29. 1927E 847. SF Study tour in Europe, leaves New York for France on June 19; leaves France on return trip August 14. Total cost $595.

University of Virginia, University, near Charlottesville: 1928 FT June 18-July 28; ST July 30-August 30. 1927E 2167. SF Institute of Public Affairs during second term. Speakers of national and international note. Campus of unrivaled beauty.

Washington

*Washington State Normal School, Bellingham: 1928 June 11-August 24. 1927E 950. Location by sea and mountain. Special recreation program.

*State Normal School, Cheney: 1928 June 4-August 16. 1927E 817.

*Washington State Normal School, Ellensburg: 1928 June 11-August 24. 1927E 400. SF Outdoor sports include instruction in horseback riding; new dormitories; dramatic productions.

University of Washington, Seattle: 1928 FT June 12-July 17; ST July 18-August 22. Puget Sound Biological Station, Friday Harbor, June 18-August 17. 1927E 3249. SF Twenty-one visiting professors. Average temperature 65 to 70 degrees. Special trips planned by Mountaineers' Club.

West Virginia

*Concord State Normal School, Athens: 1928 June 13-August 12. 1927E 625. SF Location western slope of Alleghanies, altitude 2600 feet. Special courses in community activities, boy scout work, etc.

*Shepherd College State Normal School, Shepherdstown: 1928 June 11-August 10. 1927E 350. Excellent staff of instructors; interesting historic region.

*West Liberty State Normal School, West Liberty: 1928 June 11-August 10. 1927E 290.

*Marshall College, Huntington: 1928 June 11-August 10. 1927E 1200. SF Practise teaching; trips over scenic motor routes.

West Virginia University, Morgantown: 1928 FT June 8-July 20; ST July 21-August 31. 1927E 1200. Regular instructors, and 20 visiting professors. Location in Alleghany Mountains.

Wisconsin

*State Teachers College, La Crosse: 1928 June 18-July 27. 1927E 430. Series of lectures by specialists.

*The Stout Institute, Menomonie: 1928 June 18-August 16. 1927E 385. Household Arts and Industrial Arts. All-school course in Parental Education. Nursery school.

*State Teachers College, Oshkosh: 1928 June 18-July 27. 1927E 484. SF Special program in vocational and industrial education: gas engines, automobile parts design, auto-electrics, educational counseling, correction of speech defects, education of exceptional children, mental hygiene, etc.

*State Teachers College, Platteville: 1928 June 13-July 23.

*Central State Teachers College, Stevens Point: 1928 June 18-July 27. 1927E 480. SF Conference on rural education.

*State Teachers College, Whitewater: 1928 June 18-July 27. 1927E 400. SF Training of teachers of commercial subjects for secondary schools.

University of Wisconsin, Madison: 1928 general session: June 25-August 3. Special graduate courses: June 25-August 24. Law School: June 18-August 24. 1927E 5165. Favorable climate; lakeside advantages. 280 resident faculty; 35 visiting professors. Courses for workers in industry.

Wyoming

University of Wyoming, Laramie: 1928 June 11-August 24. 1927E 1364. SF Cool climate; summer camp in mountains.

Mexico

National University of Mexico, Mexico City: 1928 July 2-August 15. SF Weekend excursions to Preconquest monuments and to nearby colonial cities of magnificent churches and buildings.

South America

University of Buenos Aires, Argentina: 1928 July 2-July 27. Courses in English, Spanish, Portuguese, and French. Series of lectures sponsored by American commercial houses represented in the Argentine—International Harvester, National Cash Register, etc. Tuition $30.

University of Brazil, Rio de Janeiro: 1928 July 10-August 3. Courses and tuition same as at Buenos Aires.

Europe

University of Liverpool School of Spanish at Santander, Spain.

Centro de Estudios Historicos in Madrid—July and August.

Sociedad de Estudios Vascos in San Sebastian, July and August.

The Sorbonne, Paris: July 7-August 27. Morning lectures; afternoon visits to old and new Paris, Versailles, etc.

Austro-American Institute of Education, Vienna: Courses in modern ways of teaching foreign languages. Dr. Alfred Adler, Dr. Franz Cizek, and other wellknown lecturers.

Oxford University, Oxford, England: 1928 July 6-July 27. 1926E 233. SF Subject of the special course for American teachers, England in the Nineteenth Century. Accommodations in the college halls. Social entertainments and trips to Shakespeare country.

Education and the Indian Survey

A PLEA for a changed point of view with respect to Indian education is the keynote of the chapter on education in the report of the Indian Survey conducted by the Institute for Government Research, Washington. The report, a volume of 750 pages, has been presented to the Secretary of the Interior and was released to the public late in April.

The new point of view, in the opinion of the Institute, must be based on an intelligent understanding of human needs rather than on the operation of a conventional school system. The report points out that the teaching of Indian children and adults has proceeded many years on the theory that the child must be removed as far as possible from his home environment in order to be prepared for citizenship. The modern point of view calls for bringing up the child in the natural setting of his home and family life.

So far as the Indian pupils themselves are concerned, the report draws two principal conclusions. First, contrary to a fairly popular belief, tests and measurements have proved that "the Indian is essentially capable of education." Second, in the process of education, old conventional methods must give way to a system which takes into account the specific needs of the pupil as they are affected by his racial characteristics, traditional background, and home conditions. Not even the methods of the average modern American school can meet the needs of the Indian child.

The Institute regards as the principal solution to the Indian educational problem, the development of a better personnel in the Indian schools, both among teachers and key employees like matrons and men disciplinarians. It believes that the most effective method of bringing about the desired new viewpoint is to raise the qualifications for all such school positions. While there are many skilled and devoted teachers and employees, the government regularly accepts for its Indian schools teachers whose credentials would not be accepted in good public school systems. On the subject of personnel, the report adds:

> Better personnel cannot be obtained at present salaries, which are lower than for any comparable positions in or out of the government service. In many of the positions, however, it is not so much higher entrance salaries that are needed as high qualifications and a real salary schedule based upon training and successful experience. Public school systems long ago learned that good teachers could be attracted partly by good entrance salaries, but even more by salary schedules assuring increases to the capable—a principle already written into law by Congress but apparently never made effective in the Indian service.

THE COMPLETE REPORT of the Indian Survey conducted by the Institute of Government Research, and presented to the Secretary of the Interior, is a volume of 750 pages, and may be purchased at five dollars per copy from the Johns Hopkins Press, Baltimore, Maryland. The fifty-page summary of the report is available for free distribution by the Institute for Government Research, 26 Jackson Place, Washington, D. C.

The extent of illiteracy and the inability to speak English among many Indians of all ages has raised the problem of adult education. Education of adults has not been a program of classroom or textbook work. As pointed out by the United States Commissioner of Indian Affairs, it must include farming, the elimination of illiteracy, and the value of health and morals above external attainments, and the lesson of "interdependence and reliance on their own efforts, taught to a people who have been largely miseducated in this direction for several generations."

The report of the Institute for Government Research makes a plea for education of the adult Indian through his relations with the white man in business dealings. Such transactions, it states, should be regarded as more than mere routine items in business. They are opportunities for giving the Indian a more firm foundation of selfconfidence and business ability.

The Institute recommends the teaching of citizenship through directed experiences.

The curriculum in the Indian school, according to the survey report, cannot be uniform and standard, nor should the textbook be prescribed. The textbook in reading, with its references to the forest trees and the ocean ships, mean little or nothing to the child of the desert reservation.

While practical industrial education is recommended it is pointed out that the present half-day plan, with its large amount of noneducational productive labor has a tendency to reduce the efficiency of the school. It was found, too, that Indian school children as young as eleven years of age had in some instances been sent to the beet fields of Colorado and Kansas. The survey staff recommends that industrial teachers be permitted to plan their courses unhampered by the demands for production to support the schools or the Indian Service. The report states:

> Industrial training must be subjected to the tests of practical use. The Indian Service must attempt to place the Indians who leave the school and help them to become established in productive enterprise either on the reservations or in white communities. It must be prepared to enter into cooperative arrangements with employers so that boys and girls shall have opportunity to gain experience in commercial employment while still having some official connection with the school. In this way the school can place its emphasis on helping the pupil to acquire the necessary fundamental skill and then getting him a job where he can apply this skill in an occupation for which there is a local demand. The schools cannot train for all occupations, but they can aid the boy or girl in acquiring those types of skill that are common to many occupations. The Service should make a survey of the economic opportunities for its pupils and plan its industrial training to meet these ends.

It is recommended by the report that younger children be eliminated so far as possible from the boarding schools and that day schools be encouraged to a larger extent than at present. The advantage of having a young child in intimate contact with the family for normal healthy development is emphasized. It is urged that no children be sent to boarding schools until they have reached adolescence. It is further recommended that promising Indian youths be encouraged to continue their education beyond the boarding schools and to fit themselves for professional, scientific, and technical callings. The survey staff suggests that the federal government and private organizations might well establish scholarships for such students. The advisability of offering in the boarding schools courses to train for professions where more than high-school graduation is required as a preliminary schooling, is questioned by the Institute's survey staff.

More Case Studies

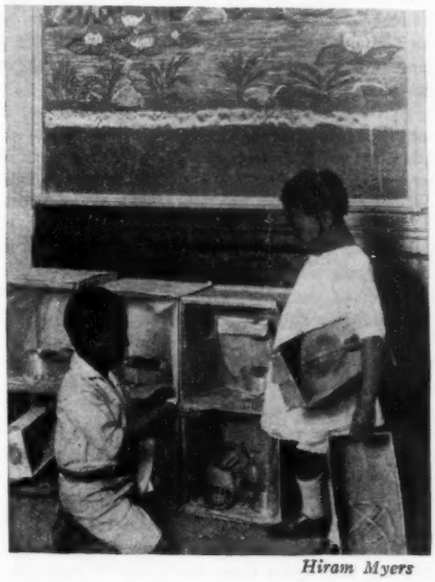
ELIZABETH H. DEXTER

Head Visiting Teacher, Newark, New Jersey

WHY JOHNNY is persistently a classroom pest and Mary overly sensitive and shy and why Billy, known to be bright, should let daydreaming and indifference bring him failing marks are questions as baffling to these children as to the teachers who are trying to give them an education. Talking them into desirable behavior is an expedient that often fails. Frequently it is necessary to explore the child's inner life for the hidden causes of his behavior and usually these are found in desires and longings he is seeking to satisfy. The dominating desire in us all is to be loved and approved. This urge is particularly strong in childhood and unless the child feels secure in the love and approval of those who surround him, some of his energy will inevitably be wasted in a blind search for security, in these terms, to the detriment of his work. He may be so indulged at home that he is bewildered in the less personal atmosphere of the classroom; or he may be aware of the parents' greater love for a brighter brother or sister and misbehaves in a blind effort to find a place in the sun; or perhaps that sense of security he should derive from his belief in his parents' love and their capacity to maintain a comfortable, stable existence is destroyed by excessive discipline, by family quarrels, or by constant worry over health and finances.

Whatever the circumstances may be, the child is disturbed, uneasy, anxious. Nor can he remove these feelings with his hat and coat, when he arrives at school. They are with him as he studies and as he plays, and will continue to disturb him unless his contacts with his teachers and his schoolmates happen to bring him the selfconfidence he lacks. Sometimes the child's insecurity springs from his relationship with his classmates. He feels inferior to them, fears they do not like him, or is discouraged because he cannot outshine them scholastically.

But more often his dissatisfaction comes from the relationship with his teacher. Above all, he wants her love, her attention, her approval. When denied, he may circumvent her by acting up and thus secures, if not her approval, at least her attention; or on the other hand he becomes indifferent and withdraws into daydreams, a passive resistance, less disturbing than open rebellion but creating none the less an obstacle to her purpose of instructing him. Sometimes a special show of attention from the teacher gives him immediate standing with his classmates and happy in his assurance of her interest, he settles down to work wholeheartedly. Sometimes however the teacher is handicapped in tackling his problem, for its sources may lie beyond her control. The feelings and attitudes he brings from home may be so strong that she is unable to counteract them. Excessive indulgence at home may cause him to demand more than his share of her attention or he may be so discriminated against in the family setting that he feels everyone is against him at school. For, in the unconscious mind of the child, school is home on a larger scale with the teacher in the rôle of mother and the classmates in the rôle of brothers and sisters. He is likely to feel toward his teacher and classmates as he does toward his family and to assume they feel the same way toward him. Then the academic problem of teaching him arithmetic or geography resolves itself into the problem of straightening out these feelings because they interfere with his applying himself to his work. This often means acquiring knowledge of his affairs at home and developing a concerted effort on the part of mother and teacher to provide him with that sense of love and approval without which he cannot achieve his best school accomplishment.



Hiram Myers

THE HABIT *of orderliness is one of the great products of the school. These children are in the summer play classes at the Henrietta School under the direction of the Child Study Association of America. They are learning to keep their things in good order in containers made from orange cases.*

The following cases illustrate the effect of feelings of insecurity and anxiety on the child's adjustment to school and show the purpose the visiting teacher may serve as an intermediary between home and school.

A Daydreamer

School problem—Sidney, 14 years, repeating 7A, is described by his teacher as a daydreamer, slow, indifferent, probably of normal intelligence. Poorest subject is arithmetic. He is wellbehaved and would have received no special notice had it not been for a letter his arithmetic teacher received from his father following a poor report card. The father complained his health was being undermined by the time and energy he was obliged to spend helping Sidney each night with his arithmetic, sometimes till 11 P. M.

Home problem—Father, about 40 years, appeared an intelligent, conscientious person. Employed in clerical position. Four years ago he was divorced from his wife after years of quarreling. She was a shiftless housekeeper, indulgent with the children, and did not share her husband's belief in the need of education. To insure Sidney a proper schooling, he brought him to Newark where he has made his home with his mother. He himself had left school upon completing the grammar grades and has always felt seriously handicapped by lack of education although in recent years he has taken correspondence courses and attended night school. His heart is set on Sidney's graduating from high school and, consequently, he is much upset over the boy's slow progress. He admits he is at him constantly and recently has had him drop the Scouts and other recreational activities so that he can give all his time to study. The grandmother also continually nags Sidney because she knows how anxious her son is that the boy succeed in school. She speaks bitterly of his mother.

Examinations at school clinic—Physical—good condition. Psychological—average intelligence. C. A. 14-0; M. A. 12-10; E. A. 13-5.

Interview with psychiatrist: Sidney is fearful of the dark, afraid to sleep alone. He is very unhappy over his poor school-

work, cries nearly every night because of his difficulty with arithmetic, so afraid of failure that he is unable to recite when called on. In speaking of his mother tears came to his eyes and he remarked, "I came to Newark with father to get an education, but sometimes I'm sorry I left my mother."

Probable causes of Sidney's problem—

1. His longing for mother's affection he has lost and feeling he is getting nothing from the education that was offered as an alternative to living with her.

2. Father's exaggerated interest in boy's school progress because of his desire to compensate through the boy's education for his own lack.

3. Nagging of father and grandmother over his arithmetic, which results in his attaching to that subject so much feeling that fear of failure prevents his thinking clearly.

4. Father's and grandmother's real love of the boy is obscured by their constant dwelling on his failures.

Treatment—1. As a means of giving Sidney confidence in his ability, as indicated by psychological test, he was promoted to 8B, taking 7A arithmetic, instead of French. His request to take shop instead of art was granted. The teachers' efforts were directed toward relieving his fear of failure and giving him the selfconfidence necessary to the full use of his intelligence.

2. Visiting teacher persuaded father and grandmother to cease nagging and to drop school as an issue. Father's assistance with homework was discontinued.

3. Sidney's conflict over leaving his mother was discussed with him and effort made to show him his mother as well as father would take pride in his school success.

4. Ill effect of disparaging the mother was pointed out to father and grandmother. Boy's right and need to love his mother were stressed. Grandmother was urged to show more affection so she can more adequately take his mother's place.

Results—1. After three months in 8B, Sidney was passing all subjects, with poor in arithmetic only. After six months, he was receiving excellent in arithmetic and was promoted to 8A.

2. Teachers comment on his changed appearance and manner. Fear and insecurity are replaced by selfconfidence and pleasure in work.

3. Father and grandmother speak of happier atmosphere in home. Sidney is no longer afraid to sleep alone. He has rejoined the Scouts and enjoys a healthy recreational life.

A Spoiled Child

School problem—Arthur, 5 years, kindergarten. Temper tantrums, quarreling with other children, constant demand for teacher's attention.

Family problem—Parents, a young Jewish couple, are in comfortable circumstances with few interests outside of home. Father plays with Arthur every night even when too tired to enjoy him. He brings him a present almost daily. Mother is oversolicitous, fearful of allowing him to go to school alone, dressing him because he will not do it correctly, yielding to his tantrums, humoring his food fads. Parents realize he is thoroughly spoiled. Since the baby was born nine months ago he has had less attention and has been increasingly difficult to manage. The mother states "his life has changed a good deal since the baby came." Arthur remarks, "You don't like me any more. You like him better than me." When he is scolded, he pounds the baby.

Examination — Physical — good condition. Psychological—superior intelligence. C. A. 5-4; M. A. 6-6.

Probable causes of Arthur's behavior—

1. Indulgence of parents has so accustomed him to having his own way and enjoying the limelight that at school he expects the teacher's full attention and by fighting tries to dispose of the other children whom he can only consider interlopers, usurping his place at school as does the new baby at home.

2. Because of his longing for his teacher's attention and his jealousy of his classmates, his energy goes not into his work but into struggling for that familiar place in the sun which he feels he has lost at home and has not succeeded in establishing at school.

Treatment—1. Parents were shown that school can only bring Arthur dissatisfaction so long as such disparity exists between the attention he can have at school and that he receives at home. They were advised to let him come to school alone, dress himself, ignore his food fads, emphasize their pleasure in his "growing up."

2. Parents were urged to show no partiality to the baby and to stimulate Arthur's sense of pride in the child to dispose of his jealousy.

3. It was suggested both at home and school that tantrums be treated by ignoring, placing him apart from the group if possible.

4. Temporarily while he is learning to get along with less attention at home, the teacher was advised to give him slightly more than his share of her attention until he could feel comfortable with her and on the basis of this security learn to share her with his classmates.

5. Promotion to first grade.

Result (6 months later)—1. At home—Arthur shows much more independence. Dresses himself, comes to school alone, Tantrums have ceased. Parents give both children less attention.

2. At school—He is absorbed in first grade work. Most of the time he gets along well with other children. Recently, he remarked to the visiting teacher, "I don't act like I did in kindergarten. I'm growing up now." His energy now goes directly into his work for his need for his teacher's exclusive attention has been relieved by wiser handling at home and by the interest his teachers have helped him find in school work itself.

Note: No doubt Arthur might have adjusted himself to school without special assistance but it is possible this would have meant forcing submission upon him instead of assisting him to find new and healthier ways of obtaining the attention he craved. By dealing with the causes of misbehavior in the early grades, more serious problems in the upper grades may perhaps be prevented.

A Malcontent

School problem—Edward, 13 years, 7C. Surliness, defiance of authority, poor work.

Home problem—Parents are Polish immigrants. Father is a hard worker, ambitious for his children but hot headed and severe in discipline. He has always beaten Edward harshly. The boy is kept closely at home, never allowed out after supper. His sister completed 2 years of high school and is now working. Family plans a high-school education for Edward. His mother is much upset over his school difficulties and wept uncontrolably in discussing him.

Examinations—Physical—Deviated septum, difficult breathing. Psychological—dull normal intelligence. C. A. 13-9; M. A. 11-8; E. A 11-6

Interview with psychiatrist: Edward is very resentful of the excessive authority at home. He doesn't like school because the work is too hard. He thinks his teachers do not like him. His only interest is in electricity and gym work.

Probable causes of his behavior at school—1. Extreme discipline of the father has developed in Edward hatred and resentment of all authority.

2. Lack of ability prevents his realizing satisfaction from school work.

3. Family's emphasis on high-school education increases his feeling of failure and inferiority.

Treatment—1. The boy's better ability in nonacademic subjects was explained to the parents and they were persuaded to encourage his interest in electricity with view of vocational school instead of high school.

2. The need of treating him more as an adult and less as a child was stressed. The father was urged to show his confidence in and affection for the boy by giving him more independence and discontinuing the beatings.

3. Since it was felt that the school's most important contribution to Edward's future success was to develop in him a healthier attitude toward authority, his teachers endeavored to meet this need by giving him a sense of their interest in him, treating him as an adult in the discussing of authority issues whenever they arose, turning over to him small responsibilities so he could better appreciate the use of authority.

4. In several interviews with the psychiatrist, the reasons for his infantile reactions to authority were explained.

Results (6 months later)—1. At school—Edward's behavior improved considerably. Three months later, when he was 14, he entered vocational school where his interest in electricity stimulated his effort and gave him a sense of success impossible in the academic field.

2. At home—he was allowed more liberty. He joined the Y. M. C. A. Beatings were discontinued. His mother is still overanxious and his father nags but on the whole they are handling him much more wisely.

3. His resentment of authority is decidedly less obvious. His status as an adult in home and school, and his success in school work have built up his selfrespect and given him a sense of security that makes it no longer necessary for him to believe that the world is against him. With a fuller development of his present attitude, his adjustment to a future employer should not be difficult.

Impressions of American Education

By a Visitor from India

WASHINGTON as the national capital and the headquarters of foreign embassies and legations attracts many educational visitors from other lands. They include as a part of their pilgrimage a visit to the headquarters of the National Education Association which is becoming increasingly wellknown throughout the world. One such visitor, K. S. Vakil, educational inspector, northern division, Ahmedabad, Bombay, India, writes on his return to his home work:

You will be glad to learn that I have returned, hale and hearty and professionally enriched, from my educational tour round the world. For this professional enrichment I am grateful to you and all other educationists in Europe, America, Japan, and the Philippines, who assisted me heartily in my inquiries and investigations.

Mr.Vakil includes also some of his impressions of America gained during his six weeks spent visiting our educational institutions. He comments on the generosity and devotion of our people to the schools, remarking that:

Such unbounded faith in education is hardly noticeable in any other part of the world, certainly not in India where education is generally the first to suffer from the cruel axe of the ardent economist.

He is also impressed by the new spirit coming into American education. He notes that:

The directors, the professors, the teachers were there not to impose their views, opinions, or teaching on their assistants, students, or pupils but to give them friendly direction and guidance as and when sought. This change in the attitude of teachers toward their work which is a recent development appears to have considerably influenced learners' attitude toward learning which they are now beginning to look upon not so much as a task imposed on them by someone else arrogating higher authority to himself as one undertaken by themselves of their own free will or choice. Thus, the pupils are now in a position to express themselves freely and without restraint. This change appears to have enlivened the whole educational atmosphere and transformed what often used to be dull mechanical routine on teachers' part and passive and insipid learning on pupils' part into an active process of learning or selfteaching, going on without any undue interference on the part of teachers, who are there to direct, not to dominate, to serve, not to command. The library study which has in recent years come to be treated as part of the daily school work of the pupil appears to assist this process of selfteaching considerably, apart from the spirit of selfhelp, selfreliance, and research which it engenders in pupils from an early age—a spirit which, as it spreads with the spread of the practise of library study in schools, is bound to produce a robust race of reliant research workers.

The next thing that impressed me as indicative of a great advance was the sound knowledge and uptodateness of teachers in their own subjects coupled with a desire to remain wellposted in them. This manifestly enhances their value to their pupils as guides in their work. They are now in a position to shake off their old servile allegiance to the textbooks and go beyond their narrow limits. They do not follow the set textbook method in their work; they work out and determine their own plan and follow it.

The teachers also seemed to me to be desirous now to extend their work beyond the precincts of their classrooms—the library, laboratory, demonstration room, museum, school garden, and the like. This naturally tends to free the schools from their old fetters and makes for reality in teaching and learning.

Another very welcome feature was also noticeable—the growing tendency of teachers to treat their pupils as rational beings, not as silly things to be unceremoniously brushed aside. They now patiently listen to their questions and take pains to answer them to their satisfaction; seek their cooperation in school management and in the organization of playground and allied activities; and consult and respect their collective opinion.

Equally remarkable is the ready response which the pupils make to this change in their treatment. They have begun to cooperate heartily with the teachers in all school activities and to feel intimately concerned in maintaining and strengthening the discipline, position, and prestige of their schools and in building up their traditions. They have begun to govern themselves, relieving their teachers of the odious task of governing them and setting them free for the pleasanter work of guiding them in all their healthy educational activities and for higher work. Verily, the child appears to be slowly but surely coming into his own.

Lindbergh

FRANCIS G. BLAIR

WITH WORDS swift and strong,
In saga or song—
Boundless,
Deathless as fame—
Sing me the name
Lindbergh!

Lone dove from our Ark
Flying o'er war's dark
Hopeless
Deluge of hate and grief
Bearing the olive leaf
Of charity—Lindbergh!

Blond viking of old
Recast in new mold—
Bootless,
Bloodless of hands—
Conquering all lands,
Lindbergh!

Tall son of the stars,
Towering o'er Mars—
Swordless,
Commandless, free—
Conquering the sea,
Lindbergh!

Voyaging alone
Through uncharted zone—
Columbus-like—
Better than he knew
Binding the old world with the new,
Lindbergh!

Modest, unknown,
Ascending earth's throne—
Lincoln-like—
Guileless of arts
Winning the hearts
Of humanity—Lindbergh!

[Written in commemoration of the flyer's achievement, by Dr. Blair, State Superintendent of Public Instruction in Illinois, and president of the National Education Association 1926-27.]

EDUCATION has now become the chief problem of the world, its one holy cause. The nations that see this will survive and those that fail to do so will slowly perish. Knowledge must henceforth be the light and guide of mankind. More of it must be quarried from the original sources, nature and man. This, together with the choicest lessons of our past experience, must be ever more widely diffused, and there must be absolute freedom of both research and teaching. There must be reeducation of the will and of the heart as well as of the intellect, and the ideals of service must supplant those of selfishness and greed. Nothing else can save us, and I shall live, and hope to die when my time comes, convinced that this goal is not only not unattainable, but that we are, on the whole, with however many and widespread regressions, making progress, surely, if slowly, and in the right directions.—G. Stanley Hall.

Builders of Our Profession

ORGANIZATIONS of teachers are today doing a work of surpassing importance to human happiness and world advance. They deserve the generous support of every teacher. One teacher who has long attended local, state, national, and world meetings suggests that every teacher should contribute at least one day's salary each year to membership in the organizations that are literally building a new profession and through education a new society founded on intelligence. Teachers are coming more and more to see that they have the power to make their profession what they wish and are setting out to realize their ideals through their organized groups. Only by awakening the entire teaching staff of the nation can teachers make their maximum contribution to the national wellbeing. One teacher in five is now awakened so far as membership in the National Education Association is concerned. What about the other four? Are you doing your part to reach them?

Program for May Faculty Meeting

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

1. Teachers Salaries—A Constructive Program. What are the means suggested by Dr. Norton to prevent a downward trend in teachers' salaries?

2. More Case Studies. How do these cases help you in understanding children? How do they show the importance of a teacher knowing a child's home life?

3. State Universities and Public Education. Are the criticisms against colleges a healthy sign in American life or the opposite? What would be the effect on the college of admitting only the gifted few? What evidences can you give to support the statement that the American faith in education is very real?

4. Growth through Professional Reading. How do Dr. Terman's standards for professional reading compare with what you are doing? What help does THE JOURNAL give its readers in professional reading?

5. Preparation for Auditorium Periods. What besides cooperation and responsibilty are the basic ideas in planning auditorium periods?

6. The Simplified Calendar and the Schools. Compare the benefits of the International Fixed Calendar with any disadvantages.

7. Physical Education Advances. How will the advances stated by Mr. Rogers tend to lessen the overemphasis of competitive intensive training for a few?

8. Chronic Fatigue. What conditions in modern life cause chronic fatigue? Do they affect children more than adults? Do you see evidences of this condition in your classroom?

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the April JOURNAL:

ALABAMA—Elna Carson, W. M. Gardner, Miss Rufus P. Henley, H. L. Nipper, James V. Pogue, F. B. Pratt, P. C. Ramsay, Jesse Richardson, Eliza E. Thompson.

ARIZONA—O. L. Carlisle.

ARKANSAS—Ury McKenzie, Georgia Lee Stuart.

CALIFORNIA—E. D. Doxsee, O. D. Enfield, C. Russell Hoyt, Mrs. Sarah G. Kemp.

CANADA—A. Kennedy.

COLORADO—Homer W. Anderson, Warren W. Nedrow, Thomas A. Nourse, Mrs. Lillian Hosford Paris, Charles M. White.

CONNECTICUT—Fred L. Newton.

GEORGIA—Kennis W. Blackman, Robert A. Elrod, Walter B. Hill, Emma O. Smith.

ILLINOIS—Felicitas J. Binna, Lillian Farnam, Clara V. Gawne, Adah Hess, Luther G. Hester, M. R. McDaniel, Miss Olava K. Olsen, Kittie Emeline Ramey, John R. Rowe.

(*Continued on page* A-143)

Large Enrolments in the Larger Cities

THESE CITIES of more than 10,000 population merit special mention for the high percent of their teachers who are members of the National Education Association. Those marked with an asterisk have reported complete enrolments; the others, more than 90 percent. Each item includes state, city, and superintendent.

Population 100,000 or Over

CALIFORNIA, *Oakland*, Fred M. Hunter
COLORADO, *Denver*, A. L. Threlkeld
DELAWARE, *Wilmington*, David A. Ward
KANSAS, **Kansas City*, M. E. Pearson
MINNESOTA, *Minneapolis*, W. F. Webster
OHIO, **Akron*, George E. McCord
TEXAS, *Dallas*, N. R. Crozier
WASHINGTON, *Seattle*, Thomas R. Cole; **Spokane*, O. C. Pratt

Population 30,000 to 100,000

CALIFORNIA, *Berkeley*, H. B. Wilson; *Long Beach*, W. L. Stephens; *San Diego*, W. A. Givens; *San Jose*, W. L. Bachrodt
COLORADO, **Colorado Springs*, H. M. Corning; **Pueblo*, J. R. Risley and J. F. Keating
ILLINOIS, *Decatur*, William Harris; *East St. Louis*, D. W. Potts; **Moline*, L. A. Mahoney; **Oak Park*, W. J. Hamilton; *Rock Island*, R. W. Bardwell
INDIANA, *Evansville*, J. O. Chewning; *Hammond*, L. L. Caldwell; *South Bend*, W. W. Borden
IOWA, *Council Bluffs*, Theodore Saam; *Sioux City*, M. G. Clark; **Waterloo*, C. W. Klein and C. A. Kittrell
MAINE, *Portland*, Wm. B. Jack
MASSACHUSETTS, *Brookline*, O. C. Gallagher
MICHIGAN, **Hamtramck*, M. R. Keyworth; *Muskegon*, M. W. Longman
MISSOURI, **St. Joseph*, C. A. Greene
NEBRASKA, **Lincoln*, M. C. Lefler
NEW JERSEY, *Atlantic City*, Chas. B. Boyer; *New Brunswick*, F. J. Sickles
NEW YORK, **Binghamton*, Daniel J. Kelly; *Mount Vernon*, Wm. H. Holmes
OHIO, *Lakewood*, J. E. Warren; **Lima*, R. E. Offenhauer; **Lorain*, D. J. Boone; **Springfield*, F. M. Shelton
OKLAHOMA, **Muskogee*, C. K. Reiff
PENNSYLVANIA, **Altoona*, R. E. Laramy; *Chester*, N. W. Cameron; *Erie*, John C. Diehl; **York*, R. O. Stoops
VIRGINIA, **Lynchburg*, E. C. Glass; *Newport News*, J. H. Saunders
WASHINGTON, *Tacoma*, Wm. F. Geiger
WEST VIRGINIA, *Charleston*, S. E. Weber
WISCONSIN, *Kenosha*, G. F. Loomis; *Madison*, T. W. Gosling; *Racine*, F. M. Longanecker; *Sheboygan*, H. W. Kircher

Population 10,000 to 30,000

ARIZONA, **Phoenix*, John D. Loper; **Tucson*, C. E. Rose
ARKANSAS, **Fort Smith*, J. W. Ramsay
CALIFORNIA, *Alameda*, Wm. G. Paden; *Bakersfield*, Chas. E. Teach; *Glendale*, R. D. White; *Santa Ana*, J. A. Cranston; *Santa Barbara*, P. E. Stewart; *Santa Monica*, F. F. Martin
COLORADO, *Boulder*, Wm. V. Casey; *Greeley*, G. E. Brown; *Trinidad*, G. S. Willey
CONNECTICUT, *East Hartford*, P. S. Barnes; *Norwalk*, John Lund
FLORIDA, **Miami*, Charles M. Fisher
IDAHO, *Boise*, C. F. Dienst; *Pocatello*, J. M. McDonald
ILLINOIS, **Blue Island*, J. E. Lemon; **Champaign*, W. W. Earnest; **Chicago Heights*, F. T. Goodier; **Elgin*, R. W. Fairchild; **Jacksonville*, B. F. Shafer; **Maywood*, Eugene LaRowe; **Pekin*, C. B. Smith and R. V. Lindsey; **Waukegan*, J. S. Clark
INDIANA, **Anderson*, W. A. Denny; *Elwood*, Wm. F. Smith; **Huntington*, J. M. Scudder; **La Porte*, E. B. Wetherow; **Michigan City*, M. C. Murray
IOWA, **Burlington*, W. G. Brooks; **Keokuk*, R. L. Reid
KANSAS, *Atchison*, T. B. Portwood; **Chanute*, L. H. Petit; **Hutchinson*, J. W. Gowans; *Lawrence*, W. W. Curtiman; *Pittsburg*, M. M. Rose; **Salina*, W. S. Heusner
KENTUCKY, *Ashland*, C. E. Ackley; **Owensboro*, J. L. Foust
MASSACHUSETTS, *Plymouth*, A. B. Handy
MICHIGAN, **Adrian*, C. H. Griffey; *Ann Arbor*, O. W. Haisley; **Holland*, E. E. Fell; *Ironwood*, D. R. Rice; **Monroe*, C. W. Crandell; *Sault Ste. Marie*, G. G. Malcolm; **Traverse City*, Charles L. Poor.
MINNESOTA, *Mankato*, Harry D. Kies; **Rochester*, G. H. Sanberg; *St. Cloud*, R. H. Brown; **Virginia*, W. G. Bolcom
MISSOURI, **Sedalia*, Heber Hunt
NEW JERSEY, **Asbury Park*, A. E. Kraybill; *Bridgeton*, Chester Robbins; *Englewood*, W. J. White; **Hackensack*, Wm. A. Smith; **Long Branch*, C. T. Stone; *Summit*, J. B. Dougall
NEW YORK, *Ithaca*, F. D. Boynton; **Lockport*, R. B. Kelley
NORTH CAROLINA, *Durham*, Frank M. Martin
NORTH DAKOTA, **Minot*, L. A. White
OHIO, **Alliance*, B. F. Stanton; *Ashtabula*, M. S. Mitchell; **Barberton*, U. L. Light; *Cleveland Heights*, F. L. Wiley; **Elyria*, R. C. Maston; **Findlay*, I. F. Matteson; *Fremont*, C. A. Hudson; **Lancaster*, J. J. Phillips; *Mansfield*, H. H. Helter; **Marietta*, B. O. Skinner; **Middletown*, R. W. Solomon; **New Philadelphia*, F. P. Geiger; *Niles*, R. J. Kiefer; **Norwood*, C. W. Johnson; **Tiffin*, C. A. Krout; **Warren*, H. B. Turner; **Zanesville*, C. T. Prose
OKLAHOMA, **McAlester*, M. J. Hale; **Okmulgee*, E. S. Briggs
OREGON, *Salem*, George W. Hug
PENNSYLVANIA, **Braddock*, T. G. McCleary; **Bradford*, J. F. Butterworth; **Clairton*, F. N. Frits; *Lebanon*, S. O. Rorem; **Mahanoy City*, H. A. Oday; *Meadville*, Milon Brown; **Nanticoke*, A. P. Diffendafer; **New Kensington*, E. T. Chapman; **Plymouth*, H. S. Jones; **Pottstown*, B. F. Rosenberry; **Shenandoah*, A. T. Ratchford; **Steelton*, Chas. S. Davis; *West Chester*, W. L. Philips; **Wilkinsburg*, W. H. Martin
SOUTH DAKOTA, *Aberdeen*, M. P. Gaffney; *Sioux Falls*; A. A. McDonald
UTAH, **Provo*, H. Claude Lewis
WASHINGTON, *Bellingham*, D. E. Weidman; *Hoquiam*, H. C. Crumpacker; *Vancouver*, C. W. Shumway; *Walla Walla*, W. M. Kern
WEST VIRGINIA, *Bluefield*, Edwin C. Wade; **Clarksburg*, J. A. Jackson; *Morgantown*, R. C. Smith
WISCONSIN, **Eau Claire*, P. G. W. Keller; **Fond du Lac*, L. P. Goodrich; **Manitowoc*, Hugh S. Bonar; **Wausau*, S. B. Tobey
WYOMING, *Cheyenne*, A. S. Jessup

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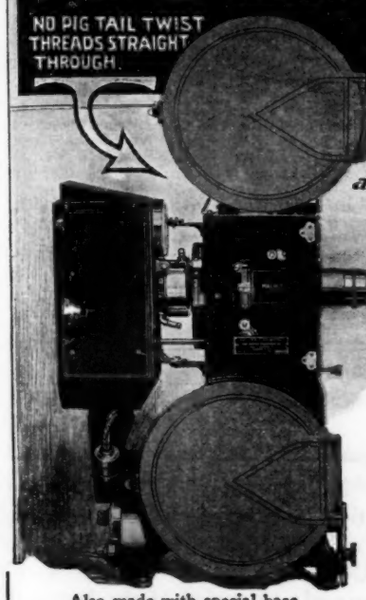

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Builders of Our Profession

(*Continued from page* 164)

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INDIANA—Hazel Antell, Harry Orville Lanning, E. Paul Myers, R. Nelson Snider, Dorothea Thomas.

IOWA—Melvin M. Goeldner, E. G. Gregory, Beulah R. Griffin, Allen R. Nieman.

KANSAS—Chester Huntsinger, Mrs. R. L. James, Elmer E. Pyle, Miss Veta Joe Smith, Hazel E. Wilson.

MASSACHUSETTS—Clifford W. Millar, Helen A. Reagan.

MICHIGAN—Ethel Mehrling, Bertha M. White.

MINNESOTA—Astrid Lindahl, Clayton M. Olson, A. A. Wellek, Edith B. Whitney.

MISSOURI—Ward E. Barnes, T. D. Glaze, Nora E. Hackley, Grace M. Shepherd.

MONTANA—K. W. Bergan, Francis D. Haines, Jennie L. Luke.

NEBRASKA—W. H. Browne, Annie T. Cogil, C. B. Mapes, Alice M. Robinson.

NEVADA—L. E. McFadden.

NEW HAMPSHIRE—Arthur C. Sears.

NEW JERSEY—William A. Miller, Elizabeth Otis, Robert Lee Saunders.

NEW MEXICO—Paul L. Fickinger, Harry Hogrefe, Vincente D. Ulibarri.

NEW YORK—Millicent Baum, Mrs. Eileen S. Benham, J. McK. Cattell, Amy Dorothea Davison, Emma E. Irish, Elisabeth Mary Pratt, Mabel Coleman Skirrow, Allan J. Williams.

NORTH CAROLINA—Laura D. Buckley, Ed. B. Carroll, W. B. Crumpton, R. J. Hilker, George H. Hill, Vashti Howard, Selma C. Webb.

NORTH DAKOTA—Edward A. Milligan.

OHIO—M. Hortense Beardsley, Warren E. Campbell, Helen Frisbie, Mrs. Martha E. Haeussler, Lucia F. Hall, C. W. Handley, Henry A. Hartman, Thomas E. Hook, Marvin S. Mitchell, Willis R. Root, Stella Turner.

OKLAHOMA—L. B. Dolan, W. H. Martin.

PENNSYLVANIA—Florence B. Beitenman, Michael R. Coogan, Sarah E. Irvin, A. Bessie Johnson, Alan W. Souder.

PORTO RICO—Hatuey Diaz Baldorioty.

TEXAS—Mrs. Homer Milton Baker, Homer Milton Baker, Lizzie Bullion, Mrs. Fannie Davis, George F. Nelson, Verna Smith, H. S. Von Roeder, L. A. Wooldridge.

UTAH—Frank W. Farnsworth, Paul E. Reimann, Aaron W. Tracy.

VERMONT—Ethel Wing.

VIRGINIA—Lulu D. Metz, William Richard Phelps, W. E. Somers.

WEST VIRGINIA—Mary V. Grose.

WISCONSIN—William T. Darling, Virgie M. Howard, Albert C. Jones.

WYOMING—Carl H. Ferguson.

Completed Enrolments

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

Six Years or More

CALIFORNIA—*Oakland*, Santa Fe.
ILLINOIS—*Maywood*, Proviso Township High.
MICHIGAN—*Battle Creek*, Number 2, Number 10, Number 13.
PENNSYLVANIA—*Erie*, Columbus.

Five Years

ALABAMA—*Birmingham*, Ensley High.
CALIFORNIA—*Oakland*, Manzanita, Melrose.
ILLINOIS—*Waukegan*, Waukegan Public Schools.
NEW JERSEY—*West New York*, Public Number 1

Four Years

ALABAMA—*Birmingham*, Moore.
CALIFORNIA—*Oakland*, Cleveland, Crocker Highlands, Durant, Elmhurst Junior High, Emerson, Frick Junior High, Garfield Junior High, Grant, Hawthrone, Highland, Jefferson, Laurel, Maxwell Park, McChesney, Peralta, Piedmont Avenue, Rockridge, Stonehurst, Tompkins.
ILLINOIS—*Maywood*, Maywood Public Schools.
IOWA—*Keokuk*, Junior High.
MASSACHUSETTS—*North Easton*, Center.
MICHIGAN—*Adrian*, Jefferson, Lincoln, McKinley, Washington; *Battle Creek*, Number 1.
MISSOURI—*Kansas City*, Penn, Scarritt, W. W. Yates.
OHIO—*Norwood*, Norwood Public Schools.
PENNSYLVANIA—*Steelton*, Steelton Public Schools, East End, Felton, Fothergill, High, Hygienic, Major Bent, West Side.
WASHINGTON—*Spokane*, Logan; *Tacoma*, Fern Hill.

Three Years

CALIFORNIA—*Oakland*, Bella Vista, Charles Burckhalter, Claremont Junior High, Dewey, Lakeview Junior High, Lowell Junior High, Roosevelt High, Toler Heights, Webster.
CONNECTICUT—*Stratford*, Nichols Avenue.
IOWA—*Keokuk*, Keokuk Public Schools, Garfield, George Washington, High, Jefferson, Junior High, Lincoln, Torrence, Wells-Carey.
LOUISIANA—*New Orleans*, McDonogh Number 30.
MICHIGAN—*Adrian*, Adrian Public Schools, Garfield, Jefferson, Junior High, Lincoln, McKinley, Senior High, Washington.
MISSOURI—*Kansas City*, Benjamin Harrison.
OHIO—*Mansfield*, Mansfield Public Schools.
PENNSYLVANIA—*Chester*, Clayton, Larkin.
TEXAS—*Dallas*, Brown.
WASHINGTON—*Spokane*, Wilson; *Tacoma*, Bryant.

Two Years

CALIFORNIA—*Oakland*, Campbell, Chabot, Clawson Junior High, E. Morris Cox, Fruitvale, Golden Gate Junior High, Horace Mann, John Swett, Lafayette, Lincoln, Montclair, Parker, Prescott Junior High, Sequoia.
COLORADO—*Fort Morgan*, Central.
GEORGIA—*Dublin*, Calhoun Street.
ILLINOIS—*Kenilworth*, Joseph Sears; *Springfield*, Stuart.
MICHIGAN—*Battle Creek*, Number 3, Number 8, Number 12, Fremont.
MINNESOTA—*Minneapolis*, Roosevelt High.
MISSOURI—*Kansas City*, Booker Washington.
NORTH DAKOTA—*Minot*, Minot Public Schools.
OHIO—*Lima*, South Junior High.
PENNSYLVANIA—*Chester*, Huber.
TEXAS—*Harrisburg*, Junior High and Elementary.
VERMONT—*Johnson*, Junior-Senior High.
WASHINGTON—*Seattle*, Seattle Superintendents and Supervisors League, Stevens.

Current Year

ARKANSAS—*Smackover*, High.
CALIFORNIA—*Oakland*, Cole, Glenview Elementary, Lazear, Longfellow, Luther Burbank.
CONNECTICUT—*Wapping*, Public.
CANAL ZONE—*La Boca*, Public.
GEORGIA—*Dublin*, Dublin Public Schools, Calhoun Street, High, Johnston Street, Saxon Heights.
ILLINOIS—*River Forest*, Washington.
KENTUCKY—*Ashland*, Ashland Public Schools, Booker T. Washington, Condit, Oakview, Wylie.
LOUISIANA—*Zimmerman*, Public.
MAINE—*Isleboro*, Grade, High.
MASSACHUSETTS—*West Bridgewater*, Sunset Avenue; *Yarmouthport*, High.
MICHIGAN—*Battle Creek*, Number 11, Urbandale.

(*Continued on page* A-144)

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*Names of any of above furnished on request.

(*Continued from page* A-143)

MINNESOTA—*Minneapolis*, Vocational High; *Renville*, Grade.
MISSOURI—*Kansas City*, R. W. Foster, Wheatley.
NEW JERSEY—*Livingston*, Roosevelt; *Newark*, Speedway Avenue.
NEW YORK—*Mount Vernon*, DeWitt Clinton Junior High, Sophie J. Mee.
NORTH CAROLINA—*High Point*, Cloverdale, Johnson Street, Main Street Junior High.
OHIO—*Hancock County*, Hancock County Public Schools, Benton Ridge, Jackson Township, Madison Township, Marion Township, Mount Blanchard, Mount Cory, Orange Township, Van Buren Township; *Marietta*, Marietta Public Schools.
PENNSYLVANIA—*Spring Grove*, Public; *Waverly*, High.
UTAH—*North Sanpete District*, Fairview Public, Indianola Public.
WASHINGTON—*Spokane*, Edison, Hutton.
WEST VIRGINIA—*Clarksburg*, Clarksburg Public Schools; *Salem*, Salem Public Schools, Carr, East End, High, Junior High, West End.
WISCONSIN—*Manitowoc*, Manitowoc Public Schools.

Notes and Announcements

THE MINNEAPOLIS CONVENTION—Education for Citizenship is the general theme of the program prepared by President Cornelia S. Adair for the sixty-sixth annual convention of the National Education Association to be held in Minneapolis, July 1-6.

Registration for members and delegates will be open Saturday morning, June 30, and preliminary meetings of the Association's Executive Committee, Board of Trustees, and Board of Directors will be Friday, June 29.

Vesper services will be held Sunday afternoon and a sacred concert will be held under the auspices of the National Education Association in the new Minneapolis Civic Auditorium Sunday evening, July 1.

At the general session Monday morning in the Civic Auditorium, there will be addresses of welcome and the annual address of the President of the Association. Sessions of the Representative Assembly will begin Tuesday at 9 o'clock and will continue on Thursday and Friday mornings. Meetings of Departments of the Association and allied groups will be held Monday, Tuesday, and Thursday afternoons. The state delegations will hold their separate meetings on Monday afternoon.

Wednesday, July 4, has been set aside for observance of Independence Day. There will be a patriotic program at the Auditorium in the morning and in the afternoon the visiting teachers will be guests of the City of Minneapolis.

The programs for the General Sessions, the Representative Assembly, and the Departments are nearing completion and promise a real treat for all who attend. The plans of the Local Committee are being made on a generous

(*Continued on page* A-145)

(*Continued from page* A-144)

scale and will help to make the occasion one to be remembered by all so fortunate as to be in Minneapolis for the convention.

Reports from the various states indicate an exceptional attendance with many members driving in their own cars to the "Land of Hiawatha" with its charming lakes and many interesting drives, including the famous Boulevard Drive along the Mississippi river.

Arrangements have been made for special railroad rates of one and a half fares for the round trip as in previous years and identification certificates will be distributed through the state directors of the Association.

Many teachers will take advantage of the special rates to tourist points during the summer months with stopovers in Minneapolis which is a gateway both to the east and to the west. Others will spend the weeks following the convention attending summer sessions in the great colleges and universities near the convention center.

Exhibits will be in the Exhibit Hall of the new Civic Auditorium the excellent facilities of which insure an unusually attractive display. Information relating to hotels may be found on page A-110 of the April number of THE JOURNAL of the National Education Association. Most of the state headquarters already have been located.

NEW SALARY SCHEDULE ADOPTED AT SEATTLE, WASHINGTON—The Board of Education of Seattle, after an elaborate study of needs, has adopted the single salary schedule for its teachers. The salary ranges from $1300 for beginning teachers with two years' experience to a maximum of $2700 for experienced teachers holding the master's degree. Special provision is made for teachers who have reached the maximum under the old schedule. In his letter to the teaching corps Superintendent Thomas R. Cole states:

> The net result of the schedule and the adjustments is that at the beginning of the next school year every teacher will receive an increase of $100. It is my belief that the Seattle teachers have much to gain by the adoption of the new schedule, and I urge them to avail themselves of the inducement that is provided for professional improvement. The acceptance of professional training in accredited schools for salary advance, *whether it be for a degree or not,* will enable the teacher to pursue work that will be of greatest assistance to her.

(*Continued on page* A-146)

A new way of teaching cleanliness

CLEANLINESS is a problem in every home, school and community. To be clean is a protection to health and happiness and brings with it a feeling of well-being, self-respect, and enjoyment. The School Department of Cleanliness Institute publishes supplementary readers which are adapted to meet the problems of the classroom teacher and to appeal to the child himself. Review copies free to administrators.

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(*Continued from page* A-145)

DO YOU READ the table of figures in THE JOURNAL each month? These tables are fascinating. Try reading them occasionally with a map of the United States before you. Lay a ruler along the line that gives the facts for your state. Trace the figures for the states that stand highest; for the ones that rank lowest. Try to account for the differences. The great sweep of progress and change can be comprehended only by learning to think in terms of figures. Many of THE JOURNAL tables cover data that are available nowhere else.

VETERANS in the service who have taught for fifty years or more are asked to send their names and facts about their teaching careers to the National Education Association. Persons knowing of such teachers are asked to do the same. The officers of the Association are eager to obtain as complete a list as possible. Address these letters to J. W. Crabtree, Secretary, 1201 Sixteenth Street Northwest, Washington, D. C.

THE CHILDREN'S MORALITY CODE which received the five-thousand-dollar prize of the Character Education Institution and which has been widely used in America has been translated and is being used in France and other countries which suggests that the basic elements of morality are essentially the same everywhere.

THE COMMENCEMENT PROGRAM is the title of an extension bulletin issued by the University of North Carolina at Chapel Hill giving suggestions and helps. The material contained in this bulletin will be helpful to schools interested in vitalizing their commencements. The book deals with *organizing for commencement, suggestions for the program, suggested types of programs, the county commencement,* and *materials and bibliography.*

A NEW SALARY SCHEDULE for teachers went into effect in New York City in January, by which elementary teachers will receive a minimum of $1608 per annum, rising to $3504 in the fourteenth year of service. Junior and senior high salaries range from $2040 to $5688. Elementary principals have from $5000 to $7000, junior-high from $5500 to $7500, and senior-high from $8500 to $10,000.

In addition there are many heads of departments, "senior teachers," etc., who

(*Continued on page* A-148)

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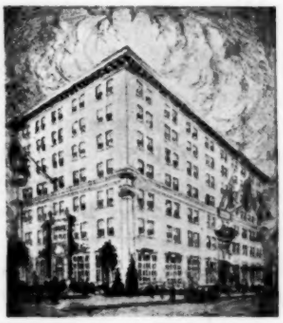
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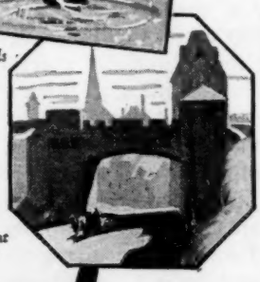
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(*Continued from page* A-146)

are paid more than the regular schedule. The superintendent of schools receives $25,000, a raise of $5000; the associate superintendent, $12,500; the secretary, $12,500, and the auditor the same. The total increase is $14,000,000 a year.

A NEWS BULLETIN has been established by the Department of Classroom Teachers of the National Education Association. The first issue which came from the press in April has been widely distributed. The purpose of the *Bulletin* is to furnish information concerning the work and activities of the Department to local organization leaders and teachers in the field. Information concerning activities of teachers organizations and other news will be welcomed by the editor.

THE INFLUENCE of the National Education Association in other countries is often suggested in letters from them. The following paragraph from a letter by Anthony Fanta, Turnov, Czechoslovakia, suggests the spirit of the Association's overseas friends:

> America, free and great in its progress and in the work of its teachers through state and national associations, is an example for our young state. If you are interested in our Bohemian journals of education and organization I could send them to you. I thank you sincerely and beg you not to forget me. We can work far over the ocean, but so near in our ideas of democracy and sincere friendship for the best in our nations and mankind.

PERSONS INTERESTED in the problem of child labor and the schools should write to the National Consumers League, 156 Fifth Avenue, New York City, for their underscored edition of National Education and Employment Program.

DR. OSCAR T. CORSON, who was President of the National Education Association in 1900, has prepared a book on *Abraham Lincoln—His Words and Deeds,* of which he writes as follows: "Growing somewhat weary with some of the attempts to interpret Lincoln, it seemed to me that it might not be a bad idea to let him 'speak for himself.'" I had no idea of writing a book when I began a systematic study of Lincoln several years ago. I trust the book contains some real character-building material."

WORD HAS COME from Brussels, Belgium, that THE JOURNAL article, "Cin-

(*Continued on page* A-150)

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Here you will experience pleasures and thrills that will cheer your heart and remain ever a delight in your memory. South Africa is a veritable treasure-house of fascinating wonders—a Pandora Box from which your hands will draw out, every moment, some new and wonderful happiness—a continuous round of charms which never pall or clog.

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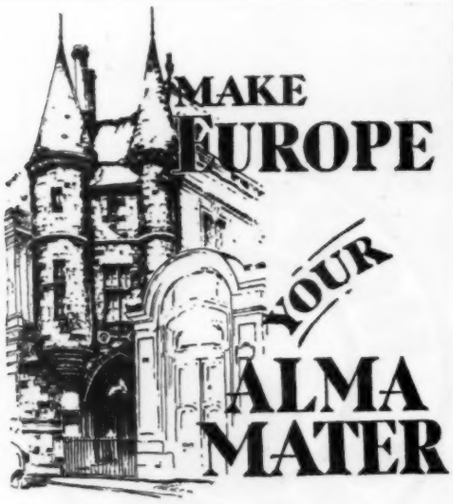

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(*Continued from page* A-148)

cinnati Sets the Pace," has been translated for publication in the *Journal of the Federation of Belgian Teachers.*

LEARNING TO FLY—The following statement is from *Aviation,* a weekly magazine published at 250 West Fifty-seventh Street, New York City. It contains information which will be valuable to school people who expect to spend a part of their vacations learning to fly or who are responsible for advising students interested in this rapidly developing field.

CHOOSING A SCHOOL—With the coming of good weather, many young men will be choosing a flying school and advice as to how to get training is timely but just as hard to give this year as it has been in times past. On the whole, the larger schools probably give more effective training at a lower cost than do smaller schools. The fact that there are fewer students does not necessarily mean that they get more attention because the instructor may have a multitude of things to do besides instructing. In a larger school, the instructor specializes on teaching and piles up a vast amount of experience. The larger schools also have the advantage that they have more equipment and that repairs to planes do not hold up the schedule. The airplane dealer who teaches as a sideline may have had the experience in instruction but unless he receives good pay for his time he is likely to sidetrack this end of his work at times.

If possible, it will certainly pay a student to go out and see flying instruction going on before he makes a choice. Be sure that the instructors have really had a good deal of experience in teaching. If the school has been established for several years in the same locality, it is easy to check as graduates can be written to. The condition of the equipment is perhaps a more important consideration than whether the school is new or not. Some of the best schools in the country still train on Jennies by preference, but they keep them in good condition. A school which never turns a pupil down as unable to learn how to fly is apt to be pretty shortsighted in its principles. Many of the new schools are just as good, even better, than the old ones, but there are also many of them that talk very big but really have not had the necessary experience. In regard to yourself, ground courses and outside work are a nuisance but they are really helpful. Be sure that you can get enough time off so that you can go out to the field at least twice a week—oftener if possible. Do not leave long intervals when you do not visit the field or you will be wasting your time and will have to learn a great deal over again. On the other hand, do not try to crowd your work. There are few students who can take instruction and keep on learning for more than half an hour at a time, or for more than an hour during the course of a day. It takes a certain amount of time to absorb things. It is highly advisable to take a medical examination before learning to fly—you may have defective vision and not be able to focus properly for landings. Do not start taking flying instruction unless you will have money enough to finish and above all, do not go to a flying school just because the course is cheap.

READER REPORTS throughout the year have shown the following articles to be the most popular: October, *The American Melting Pot;* November, *Cincinnati Sets the Pace;* December, *Sources of Ethical Character;* January, *The Human Side of Teaching;* February, *Growth in Understanding Children;* March, *Growth through Reading.*

HOW TO USE JOURNAL booklists in selecting gifts for commencements—*Smoky* (reviewed in October, 1927) is a book which the boy or girl graduating from the elementary school will love and appreciate. *The Child's Own Library* (November, 1928) lists the old favorites for younger children which would be loved by kindergarten graduates, and old favorites for older children—tales which have been popular for generations. New favorites for both old and young children provide fresh inspiration for those who have a sound acquaintance with the classics of childhood. For the college graduate the books discussed by Jesse Lee Bennett in the March JOURNAL are among the most talked-of in modern thought today. The teacher, either the newcomer from the teachers' college, or the graduate student receiving a higher degree, will find pleasurable and helpful reading among the books of the *Sixty Educational Books for 1927* in the March JOURNAL. *Forty American Books—1926* in the April number gives the cream of all the books printed in America for that year and furnish suggestions for books to give to discriminating readers graduating from college or teacher-training schools.

THE FEELING of the English people about the naval race with the United States is suggested in comments of the British press. The following editorial is from *The Spectator:*

> We have suggested that the government should go out of their way to make it clear to the United States that we welcome their claim to equality. To speak of Great Britain as sanctioning or agreeing to the American demand is, of course, only a manner of speaking. The issue as regards equality is not and never has been formally in dispute. We believe, nevertheless, that as the idea is current that Great Britain in effect desires that the United States should not have equality, the government would be well advised to make a point of removing the misapprehension.

(*Continued on page* A-152)

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(*Continued from page* A-150)

Probably America would not want to build up to our naval strength, as she would have no possible use for so many ships. Even if she did, no harm would have been done.

If we are told that we are advocating the acceptance of a risk, we can only reply that by far the greatest risk in the world is to accept the assumption that war is probable, and to ruin ourselves in preparation for an event which the Geneva Conference should have removed from the category of possibilities.

THE CASE IN PROFESSIONAL ETHICS. The following letter and the reply thereto which are published without giving the names of the writers show the importance of eternal vigilance if the practises of school people are to be kept on the highest ethical and professional plane.

Dear Sir: At first thought the proposition we are about to make to you may appear to be a fake, and especially under present doubtful business methods used by some. But we want to assure you that we are absolutely sincere in the matter and guarantee that we will carry out our agreement to the letter.

We are very anxious at this time to ascertain changes to be made in your school or those in your locality of which you may have knowledge, in the hope that we may recommend teachers who we know to be well qualified for the positions. We do not ask you to put forth effort in obtaining this information and imparting same to us gratis but will be very pleased to compensate you for same to the extent of $10 for each vacancy referred to us which we are enabled to fill. Needless to say we will put forth every effort to fill every vacancy of which we have knowledge and also that we are in a position to fill most any vacancy as our listings are great and will become more so as the present season comes to a close.

In furnishing this list kindly give us all qualifications obtainable along with salary same will pay and to whom application must be made.

We would like to have the pleasure of mailing you a check for at least $100. Will you cooperate with us in this matter?

Thanking you in advance and awaiting receipt of list of known or anticipated vacancies for 1928-9 we are, Yours very truly, ——— ———, Manager.

The superintendent of schools who received the letter sent the following reply:

Dear Sir: I have your letter offering me ten dollars for each vacancy of which I notify you and which we fill with your nominations.

If I knew of any way of having you prosecuted I would gladly institute proceedings against you. In my opinion such practise is most damaging to the profession. I for one shall never betray the trust by using my office for personal profit in any such manner. Very truly, ——— ———, Superintendent of City Schools.

The JOURNAL will appreciate having its attention called to other specific cases which involve professional ethics.

JOURNAL READERS who have requested articles on citizenship will find the article, "Young Citizens' League of South Dakota," in the December, 1927, JOURNAL helpful. A recent letter from C. G. St. John, superintendent of public instruction in South Dakota, says:

There are over 3500 of these leagues now in the state that are training children of all grades for actual citizenship. The league takes up such work as the conducting of business meetings, making motions and entertaining them, electing officers, appointing committees, such as a committee to look after the flag, a courtesy committee, a committee on cleanliness of school grounds, and a committee to assist the teacher in keeping the schoolhouse clean. These leagues are also taking up project work. This year the main project is to reestablish the school libraries. The books are being rebound where needed, and recataloged, and books of no further use are being taken out and a number of new books added to the libraries of each of these schools. Last year the main project was the planting of shrubs and trees, and this will be continued this year as a secondary project. Another project is an essay and speaking contest held first in districts, then in counties, and finally a state contest on the subject, "The Eradication of the Barberry, and Its Effects upon the Development of Black Stem Rust in Grain." By this means we expect to familiarize every child in the schools with the nature of this plant and its destructive influence, and by so doing, we hope to be of material benefit to the farming industry of South Dakota.

"THE NEW EDUCATION IN POLAND" is discussed in a manuscript by Margaret E. Jones of Philadelphia, from which she authorizes THE JOURNAL to quote the following:

Since the foundation of the new Polish Republic in 1919, education has developed extraordinarily. The number of primary schools has increased from 18,000 in 1910 to 27,000 in 1925. School attendance improves every year: 65 percent in 1921, 90 percent at the present time. Progress is especially remarkable in the old Russian territories, where instruction was very little developed. In Warsaw, the school attendance, 13 percent before the war, was 83 percent in 1926. Public instruction is obligatory and free, and the constitution allows the opening of private schools under the control of the state. There is a growing tendency towards the American school system. They are working on the problem of the rural school. There are special classes for abnormal children. Post-school instruction is going to be made compulsory for all boys and girls from 14 to 18 years who do not go to high school. Agricultural schools, like the popular universities in Denmark, are growing rapidly (there are already more

(*Continued on page* A-154)

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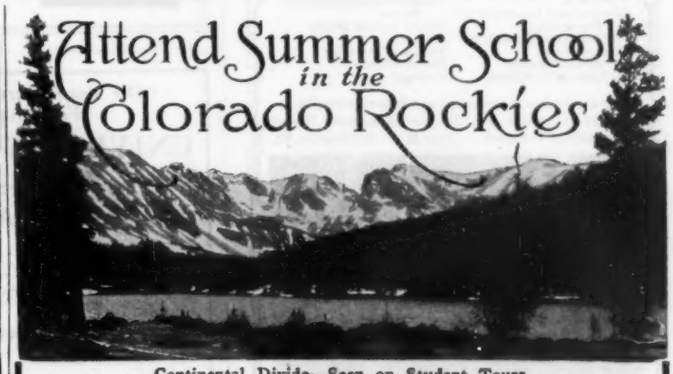

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(*Continued from page* A-152)

than a hundred.) Cooperative schools, the Boy Scout movement, selfgovernment, are encouraged. Associations of the teaching staff are very active and especially concern themselves with the training of instructors.

NEW PLANS have recently been announced by the Committee on World Friendship among Children which sponsored the "Doll Messengers of Friendship" to Japan. The new adventure is with Mexico. The plan is to send "Friendship School Bags" for boys and girls in the schools of our neighbor in the south. Each bag will contain articles of interest and help in the life of school children. Groups of every kind, of young people and children, are invited to have a share in this adventure. A pamphlet giving detailed instructions and suggestions has been prepared and will be sent free to those who desire to share in the project. Address Committee on World Friendship Among Children, 289 Fourth Avenue, New York City.

SECONDARY SCHOOL ADMINISTRATORS and teachers in the United States are invited to attend the meetings of the International Congress of Professors of Secondary Schools to be held in Bucharest, Roumania, July 19-24, 1928. The following facilities and inducements are offered by the Roumanian Government: (1) Free visa of passports. (2) A fifty percent reduction on Roumanian railroads from the frontier to Bucharest, and return; also separate cars for larger groups traveling together. (3) Free lodging in the best hotels in Bucharest. (4) Two official banquets offered by the local organizing committee. (5) Various exhibitions, receptions, etc., which will be organized in honor of the congress. (6) A series of diadactical and cultural publications. (7) A six-day excursion in the most picturesque parts of the country, in order to visit the various Roumanian cultural institutions. This excursion will be entirely at the expense of the Ministry of Public Instruction. It is requested that those who desire to attend the International Congress notify the Bureau of Education of the United States Department of the Interior, Washington, D. C.

A GRADUATE FELLOWSHIP of $1000 at Teachers College, Columbia University, for 1928-1929, is offered by the National Bureau of Casualty and Surety Underwriters. Information may be obtained from Albert W. Whitney, National Bureau of Casualty and Surety Underwriters, One Park Avenue, New York.