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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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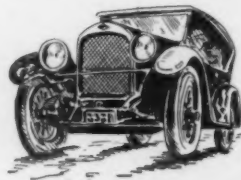


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The President's Address at Minneapolis

CORNELIA STORRS ADAIR

Teacher, Bainbridge Junior High School, Richmond, Va., and President, National Education Association, 1927-28

THE TIME has come to render an account of my stewardship, and, like the man in the Bible, I can do so with joy and not with sorrow—for every member of the Association and every circumstance have combined to make my term as president a happy one. How could I be aught but happy, when I recall the gracious manner in which you gave me this office, the charm of the lovely city of Seattle, the way in which you have welcomed me into your homes and at your meetings, the wholehearted cooperation—the work of the headquarters staff; and, to crown it all, the beautiful hospitality of our hostess city, Minneapolis, whose hearty welcome has just been extended to us.

Interpreting the work of the Association in the states—When, in Seattle, you did me the honor of electing me your president, it seemed that there were two contributions that I might try to make to up-building our organization. The first was to help the teachers of the country to become better acquainted with their national association—to be more familiar with the scope of its work and its intimate connection with their everyday problems, to make each one feel that it is his, or her, association, and not a mere entity far away in Washington. To this end, I have accepted every invitation that it was physically possible to accept to speak to interested groups. Whenever no definite topic for an address was assigned, I have spoken of the aims of the Association—of our handsome and thoroughly equipped headquarters in Washington, of what is being done there by the eight divisions. I have told of the work of the committees and of the eighteen departments. I wish that I might picture to you the way in which this message has been received, or tell of the many special courtesies that have been shown me as the representative of our great national association. This has been a wonderful year—a year full of interesting experiences.

In Canada—Three times your president has had the pleasure of representing the National Education Association in Canada; the first occasion being an address of welcome in your name to the



CORNELIA ADAIR with the gavel made by the orphan boys at Nazareth and presented to her by the Near East Relief. In the background is a rug made by Near East Relief orphan girls at Ghazir, Syria, for the National Education Association, as an expression of gratitude to the school children of the United States.

delegates of the convention of the World Federation of Education Associations, which held its biennial meeting in Toronto. More than a thousand of our membership availed themselves of this great opportunity to meet and know educators from other lands. A little later, the greetings of the National Education Association were presented to the Canadian Federation of Teachers. The last occasion of an official visit to Canada was to represent you at the convention of the Ontario Education Association, when they presented our fellow-teacher, Mrs. Evangeline Lodge Lindbergh, with a life

membership. Perhaps you would be interested in knowing the form in which this membership was presented. It was in the shape of a box made of Canadian silver—on each corner of the lid was a maple leaf surmounted by a beaver. In the center was the seal of Ontario. Within was a plate of Canadian gold, on which was engraved the certificate of membership.

Coordinating work of committees and departments—The second task which I undertook was to coordinate, as closely as possible, the work of the various departments and committees of the Association. While each department has its own field of work, nevertheless many educational interests overlap. For example: Classroom teachers are often rural teachers; superintendents, principals, and teachers are all interested in character education. It is, therefore, quite possible for the same work to be undertaken by one or more departments, causing a waste of time, energy, and money. This is especially true of committee work within the groups.

Early in the fall, letters were sent to the presidents of the various departments, asking that each outline the work of his or her particular group for this year. These reports were carefully studied. A meeting of the officers of departments and committee chairmen was called in Boston in order that these persons might know each other and become familiar with the objectives of every group. Those present were so much pleased with the idea of a closer integration of the work of the Association that they decided to make these unofficial gatherings a regular feature of convention procedure. A program has been prepared for this meeting and much good to the organization will doubtless result.

Committee work—Your president and secretary have kept in close touch with the various committees. Arrangements have been made for reports to be given both to the board of directors and to the

delegate body. Let me urge that you study the official pamphlets in the envelop given you when you register—thus you will be prepared to evaluate and act upon these reports.

Informational material sent out—It is impossible for me, as president, to give you any idea of the hundred of thousands of pieces of mail that have gone out from headquarters this year. Every effort has been made to give to our officers, committee chairmen, and members all the information that they should have in regard to the work of the Association. Inquiries for additional knowledge, to supplement the material sent out, have been gratifying in that they have revealed the growing interest in education throughout the country.

Complete agenda have been sent to the directors before their meetings, both here and in Boston.

For the first time, adequate material in regard to committee reports, and the completed program, have been sent to state and local association secretaries prior to the convention.

Lay support of education—One of the interesting features of the work has been a more complete realization of the number of groups who stand ready and willing to help the educators of the country in their work for the schools. Frequent invitations have been received to address both men's and women's clubs of every kind and description—social, civic, and business—local, state, national, and international. Every one of these groups has an educational committee. You have only to think of the work for crippled children done by the Shriners and Rotarians, the health work and provisions for the wiser use of leisure time fostered by the Kiwanians and Civitans, the emphasis placed on vocational educational guidance by the Altrusa and Quota Clubs, the slogan of the National Federation of Business and Professional Women's Clubs, "At least a high-school education for every business woman," the highly significant work of the Parent-Teacher Associations, and so on through the civic, semi-civic, and social clubs. Bulletins have come from many kinds of organizations, setting forth their interest in the field of education. What an army to call to our aid in interpreting to the public the work of the schools!

Removal of illiteracy—In 1914 the National Education Association was the first group to sound the challenge to the states for the removal of illiteracy. Two years ago the Chamber of Commerce of

the United States published a bulletin called "Four Years of Opportunity." It contained a discussion of the illiteracy problem in the United States and urged each state to endeavor to reduce the number of its illiterates before the 1930 census. Much of the material in this bulletin was gleaned from the reports of our

ACHIEVEMENT was written all over the administration of President Adair, an administration that will stand out in the history of the Association as one of the noblest recognitions of educational service in American history.

It was in evidence at every turn of her thought for the whole year, and it is now clear as the day that she is a classroom teacher; that she has done her thinking on the ground floor of school work. It has not been done in arm chairs, nor in elegant offices with cooling electric fans, but with the children whose problems must be solved where the children are.—A. E. Winship in *Journal of Education*.

own Illiteracy Commission. It hardly seems possible that we could have so long remained inactive in the face of the immense financial, social, and spiritual losses we were suffering in this country through the illiteracy of our people. In every state there are literally thousands of native-born illiterates—both white and colored. The "Four Years of Opportunity" have dwindled to two years of opportunity. Please let me urge each one of you to go back to your state determined to do all within your power to remove from America the stigma of five million illiterates.

Homes for retired teachers—Last summer, just after the Seattle Convention, we received an offer of a thousand acres of land and a hundred thousand dollars in money for the establishment of a national teachers' home. This offer, which has since been duplicated, brought us to the realization that many questions must be answered before we could actually establish homes for teachers. How many teachers would want to go to a home? Would one large national home be better—or several regional homes? Perhaps state homes would be best. In any case, how would the applicants be selected? Where could the money be secured? Plans have been made for collecting and tabulating all this information. Soon we shall be able to speak with authority as to desirability, location, types, and costs of homes for retired teachers.

Research—This is a day of research.

Every business of any size has such a department. Our own Research Division has grown immensely in scope and influence in the five years it has been in existence. Because of the widespread desire for definite information, and because of the lack of sufficient data as to what has been and is being done, the executive committee has recommended that we set up within our Research Division a plan for the coordination of educational research. This will necessitate the employment of an additional research assistant and the extension of our present contacts with the Bureau of Education, the universities, and other agencies. We hope, for example, to secure the interest and cooperation of specialists in different phases of educational research who will list and evaluate current material. Periodic, annotated bibliographies will be published and much duplication of effort and expense will be eliminated. Thus we will help to carry on until the passage of our bill for the establishment of the Federal Department of Education.

The education bill—Much has been accomplished in the past year in extending the knowledge of the education bill. With this knowledge has come increased support for the measure. The hearing before the Congressional Educational Committee in Washington last April was most encouraging. When all educators are informed and working for the bill—then, and only then, will we have a Department of Education with a Secretary in the President's Cabinet. This is as it should be.

Biased propaganda—There is but one constitutional justification for expending the tax funds of the people upon the public schools. It is to insure the general welfare by increasing the common knowledge and common ability to think accurately and straight. The public schools of the United States are attended by more than twenty million Americans at the most impressive periods of their lives. The slant of their thinking will determine the public policy of tomorrow. For this reason, the utmost care must be taken to avoid the introduction into the public schools of propaganda of a kind that will bias their future judgments.

College faculties and the National Education Association—The statement that members of college faculties are individualists interested in nothing outside of their own fields has been frequently made. It has also been said that they are not interested in the National Education Association. Our efficient secretary has

in his office literally hundreds of letters that would disprove both of these statements. As a result of the resolution in regard to tenure of office and salaries of college teachers a new cooperative relationship has been established with colleges and universities. The outlook in this direction is most favorable.

*Exchange of credits and certificates—*Due to the shift in industry from one section to another, and other causes, there has been an apparent oversupply of trained teachers in some states and a deficit in others. This necessitates provision for an exchange of professional certificates. A special committee, under the chairmanship of E. G. Doudna, Secretary of the Board of Regents of the State of Wisconsin, is in charge of this work. Later in the week you will hear a report from this committee.

*Relation between higher standards of training for teachers and salaries—*The progress made in raising the standard of training for teachers is astonishing, but, with a few exceptions, salaries have not increased in an equal proportion. Unless the public can be made to appreciate the direct relation between better teachers and better salaries, these welltrained young people will be forced to go into other lines of work.

Your committee on the economic status of teachers, of which B. R. Buckingham is chairman, is studying this question in all of its phases. We may confidently expect to hear, in a year or two, an authoritative statement on the subjects of supply and demand, equalization of salaries for rural teachers, and kindred topics.

*Cooperation with other organizations—*The National Education Association has cooperated in every way possible with other educational groups. Representatives have gone to many conventions. The relations between the National Education Association and the Bureau of Education have been most friendly and helpful. You will be called upon later in this week to authorize the continued support by your officers and headquarters staff of a movement for an increased appropriation for the Bureau.

*The National Association of Teachers in Colored Schools—*Six years ago, in Boston, the National Education Association Committee on Problems in Colored Schools was organized. Because of an unfortunate choice of title, this committee has been unable to accomplish much. It seemed expedient, therefore, to adopt a plan of reorganization. We now have a Committee on Cooperation Between

the National Education Association and the National Association of Teachers in Colored Schools. The membership of this committee is composed of representatives of both organizations. Their president, W. J. Hale, will bring to us here the greetings of the National Association of Teachers in Colored Schools,



WHO WILL make the design for the Life Membership Pin?—The Executive Committee will give a prize of \$25 to the student in an art course in the public schools who presents the best design for the life membership pin. Those who desire to participate in the contest are requested to write J. W. Crabtree, Secretary of the National Education Association, 1201 16th St. N. W., Washington, D. C., asking for complete information. The picture of the key presented to Mrs. Lindbergh may be suggestive.

and we will send a representative to their convention in Charleston, West Virginia.

It is the opinion of your president and the Executive Committee that more can be accomplished by cooperation with this group than by a special committee of the National Education Association.

*Degree requirements for mature teachers—*The question has been raised, but little actually accomplished, on the subject of requirements for Bachelors Degrees for mature teacher-students. Perhaps next year something will eventuate from this year's work. It is indeed distressing to see a social science or history teacher spending her precious sabbatical leave studying Greek, French, and mathematics. Not that the study of Greek, French, or mathematics is unimportant, but the whole matter seems a question of objectives.

*Publicity—*The National Education Association has had an unusual amount of favorable publicity in the past year. This has been due to several causes: the development of closer relations with the various press associations; the cooperation of the official organs of state and local education associations—as well as other educational journals; the stand that the National Education Association has taken on several matters of importance; and the addresses of the officials in various places. In other words, the affairs of the National Education Association have had news value.

*Objectives of the National Education Association—*Seventy years ago the National Education Association was organized "to elevate the character and advance the interest of the profession of teaching and to promote the cause of education in the United States." As has been stated, this movement had two closely allied objectives. One has sought to create the tools of good teaching—courses of study incorporating subject-matter and activities suited to the needs of all children, teaching technics based upon experience and scientific experiment. The other has endeavored to recruit the teaching profession from the intellectually elite among the young people of the nation and to secure social and economic recognition for teachers comparable to that accorded to the members of other professions that demand the equivalent in character, training, and responsibility.

The attainment of these objectives calls for leadership of the highest quality—unselfish, persevering, idealistic—leadership worthy of the descendants of pioneers.

*Some accomplishments—*What are some of the things that have been accomplished? Between the years 1917 and 1927 our high-school enrolment has increased from 1,600,000 to 4,000,000; teacher attendance at summer schools has increased from 40,000 to 250,000. There are now four times as many teachers colleges authorized to grant degrees as there were in 1917 (25-100). The number of consolidated schools has increased from 8000 to 16,000. Curriculum research has been fundamental and far-reaching. Twenty-six states, as opposed to four or five—now have sound retirement laws and the teachers of thirteen states have some form of tenure law. The value of school property has increased from \$2,000,000,000 to \$4,800,000,000; and the average salary of teachers has increased from \$600 to \$1300 a year.

Finance—The National Education Association is now a million dollar corporation. To be absolutely accurate, our June 1st report shows that on that date our income and assets totaled \$1,019,397. Our membership (181,358) and our cash balance of June 1st (\$88,311) are the largest we have ever had. Life memberships are increasing rapidly (1748). With a few insignificant exceptions, our divisions at headquarters have lived within their budgets. A large part of this gain is due to the efficient work of our secretary, Mr. Crabtree, and of his able corps of assistants.

Growth in membership—The growth in membership of the National Education Association from 10,104 in 1918 to 181,358 in 1928 is amazing, but the growth of the state associations from 200,000 in 1917 to more than 600,000 in 1927 presents an astounding figure. Several state associations and many local organizations count within their membership 100 percent of the teachers in the given area. We have more 100 percent schools in the National Education Association today than we had members ten years ago.

Work of state secretaries and directors—Too much cannot be said in commendation of the efficient work of the state secretaries and of our state directors. They are our field agents in education.

The end is not yet—While much has been accomplished, much more remains to be done. Of the 900,000 persons engaged in educational work in America, only 181,358 (about 20 percent) are members of the National Education Association. A tabulation in the report of the secretary indicates that while our percent of possible membership now equals that of the American Bar Association, the American Medical Association with its 61 percent of possible mem-

bership is still in the lead. We are far from our goal of a united profession at work on its problems. We do not yet realize our potential strength for progressive and constructive educational legislation.

The convention program—For the past year, I have traveled to and fro and up and down this vast country of ours. I have visited historic Jamestown. I have stood at sunset on Burial Hill. I have knelt in spirit before the defenders of the stockade at Harrodsburg. I have traveled the Oregon and the Santa Fe Trails. In my heart there has grown up a deeper respect and reverence for those, our pioneer ancestors, whose courage and steadfastness have given us this wonderful heritage.

I have visited schools—big schools and little schools, one-room schools and schools whose magnificent masonry and many chambered walls would put to shame an ancient palace.

Everywhere, I have seen teachers at their work training the children of America—helping them to establish within themselves those cardinal virtues that marked our founders. So it was inevitable that the convention topic this year should be *Education for Citizenship*.

The program has been carefully built. Each speaker has his contribution to make. It is my hope that all of us will go away from this meeting with a deeper conviction and a wider vision of the part that we, as teachers, may play in the building of a greater America.

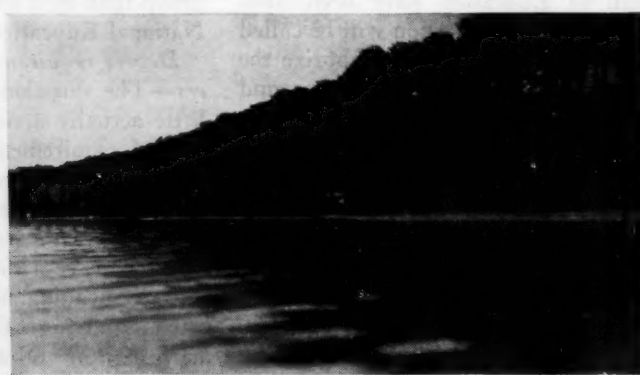
The challenge of the National Education Association—Perhaps the greatest service that our national association is rendering is helping local and state associations in developing within us teachers a finer professional spirit—a larger vision of the place of education in the social, civic, and economic life of our

communities. It challenges us to further professional study that we may better fit ourselves for our daily tasks, to painstaking experimentation that we may improve our methods of teaching; to scientific study of child life that we may better understand the abilities, interests, ambitions, and accomplishments of each individual pupil. Our National Education Association challenges us to live life on a high plane—to live it abundantly in order that we may interpret it more accurately to the developing boys and girls with whom we work. Our National Education Association inspires us with new courage because of the cooperative effort of its 181,358 members. It binds the teachers of the nation together in one great professional organization, with a common understanding, common ideals, and one common purpose—namely, service to the children of America.

The teachers' opportunity—The opportunity for service yet before our Association is greater than you and I even dream. Yet we need not be disheartened by the size of our task, for—

"We believe that the education of youth is the finest of the fine arts and that our task as interpreter of life to youth is a great trust placed in us. We believe in the aspirations and the enthusiasms of youth. We believe in the power of example. We believe in cooperation with all humanizing agencies. We believe in patience and perseverance and faith in the final outcome of education and of life."

It has been said that a task without a vision is drudgery—a vision without a task is a dream—but a task and a vision is joy unspeakable. The teachers of America have a great task but they have also a vision of the result of that task rightly performed upon the future of America and of the world.



MANY VISITORS to the Minneapolis convention remained in the state for a time to enjoy the glories of the land of 10,000 lakes. Here are two photos taken on Cass Lake, one of the favorite fishing grounds of our Indian predecessors.

Real Teaching

FRANK CRANE

THIS IS one of a series of descriptions of schools that are prophecies. These fascinating articles will run throughout the year. Each of them is rich in suggestions that can be applied by teachers everywhere in their daily work.

FOOD IS no good unless there is a hunger for it. Water is not relished unless you are thirsty.

And the correlative of these facts is that teaching does not do much good unless there is first a desire to be taught.

He is a successful teacher, therefore, who arouses in his pupils a desire for learning. The teacher is not someone in charge of the knowledge supply whose sole business it is to ladle out information to inquiring minds. His business is to create an appetite. When a boy or girl wants to learn he can be said to have the rudiments of culture—not until then.

The Metropolitan High School of Los Angeles probably is doing more real teaching than any other school in the country. It takes the boys and girls who have not the opportunity for regular schooling and supplies them with that training they need.

There is a law in the state of California that every junior worker between the ages of sixteen and eighteen who is not a high-school graduate must attend school at least four hours a week. This is not much but it is some. Four hours of interested teaching and learning are a big influence in young life. This teach-

ing provides that the young shall not be left wholly without training. The board of education of Los Angeles generously complies with this law by furnishing



FRANK CRANE, known throughout the country for his syndicated essays, is now living in Los Angeles where he has become interested in Metropolitan High School. He presents here a description of a school which is fulfilling the highest aim of education—making better citizens.

Metropolitan High School on Venice Boulevard whose business it is to supply opportunity for these parttime students.

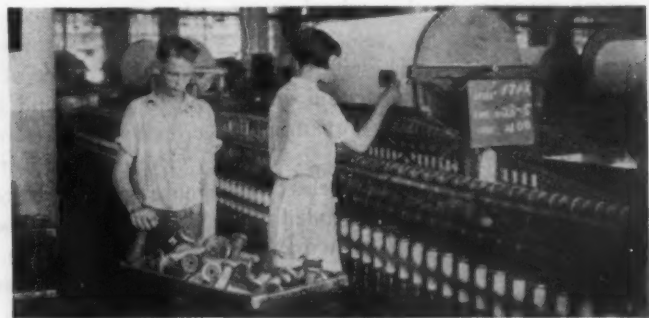
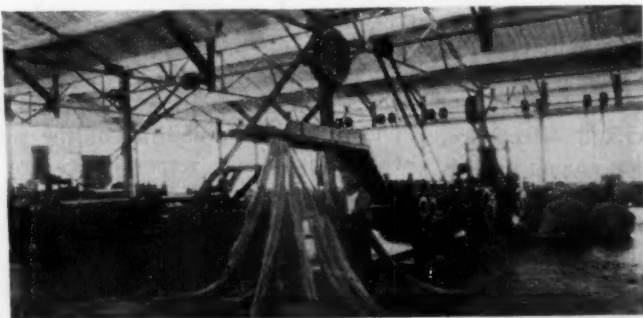
How well it does this is shown by the figures that it has 5800 students in attendance each week for four hours.

Russia, we are told, is devoting every energy to teaching her children "red truths." That is to say, to bring them up to be good Communists, which is to believe that the state is to be so arranged as to give them all work.

The Metropolitan High School pursues on the contrary the ideal of every man standing on his own feet and taking himself off of other people's backs. He has to learn how to find a job and to keep it himself and to be selfsupporting. He is not to look to the state or an institution for employment but to make for himself a place. The state makes him employable, helps him find places of employment and relies on him to do the rest. The school follows his job with a teaching program to help him hold the job and be ready for promotion on the job and also to be able to promote himself in society as well.

The first aim of the school, as it helps its students in social responsibilities, is to make better citizens. To that end the students are carefully inculcated in the duties of citizenship. The teachers are hand picked and all of them are interested in their work and have a passion for service.

They love boys and girls. There is only one great teacher in the world and that is love. You can't understand anything unless you love it and you cannot teach boys and girls unless you love them. This spirit of love and interest is the dominating spirit of this school and I saw many letters on file from former students, employers, and parents,



THESE PICTURES show the type of work being done by the parttime students of Metropolitan High School. On the left is the twister of the cotton mills of the Goodyear Tire Plant; on the right, feeding in raw help for processing before it enters the twister

showing how this care has been appreciated.

It is almost impossible to realize the various forms of activity which the school pursues.

You may ask what subjects are taught or what teaching can be done in so limited a period of time.

What a boy or girl shall study depends upon that boy or girl. The student is carefully studied to see what he wants to know and what he ought to know and the teaching is made to fit this. There is no prescribed curriculum which equally applies to all, no procustean bed which all must fit. The finding out of what is in a pupil and then giving him what he needs is true education. The student is given training related to his job, training that shall make him or her a better workman, a more satisfied and faithful employee and surer of achievement. Other young people are trained to be more efficient helpers in the home.

Of course there are the usual rudiments of mathematics, English, geography, and science, but there is also an infinitude of other subjects. Children are taught to cook, to sew, and to work in a variety of specialized shops. They are taught how to set the table, how to clerk in a bank, how to make hats, how to be better messengers, also how to be better workmen in a bakery, a laundry, and a furniture factory. They are taught to be good glaziers, typists and stenographers, radio operators, cabinet makers, and so on.

Fifteen hundred employers in the city of Los Angeles are strong supporters of this high school and procure all their junior help through its placement service.

One bank in the city has thirty of its boys who are attending this school. One large department store sends eighty of its junior workers to this school every week.

The pride of California is its schools. As you drive along its splendid highways and see a particularly outstanding building, you may rest assured it is a public school. The Los Angeles city system is admirably superintended by Mrs. Susan M. Dorsey whose work has attracted national attention.

The teachers of the Metropolitan High School receive the cooperation of the employers and work in unity with them. They have a system of securing jobs for young candidates, and are able to assist applicants in securing positions by giving them successful training for

the kind of work for which they are best fitted.

In many instances the students are taken out of regular school because their parents are financially unable to support them. By means of this school students are enabled to work in some gainful occupation and, at the same time, pursue their education, learning to be more efficient in their calling as well as acquiring useful knowledge.

Think of what it means to a community to have an organized band of interested men and women to whom a youth can turn should he desire to secure employment in a definite field instead of forcing that youth to hawk his abilities from door to door in the long and gruelling process of finding something to do.

The education of youth is so important a matter that everyone should take part in it. It should not be confined entirely to the schoolroom, but employers should cooperate with the school system in order to help the junior worker secure the life work for which he is best fitted.

More and more the idea is growing that the first essential of a good education is to enable a person to stand squarely upon his own feet and to be beholden to nobody. The first requisite of an American citizen is work and not any form of charity, and this school teaches the youth how to find work. It is engaged in the tremendous business of putting round pegs in round holes and not in square holes.

Often what this school calls a breakdown in education is caused because a child has no avidity for the things he is compelled to learn. This school adapts what learning it imparts to the desire or nature of the scholar and helps those who are disgruntled over the curriculum of the regular school. Here they can pursue some subject that interests them and makes them more efficient.

The product of the school is self-supporting boys and girls. Its harvest and crop is one of selfrespect and selfreliance.

Probably no institution among us does more good toward developing responsibility than this school.

Mr. Crane, the principal, said: "Last year 8971 parttime permits were issued to junior workers under the education and supervision of seventy-one teachers. The six stories of Metropolitan High School are now being completed with a total million-dollar investment. At present the Metropolitan High School is a complete parttime senior high school,

granting diplomas and furnishing complete equipment of academic, laboratory, and vocational training suited to the various needs of the junior employee."

This Metropolitan High School inventories every aspect of the life of its young people. Until we know about the life of the boy or the girl at home, on the job of work, in the field of life interests, about his health and recreation, surely we only appeal to a part of his educational capacity. To do all this the Metropolitan High School extends the walls of its classrooms to the homes. These sympathetic and understanding teachers go into the homes and become acquainted with home conditions, traditions, and peculiar attitudes.

This school has coordinators who visit the job locations of the workers to see what present work conditions and work needs are, as well as to see what the future may be so that teaching can be rich in providing for the fullest life these young people can live.

Leisure time is coming to be the tell-tale time for the American people. This school sponsors activities of a play nature filling in every leisure hour so that these boys and girls would rather spend evenings and spare hours at Metropolitan High School in the swimming, basketball, library, debating, needlework, dramatic, radio, aeronautic, social, press, service, or any one of fifty-five clubs, classes, and leisure time activities better than anywhere else in Los Angeles.

This school has as its motto never to lose a boy or girl. The spirit, self-reliance, enthusiasm, and character of the student body as it passes in orderly, interested, serious fashion about its business in Metropolitan High School proves the propriety of the policy of the school.

Instructors, courses of study, organization, and methods are secondary to the needs of the individual child. They are a means; the direction, encouragement, and stimulation to accomplish. The potential possibilities of the junior worker as a civic responsibility are the first consideration. To have a program of life; to have academic essentials necessary for happy living and wholesome choices; to have and preserve health; to know about occupations, and to know a vocation; to have, to enjoy, and to radiate a high standard of civic idealism—all these make up the "Big Idea" of the aims and ideals of the Metropolitan High School of Los Angeles.

A Rural School Blazes a New Trail

BESSIE M. KING

IN EDUCATIONAL circles the air is charged with new attitudes toward the training of children, toward education. Much is being talked and written and thought about character education, training for citizenship, parttime schools, the individual problem plan. It all sounds well, but many people are wanting to know how these ideas work out in actual practise.

In a remarkable school, which has attracted considerable attention in the educational world, character education has passed beyond the dream stage. This school is located in the state of Virginia, in Pittsylvania county, at Whitmell, a country post office fifteen miles from the nearest railroad. It is known as the Whitmell Farm Life School and had the honor of acting as host to the first country life conference held by the United States Bureau of Education.

Whitmell School is organized on the two unit plan of eight elementary grades and a four-year high school, and is a consolidated school, housing its 442 pupils in two buildings. There are sixteen teachers including fulltime music, agriculture, and home economics teachers.

Too much cannot be said of the work of the principal, Mrs. F. C. Beverley. It was her dream to organize the life of the Whitmell School in such manner as to build character, to instill high ideals of citizenship.

The government of this school is unique. All classes above the third grade hold elections of class officers on the same plan that is used in the primary elections of the state of Virginia. The high

school is governed by a court, a mayor, a clerk and one representative from each

Whitmell Citizenship Creed

A GOOD citizen is Trustworthy. His honor is to be trusted. If he violates his honor by telling a lie or by cheating when trusted he is not a real citizen.

A good citizen is Loyal. He is loyal to home, to school, to community, to state, and to the nation.

A good citizen is Helpful. He does one good turn daily and he is a friend to all.

A good citizen is Courteous. He is courteous to all, especially to women, children, old people, and the weak and helpless.

A good citizen is Respectful. He respects and obeys his parents, teachers, leaders, and all other duly constituted authorities.

A good citizen is Cheerful. The harder the tasks, the gladder the hearts.

A good citizen is Healthy. He is healthy in mind, body, and in speech.

A good citizen is Prompt. He is prompt in the performance of all duties.

A good citizen yearns after knowledge. Knowledge leads to efficiency.

A good citizen is Progressive. He welcomes new responsibilities and grows in earnest service.

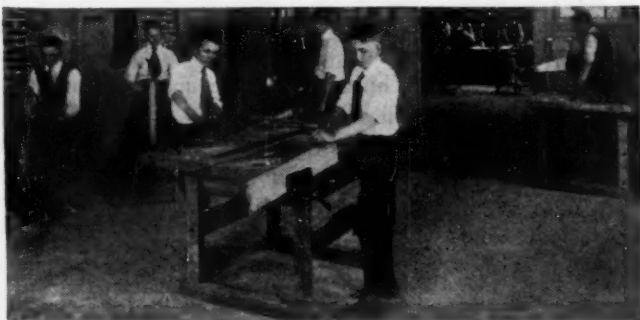
A good citizen is Christlike. He takes as his example the Perfect Citizen, Christ Jesus, and walks in His steps.

grade. This plan of student elections and student government is known as the citizenship plan.

With Mrs. Beverley as the "power behind the throne," the students have formulated a document known as the Whitmell Citizenship Creed. Guided by the power of suggestion, the pupils decided that, if out in the world a man is not a good citizen who interferes with the privileges of his fellowmen, then a student in school is not a good citizen if he interferes with the rights and privileges of fellow students. And so it was that out of a growing consciousness of the meaning of citizenship, and a recognition of the rights of others, the students formulated their citizenship creed—not all at once. They began with seven laws and others have been added as occasion required. Any point considered worthy of being included in the creed, if approved by a majority vote, becomes a law.

Another interesting feature about this school, which has attracted much attention, is the opportunity for character development. One very striking example of this is in the manner in which pupils judge their own loyalty to the citizenship creed.

Every Thursday morning all classes, from the first grade to the twelfth grade, hold class meetings for twenty-five minutes. In the first and second grades the teachers take charge but all other grades are in charge of class officers. The purpose of these meetings is for each pupil to review his conduct of the past week and decide for himself whether he has broken any principle of the citizenship creed. If he has, he is expected to admit it in the presence of his class,



THESE TWO pictures show activities of Whitmell school. On the left is a photo of the shop period where the boys are receiving efficient training in good workmanship. On the right is the home economics club enjoying a tea at the open air theater.

and of his own accord express regret for bringing discredit upon his group.

In the grades, the pupils who have offended are sent from the classrooms while the other students, under the direction of the teachers in charge, decide upon suitable punishment of the offenders. In the high school, every Friday morning, the court meets for twenty-five minutes and all confessed offenders appear and state their offenses. The clerk records each offense and all circumstances bearing upon it. The offenders are excused while the court decides upon the form of punishment for each one. Later in the morning, the clerk notifies each offender of the kind and duration of his punishment.

It is very gratifying to officers, teachers, and patrons of the school that the ideals of good school citizenship are so cherished by the students that very few cases ever go to court. It is also a source of satisfaction to all who are interested in the school that when pupils have not been true to the creed they have sufficient courage and sense of honor to admit it.

Another incentive that pupils have for upholding the standards of citizenship set by the school is that a reward is given to the class maintaining the highest score for the year. The children in conference with teachers score themselves individually each day. At the end of the week the average is transferred to a large "Citizenship Chart" on the wall. At the weekly general assembly each grade reports its citizenship record and in this way a wholesome spirit of class rivalry is set up. Citizenship extends to all activities and to all classroom exercises. The score card varies slightly in the different grades according to the age of the pupils.

Below is a copy of the high-school score card:

	Value
1. Keeps desk, table, cloakroom in order	7
2. Does not take property of others without consent and endeavors to restore lost property to owners	9
3. Is quiet and orderly when teacher is out of room	8
4. Does not copy another person's work, nor allow his own to be copied	9
5. Treats members of visiting teams with hospitality	7
6. Participates with keen interest in group activities and school enterprises	9
7. Confesses wrongdoing and mistakes and makes such reparations as are within his power	9
8. Takes pride in appearance of school property and protection of same	8

9. Is pleasant in greeting people..... 7
10. Comes to school on time and responds instantly to signals..... 9
11. Considers candidates from standpoint of qualities essential for the position 9
12. Studies civic problems and needs of the community 9

Another interesting and worthwhile service given to the community by Whitmell School is a new department which operates during the months of January, February, and March for pupils who for one cause or another have dropped out of school. Many of the boys can only attend school during the winter months when there is not so much farm work on hand. The pupils in this short course or opportunity group range in age from sixteen to twenty-one and some have only finished the third grade work.

This short or opportunity course was introduced into the system in January, 1926, and ran for three months. It proved so successful under the direction of Erna Glascock that the past year the enrolment increased to the extent that it became necessary for the home economics and agriculture teachers to assist in the work of this department.

The individual problem plan of instruction is followed with these pupils. Each child begins where he is capable of beginning and proceeds with his work as fast as his ability permits—completing as many units of work as possible at his own rate of speed, being encouraged, of course, to work as fast as he can.

The only subjects required of these pupils in the short course are English and mathematics, but they are permitted to take any subjects which they may be capable of grasping. The aim of the instructors is to lead these students to select such subjects as seem to meet their needs best, especially agriculture, home economics, and shopwork.

This course does not lead to graduation, but there is always the chance that in this group there may be a few students who will become sufficiently interested to insure their return to school the next fall, entering as regular students.

Among other benefits which these short course students derive from the school is their opportunity for training in citizenship and character building. They have their own class organization, with representatives to the student council and the privilege of voting for

any school officers elected during the three months they are in school.

Again, the Whitmell School is different in that it has a pupil accounting system in which a record is kept of each student's success or failure for the six years following graduation, regardless of whether he goes to a higher institution of learning. The school wishes its graduates to feel they are a part of the school, with only a change in relationship—that they are merely grown-up children gone forth into the world, and that they are being followed with interest by the old school-home.

Another unusual feature about this very progressive country school is that its Alumni Association has established a loan fund to assist its members in obtaining a higher education. Records show that eighty-eight percent of Whitmell's graduates have made good at higher institutions of learning.

Still another method of instilling high ideals at Whitmell is the plan of taking a certain idea—for instance, emphasizing the idea of honesty for an entire week in all classes.

World citizenship is promoted by encouraging international friendship, brought about by having each class correspond with a school in some foreign country.

It should be borne in mind that Whitmell School is a country school fifteen miles from a railroad and yet it is a modern school. It is more, it is a model school.

For the encouragement of other rural schools, let it be said that it was not all clear sailing in the development of Whitmell School. There were difficulties to overcome. For example, the home economics department opened with no more equipment than a little oil stove and few cooking utensils, and the water had to be carried from the village store. But the department proved its worth, so it grew. Later an agriculture department was opened and now Whitmell, in its new buildings, is a Smith-Hughes School.

Whitmell School realizes that a perfectly rounded education must concern itself with the spiritual side of life as well as with the intellectual and physical aspects. In recognition of which fact it is closely associated with Whitmell Memorial Church. Perhaps the last thought in the school's Creed sums up the ideal for which Whitmell stands—"A good citizen is Christlike. He takes as his example the Perfect Citizen, Christ Jesus, and walks in His steps."

Building Our Profession

This is a statement prepared by a committee of principals for the Yearbook of the Principals and Supervisors Association of Dayton, Ohio. The committee includes: Nell H. Brown, chairman, Lou Gray, O. E. Wright, G. Jeannette Wallace, and Clara Danner.

IN ALL LINES of human endeavor the present age is characterized by co-operation. In industry and commerce people have organized and worked together for the sake of economy and the highest results. No longer does the tradesman work alone. If he is successful he must join with his fellows not only in carrying on his work but in improving the trade. One of the tests of efficiency is the ability to associate profitably and pleasantly with others, and to "team well" without losing identity. Indeed, individuality and cooperative group work are not only compatible, but quite necessary to each other.

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

The National Education Association has for three quarters of a century been one of the chief centers of educational leadership in the world. Indeed, so far as the public schools are concerned, the national association has occupied first place. From it has flowed the tide of educational inspiration. Out of it has come the sentiment for increased professional standards, for training of teachers, and for improvement of teachers in service. The results of the investigations and reports of its committees and those of the National Council of Education have laid the foundation for the best practices in the matter of appointment, salaries, promotion, and tenure of teachers; for modernized courses of study and for developing workable relationships between home, community, and school.

The National Education Association has become the court of final appeal in the matter of investigations, studies, and reports on school problems. It has been and will continue to be the central clearinghouse for educational ideas and ideals.

Under our form of government, education is a matter of state concern. The national association can act in an advisory capacity to the states. On the other hand, legal and authoritative action lies within the states themselves.

While the fundamental principles underlying educational philosophy are the same throughout the states, their application and detail differ from state to state. School organization, courses of study,

What We Owe To Our Profession

LOYALTY and harmonious cooperation are essential to any professional success. Our world is too big and too important to risk any lack of unity in our own ranks.

Teachers should hold active membership in local, state, and national associations. It tends to stimulate pride in our profession, our school and our job—we owe it to the cause of education—much is done in our behalf through this sort of organized effort.

Teaching is not static in its nature—it means constant progress and advancement. One who quits going to school, reading professional literature, or engaging definitely in improving himself professionally should quit teaching school.—*Fort Lupton, Colorado, Schools.*

certification requirements, financial support, compulsory attendance laws—these and other matters are in the hands of the authorities in the individual states.

In like manner the various state associations represent directly, even though nongovernmentally, the educational activities of the several states. These state associations should be the direct feeders of the national association. The foundation, the growth, and the perpetuity of the national association are conditioned directly upon the strength and enthusiasm and productive activities of the state organizations.

Historically, the state associations in their earlier forms were the progenitors of the national association. Strong state groups with outstanding leaders existed here and there, especially in the older states. From these groups spread the impulse to create a national organization of teachers.

Fifteen years ago the membership in our state organizations was meager and fluctuating. In 1923 there were scarcely more than 300,000 members in all the

state associations combined. Today there are more than 560,000 state association members.

The growth in membership of the National Education Association from forty-three in 1857 to 180,000 in 1928 is in a large measure due to the growth of the state associations and participation of the latter in the national association affairs. The logical relationship of the state association to the national organization is readily seen.

Local consciousness here, as elsewhere in the several states, preceded the larger state vision, which in its turn has given rise to the state associations. The local associations should be the direct feeders of the state association, for the foundation, the growth, and the perpetuity of the state association are conditioned directly upon the strength and enthusiasm and productive activities of the local organizations.

The estimated number of teachers in Ohio Jan. 1928 was 45,000. Ohio's relative rank Jan. 1928 in the National Education Association was 13—with a membership of 16,785, which was 37.30 percent of teachers members.

Ohio's relative rank Jan. 1928 in State Associations was 17—with a membership of 37,117, which was 82.48 percent of teachers members.

Our professional organizations are the policy determining agencies in American education. They are the clearinghouses for ideas. They are the keepers and carriers of our common ideals. They are discoverers of talent. They are the makers of tomorrow's schools. They are the friends of children and the advocates of better living for all. Our organizations of teachers stand for the highest and best things in life. Whoever helps to build them is helping to keep uppermost in our civilization the values that satisfy and abide.

These organizations have also aided the teachers materially through their publications. The N. E. A. JOURNAL and the Research Bulletins carry the best thought of the profession and the results of the most recent investigations direct to teachers. The inspiration from this source is marked and continuous, for a careful reading of the

N. E. A. JOURNAL each month will have in itself a broadening influence upon any teacher's educational and professional outlook.

Thus far the organizations as a whole have been considered. The remainder of this paper will emphasize the two organizations in which this association is particularly interested and to which we owe professional loyalty—the state and national departments of elementary school principals.

There can be no doubt that the work of the Department of Elementary School Principals of the National Education Association is on a high plane. Its membership represents, unquestionably, the most stirring and efficient among the heads of elementary schools.

1. It is creating a consciousness in the group of its own importance and possibilities.

2. Finding out who is capable of leadership.

3. Forming standards of achievement for the principal.

4. Laying the foundations for a better appreciation of the elementary principal's job.

The main reason for the unusual success of the Department of Elementary School Principals is the wise and inspiring publication, the Yearbook, and the bulletins. These have been made possible through the cooperation and mutual assistance of the members.

But the success and health of our national body will depend upon the circulation of valuable ideas through and from states, as well as the efficiency of organization. All that is done to build up efficient and through-going state groups will bolster up and make more effective our national association of principals.

Our state organization is following in the footsteps of our national department.

We need both state and national associations to improve the elementary principal to the point where he can come to his natural heritage—the rebuilder of the schools of America.

How can the Dayton Principals and Supervisors Association help the state and national associations and their departments?

These departments must be just what its affiliates make it. The larger the number and greater the strength of the affiliated organizations the stronger the state and national organizations and the greater their prestige. A few can do wonderful things by working to-

gether. What might be accomplished if the entire teaching body of this great country was united, working for one common end? The individual job attains a new dignity when one joins thousands of his fellow workers and realizes the vastness of result from the concerted effort of single individuals.

These organizations, if they are to be helpful, must have material to work on. We have various problems confronting us this year, and each one of us should bend our best efforts toward solving them. If a successful solution is found it should be passed on to the state and national clearinghouse. It may be just the helpful suggestion needed by some other group less fortunate in finding a way to clear its difficulty. If an affiliate has a difficulty it cannot smooth out—make it known at the clearinghouse; someone may have found and sent in the right answer to that question. And if we are gifted with clever ideas let us be generous with them, too. Much may be accomplished by sharing our constructive ideas as well as our difficulties.

Remember that the greatest battles on behalf of education for democracy are yet to be fought. We have only scratched the surface. The teaching profession must labor constantly to render greater service and to raise the level of teaching throughout the United States to a higher plane. Continuous professional and scientific study is necessary in order that education may meet the needs of our complex and changing civilization. We must be ready for "the school of tomorrow."

Another way in which we may help is by giving prompt and thoughtful response to requests for information and questionnaires sent out by people making surveys from headquarters. These questions and questionnaires are important and cooperation is the least we can give to the people making investigations.

Financial support must not be forgotten. No organization can exist without money.

There are farsighted, public spirited teachers who will give time, thought, money, and take the risk necessary to keep our associations functioning. But what are we if we accept the salary increases, enjoy the protection and prestige, and yet give neither time nor money to the common effort? Why should any one of us save our fifteen dollars each year while our neighbors, no more able than we, bear all the burden and cost?

In conclusion—The most inspiring,

most stimulating influence is to be found in association and cooperation in the great work of the profession, for we grow by taking an active, thinking part in the solution of our own problems.

No others know our needs, the difficulties of our tasks, the visions and hopes for our future, as we who are at the helm. As individuals we may implore, but our voices will not be heard. As an organization we may command public recognition and respect, and public approbation of our demands.

We today are enjoying the fruits of labor, of sacrifice, of expenditure of time, money, and nervous energy of the pioneers of the profession, who by their unflinching courage and untiring zeal have lifted the profession to the high plane it now occupies.

Their example challenges every teacher to assume his responsibilities and to make his utmost contribution, humble though it may be, to the profession which renders him a livelihood, through which he serves, and from which he benefits in innumerable ways—tenure, increased salaries, pensions, better working conditions, improved curriculum.

We cannot accept benefits derived from the labor of others without rendering whatever return is within our power. Otherwise, we lose our professional self-respect and, by so much, lower the standing of our calling in the community, for the confidence of the public is stimulated by the professional spirit of the teaching body. The very least a professional-minded teacher can do is to support by his membership, and, as far as possible, his attendance and participation, the various organizations of his profession, local, state, and national.

By taking a membership we become a shareholder in the greatest enterprise of the nation. Beyond membership the more one gives in thought and effort the greater is the return in broadened vision, in inspiration and increased devotion to the great work to which we are called. The increasing complexity of life creates a greater variety of needs and interests. Great achievements have been accomplished in the past, but greater demands await our concerted and vigorous action. No teacher nor principal can meet the new demands who is not conversant with the work done by the various educational organizations, who does not keep abreast with the trend of the times by reading the bulletins, the yearbooks, and other literature of these organizations, which can be secured only through membership.

Meeting Parents

GARRY CLEVELAND MYERS

Head, Division Parent Education, Cleveland College, Western Reserve University

THE PARENTS' greatest interest in the school is centered in their children. The average parent comes to see the teacher only when invited or when seeking to utter some complaint. Although a few parents come to school to learn about what their children are doing there and to assure the school of their interest and cooperation, such visits are so rare that children, particularly older ones, often beg their parents not to visit the schoolroom or even enter the school office, lest their comrades think that they have parents who are meddling or who follow on their heels.

Many parents, even of young children, complain that teachers do not want parents to bother them. Such teachers have gained the impression somewhere that they are employed only to teach children and not to confer with the parents. The teacher who resents the visit by the parent merely has failed to get a proper point of view. He has a narrow notion about what a teacher's opportunities and duties are. He assumes that the child he teaches is the child he hears and sees, and nothing more. He fails to recognize that each pupil is tied by heartstrings to his home and to the loved ones there; that his basic interests are centered in the family of which he is a part; that the native urges upon which the teacher can hope to build his interests in school activities are primarily emotional and have their wellsprings in the home.

The teacher who has an insight into the feelings and emotions of the children in his class, who knows that these factors more than any others will determine how pupils behave in school will lose no opportunity to get in closer contact with their homes.

Of course, some parents will come to the teacher in anger; they may manifest a lack of selfcontrol; they may be discourteous even to the point of insults and abuse. At such times the teacher has the opportunity to demonstrate superiority by poise and calm. If his pupils are witnesses to the visit, the teacher's selfcontrol will prove a powerful influence upon them.

Every time you demonstrate your superiority by poise and selfcontrol in dealing with a complaining parent you are

paving the way to bring more parents to the school. Everyone who comes helps you and your pupils in some way.

The Teacher's Code

D. H. COOK, Philadelphia, Pa.

I AM MOTHER of my children, and I try to train their minds and morals and to love them as my own.

I am FATHER of my boys and girls, and I watch, guard, and help them over the hard places.

I am PREACHER without creed, and I lead my children "beside the still waters."

I am TEACHER of youth, that they may feel and know what has been and is to be.

I am SERVANT of the State, and I shall fulfill my obligation to pupils, parents, and community, without fear or favor, except before God and Country.

I pray for guidance that I may lead; for strength that I may sustain; for wisdom that I may teach.

I give thanks for the opportunity that is mine to serve my children whom the homes of my country entrust to my keeping.

God grant me Grace and Gratitude,
And give me Faith and attitude
To Love and Lead, to Preach and Teach,
To Serve in all, while serving each.

Through them you become acquainted with your children as you can in no other way. The better you know the child's parents and his home the more resources you have through which to motivate him to greater effort in his work at school.

If, as you see Tony, you associate him with one or several of his loved ones and many home experiences peculiar to him, he makes more of an appeal to you and you to him. Tony responds; he likes you better and consequently likes better what you teach. Through such associations you are led to put more human touches in your teaching.

When you meet parents at the market, in the postoffice, at the church, or theater, make them feel free to inquire of you about their children in your schoolroom. Go to the meetings of the parent-teacher association. To do so will be to improve in your profession, to be a better teacher.

When the parents seek counsel of you about the children too young to go to school, give it as freely as you are able. Be generous, but be cautious; don't overstep your bounds. If you feel unfamiliar with that field read a few books like Grove's *Wholesome Childhood*, or Fenton's *Practical Psychology of Babyhood*. Read *The Child Welfare Magazine*—the official organ of the National Congress of Parents and Teachers—and then follow the suggested readings on the subject.

Invite the parents on various occasions to observe their children in the classroom. After school sit down with them and talk over some of the problems of common interest. If you make them feel welcome and comfortable they will exchange experiences and tell about their failures and successes in dealing with special problems with their children. You will learn more from them, perhaps, than they will learn from you and you will grow to teach their children better.

Through the parent-teacher association parents are going to learn more and more about the school and about the teacher's tasks. Some facts they will learn incidentally and some from teachers, principals, and supervisors who talk over with them what is going on in the classroom and why. Furthermore, experts in parent education are pointing out to parents some practical means through which they can help their children get more out of school, how the citizens of the community can get better returns from their school taxes by cooperating with the school authorities.

But most of the improvement in parent-teacher relationship is going to come to pass through the efforts of the teacher. He has more training in psychology; he looks at his problem more impersonally than the parent does; and he has more perspective. He therefore, should take the initiative.

No teacher training course of the future will be complete which does not make the prospective teacher realize the importance of the home in relation to the child's success at school and which does not show the teacher how to meet the parent tactfully and with profit to the child, the school, and the home.

The John Newbery Prize Book

A BEAUTIFUL book!" "A thrilling story!" are the usual comments of children and adults who have read *Gay-Neck*, by Dhan Gopal Mukerji, awarded the John Newbery medal for the most distinguished children's book of the past year.

This prize book is the story of a beautiful pigeon owned by an Indian boy in Calcutta. *Gay-Neck's* name in the Hindu language is Chitra-griva; Chitra meaning painted in gay colors, and Griva, neck. *Gay-Neck's* young master says of him:

Of course, *Gay-Neck* did not come out of his egg with an iridescent throat; he had to grow the feathers week by week; and until he was three months old, there was very little hope that he would acquire the brilliant collar, but at last when he did achieve it he was the most beautiful pigeon in my town in India, and the boys of my town owned forty thousand pigeons.

When he was older he was even more handsome, "like the very heart of a deep and large aquamarine—beautiful beyond description."

There are many high points of thrilling adventure in *Gay-Neck's* life which will hold the eager interest of boys and girls—his escape from a hawk whose eyes blazed with yellow fire and whose claws quivered like the tongue of a viper; the terrific storm of the monsoon season when *Gay-Neck's* father was lost; his wanderings alone in the Himalayas; his training for the World War; and his adventures over the battlefields of France where he carries important messages from the front to old Ghond, the hunter, are told in a vivid way which characterizes Mr. Mukerji's writing.

The quieter scenes of *Gay-Neck's* life

are no less vividly shown. His leadership at home is one of the wonderful pictures in this book:

Flock upon flock, color upon color, their fluttering wings bear them above the city.



DHAN GOPAL MUKERJI was born in Calcutta, India, in 1890. After graduation from Calcutta University at 18 years of age, he came to America and graduated at Leland Stanford in 1914. He has lectured extensively in America and England.

Soon all the flocks—each flying in the shape of a fan—circle in the sky like so many clouds caught in large whirlpools of air. At last the whole flock reaches such a height that not even the blast of a trumpet from any pigeon-fancier can reach it. Now they stop circling in the air and begin to move horizontally. Now suddenly rose the cry from many house-tops: "*Gay-Neck, Gay-Neck, Gay-Neck!*" Yes, many of the pigeon

fanciers were shouting that name. Now I could see without the slightest shadow of error my own bird at the head of that vast flock—a leader amongst leaders—directing their manoeuvres. Oh! what a glorious moment. He led them from horizon to horizon, each time rising a few feet higher till by eight in the morning not a pigeon could be seen in any corner of sky. Now we furled our flags and went downstairs to study our lessons. At midday, when again we went above, each man could see the entire wall of pigeons descending. Lo! *Gay-Neck* was still leading. Again rose the shout "*Gay-Neck, Gay-Neck!*" Yes, he had won the palm, for he had remained in leadership more than four hours, and was coming down as he had gone up—a master!

Mr. Mukerji was wellknown as an author before *Gay-Neck* was published. Some of his books for adults are *The face of silence*, *Caste and outcast*, and *My brother's face*. His other books for children are *Kari the elephant*, *Hari the jungle boy*, and *Jungles, beasts, and men*. All his books show a great love of his native India and a desire to interpret her to strangers.

The first Newbery medal was awarded to Hendrick Van Loon for his *Story of mankind*. The other awards are: *The voyages of Dr. Dolittle* by Hugh Lofting, *The dark frigate* by Charles Boardman Hawes, *Tales from silver lands* by Charles J. Finger, *Shen of the sea* by Arthur B. Chrisman, and *Smoky* by Will James.

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



The Background of Mental Health

DANIEL WOLFORD LA RUE

Professor of Psychology, State Teachers College, East Stroudsburg, Pennsylvania

A LUNG infection no larger in area than one's thumb nail may throw a healthy mind into delirium. A thought, though it cannot break a bone, can "break" a heart, and it can break one's digestion. An emotion gone wild may be worse than a loose cannon on shipboard, producing an evil of any dimension, even to death itself.

When Body and Mind were united, Body promised to love, cherish, and sustain. Mind agreed to love, honor, and—obey? Not wholly. She is too modern. It is a twin-star system, each revolving about and "obeying" the other.

Our ancient ancestors, because of their experience with shadows, dreams, and visions, apparently thought that spirit and body were independent, and could separate or unite at will. But there is no such companionate arrangement. The union is "not for just a day," but "for always," till death do them part. Phrases such as "bio-mental" and "corpomental" remind us of one of life's most important lessons, that body and mind form a single system, each part of which may influence every other part. Israel's greatest discovery, that "the Lord is one," is a projection from the microcosm of the individual into the macrocosm of the universe.

If body and mind are one for the purposes of health, there arises the old question, which one? As ever, the feminine element prevails. Say to yourself with all conviction, "I am a mind. I have a body." But always add, "I must honor and care for that body so long as I am united with it."

The body appears to be, in a very real sense, an outgrowth of the mind, that is, formed by it, so much so that one of our leading psychologists would classify all creatures by their minds rather than by bodily structure. Have you not observed certain pupils who can scarcely be taught health habits because they lack the mental qualities necessary to support such habits?

What kind of body does the mind want for health's sake? Neither the extremely athletic nor the extremely ascetic. The ancient Spartan and the mediaeval body baiter were both tragedies of history. Athenian heavy ath-

letics should be thought of as more or less compulsory military training which was reduced or abandoned as soon as conditions permitted.

We still have both these ideals with us. Many individuals, and even many schools of "health education," do not seem to have learned yet that it is not primarily a muscular system, but a nervous system that we aim to build. Heavy athletics, such as football, should be encouraged for those only who are to be draymen, policemen, longshoremen, and the like.

We moderns have also been reducing, wearing less and less clothing about our bodies and lighter and lighter bodies about our souls. There is now definite medical evidence that we have been reducing our minds and lives thereby.

A fat body does not betray a lean mind, nor does a frail figure argue a staunch intellect. If anyone is so foolish as to issue a fashion plate for the body, have the courage to let your individuality express itself through your physique. Let nature say what you should weigh.

If you want a high candle-power mind from your bodily dynamo, don't appoint Dr. Fad as the engineer. One bad fad may crack your heart. The automobile faddist tells you "It's all in the battery," or "all in the carburetor," or in whatever else he has to sell. But we learn in time that a good car, like a good body, must be sound in every essential part.

What are the essential parts of the body? Let us think systematically, that is, by systems. First, the digestive system, beginning with those pearly gates of the lover's heaven, the teeth. One of the most hideous sights I have ever seen was that of a classical student quoting Shakespeare through teeth half consumed and black with decay. Critical inspection along the entire course of the digestive tract is needed, embracing its many auxiliary organs. And this is only an introduction to several other physiological systems, circulatory, respiratory, excretory, reproductive, skeletal, endocrine, muscular, and nervous. "A hopeless task."

That is the very object in this par-

tial recitation of it, to bring conviction that it is hopeless for any but the expert to attempt. "We would not be guilty of the offense committed by that classical student," we aver, "a crime so much worse than halitosis!" Yet we may have even more offensive foci of decay or infection concealed in our bodies, where the goblins are getting us because we are not watching in. If we lived in glass bodies, we not only would not throw stones, but we would also treat our internals to some of the care we give to our clothes and complexions.

The lesson is obvious. We believe in medical inspection, a complete health examination, for those whom we teach; and the doctor comes every so often even when they are well. Do we believe in medical inspection for ourselves, and go to the doctor while we are yet well? Perhaps we shall have to establish a day of "free inspection" for teachers as some states have for automobiles, and instruct the policeman to stop every one who does not bear the label, "Inspected."

Health is like education, something which everyone must earn and learn by his own efforts. The good physician, like the good teacher, cannot graft his gift by force into the soul of him he serves. Shall we class ourselves with those undesirable pupils who are merely "exposed" to a subject, but carefully avoid taking it? We can all join the Life Extension Institute, even without going to New York City. And then let us correct our impairments, as we wish Johnny's father would have the boy's eyes treated.

Two of the books that will help us most are Walter Camp's *Daily Dozen* and Fisher and Fisk's *How to Live*.

Make your body your hobby—only don't keep thinking about it, and don't ride it too hard. Forget the advertisements you have read about "untapped reservoirs of energy," and so avoid dropping dead before your class. Find out, by observation and counsel, what your personal, individual *do-power* is, and hold well within your limit.

Finally, keep your body-and-brain dynamo turning on the ball bearings of love and oiled by the lubricant of humor.

Fine Music for All Schools

THOSE WHO have been eagerly awaiting a practical application of radio in the public schools will welcome the news that Walter Damrosch, world famous orchestra conductor, is to broadcast nationally a series of symphony concerts through WJZ and associated stations.

These concerts will be on the air each Friday at 11 and 11:30 A. M. from October 26 to May 10, and will be relayed through the following stations:

WJZ New York	WOAI San Antonio
WBZA Boston	WHAS Louisville
WBZ Springfield	WSM Nashville
WBAL Baltimore	WMC Memphis
WHAM Rochester	WJR Detroit
WLW Cincinnati	WSB Atlanta
KWK St. Louis	WBT Charlotte
WTMJ Milwaukee	KOA Denver
WOW Omaha	WOC Davenport
KDKA Pittsburgh	WHO Des Moines
WCCO Minneapolis	WDAF Kansas City
KVOO Tulsa	WRC Washington—
WFAA Dallas	11:30—12:00 only
KPRC Houston	KYW Chicago

Thus hundreds of thousands of children will be privileged to hear what only the children of New York City had been enjoying for years in Dr. Damrosch's children's concerts.

Curriculum adjustment necessary—The problem of curriculum adjustment has been one of the chief difficulties met in broadcasting to schools. Principals and teachers have too often felt that the entire school body should "listen in" at a fixed hour when something of importance was being broadcast.

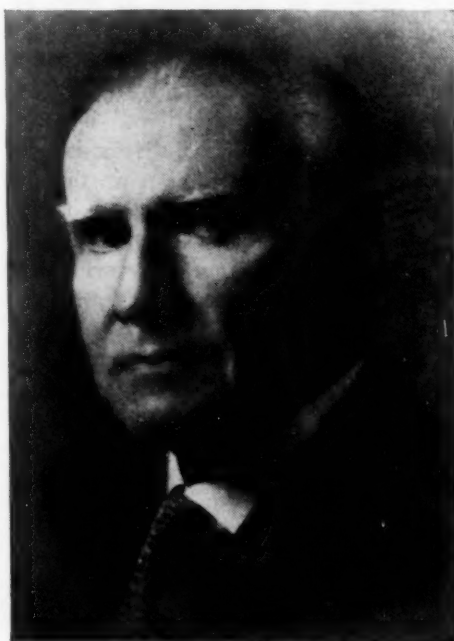
In order to overcome the obstacles of fixed program schedules and to conform to accepted classroom procedure with the least possible disruption of necessary organization in schools, Dr. Damrosch has called to his assistance some of the country's wellknown educators.

The standing committee on music appreciation of the Music Supervisors' National Conference suggested types of concerts desired and the time allotment now in effect.

A small council which will meet annually in New York City consists of nationally known leaders in different fields of education, city superintendents, principals, music directors, and state supervisors of music.

A glance at the following arrangement of dates will show that an average of fifteen minutes weekly is all that

is required of any individual student. Hours are given in Eastern Standard time. Teachers will wish to write these hours on the school calendar and into their planbooks. By planning well in



WALTER DAMROSCH, whose children's concerts in New York City have been for many years the envy of music teachers everywhere. Through radio Mr. Damrosch now belongs to the nation and the world. The feature here announced should mark the beginning of a new epoch of popular appreciation of fine music.

advance the full benefit of this new opportunity can be made available to classes in music appreciation.

Friday Morning Concerts

Grades 3 and 4 at 11 A. M.	
Grades 7, 8, and 9 at 11:30 A. M.	
October 26, 1928	February 15, 1929
November 9, 1928	March 1, 1929
November 23, 1928	March 15, 1929
December 14, 1928	April 5, 1929
January 4, 1929	April 19, 1929
January 18, 1929	May 3, 1929
February 1, 1929	
Grades 5 and 6 at 11 A. M.	
Grades 10 and above, 11:30 A. M.	
November 2, 1928	February 22, 1929
November 16, 1928	March 8, 1929
December 7, 1928	March 22, 1929
December 21, 1928	April 12, 1929
January 11, 1929	April 26, 1929
January 25, 1929	May 10, 1929
February 8, 1929	

This seems a ridiculously small amount of time to be devoted to such

a purpose, especially as all great achievement in performance must be preceded by the hearing of music literature artistically performed.

The past of school radio—Until the last two or three years, school authorities have hesitated to use radio in the classroom because of the dearth of educational programs on the air, and because receiving sets were not at first capable of the best type of daylight reception. Now, dozens of stations from California to Maine, and from Florida to Michigan, have been broadcasting to schools. Cleveland, Ohio, has for three years had a course of study in music appreciation graded to suit children of different ages. In Cleveland, radio lessons have been a part of the regular course in music, and, in the upper grades, furnished material for projects in history, geography, English, art, and penmanship. For example, the sixth grades, studying French music for one semester, heard French songs, as well as orchestral compositions over the air, sang folk tunes themselves, danced the dances of different periods and wrote the biographies of the various composers whose music they heard.

National broadcasting—Although the local use of radio in enriching the regular music course is important, national broadcasting is bringing to the schools of the country current events of international importance that are history in the making. President Coolidge's speech from Cuba, his Gettysburg address, the landing of the Bremen fliers, the Republican and Democratic conventions are a few of the interesting events received in schools having sets during the past school year.

The outlook—In spite of the achievement of the past, in spite of the greatness of Dr. Damrosch's project during the coming year, we are only on the threshold of even greater developments in education through radio. If administrators see that schools are equipped with adequate receiving sets so that students under ordinary classroom conditions may listen in at certain definitely arranged periods, if teachers apply the same psychology they use in other classes, and if pupils participate themselves, making practical application of what they hear over the radio, the value of this new invention cannot be estimated.

The New Education Bill at Minneapolis

THE REPORT of the Association's Legislative Commission was presented at Minneapolis by Superintendent William M. Davidson of Pittsburgh, chairman of the Commission. The Legislative Commission's major efforts in the past year, Dr. Davidson said, have been devoted to the campaign to establish a United States Department of Education with a Secretary in the President's Cabinet. In presenting his report the chairman stated that the new Education Bill was reintroduced in the House of Representatives on December 5, 1927, as H. R. 7, by Representative Daniel Alden Reed of New York, chairman of the House Committee on Education, and in the Senate as S. 1584 on December 13 by Senator Charles Curtis, majority floor leader of the Senate and now Republican candidate for Vicepresident of the United States.

The bill as reintroduced in the seventieth Congress, according to Dr. Davidson, contains one important change. Section 10 has been added to provide for a National Council of Education to be composed of the chief school officials of each state and territory. This provision, he said, was added at the urgent insistence of a large number of leaders of the movement for a Department of Education in the hope of facilitating the work of the Department as a clearing-house for educational problems within the states.

The chairman of the Legislative Commission paid tribute to the impetus given the Department of Education by President Coolidge in his address to Congress last December. Dr. Davidson said:

Not since the Education Bill has been before Congress, has such an endorsement of the principles of the measure been made by a President of the United States. Nor have we, in any previous year, been so fortunate in having statements on the bill made by prominent members of Congress. On December 20 the Congressional Record carried the remarks on a Department of Education by Representative Reed, co-author of the bill. Reprints totaling 100,000 have been circulated, and excerpts have been widely printed. The late Senator Woodbridge N. Ferris of Michigan, another friend of our cause, prepared a speech on the Education Bill early in the seventieth Congress, but was prevented from delivering it by his sickness and death. This undelivered address was filed in the Congressional Record of May 6 in connection with memorial services for the Senator, and distribution has been begun of 40,000 reprints. Senator Morris Sheppard of Texas,

an avowed friend of the Education Bill, has fortunately been appointed to succeed Mr. Ferris on the Senate Committee on Education and Labor.

The Commission's report referred to a careful study which it has made of the legislative situation in Washington

A COMPLETE stenographic report of the latest hearing on the New Education Bill, to establish a Department of Education with a Secretary in the President's Cabinet, has been published by the Government Printing Office. This hearing was held in Washington before the House Committee on Education, April 25 to 28, inclusive, and was summarized on page 185 in THE JOURNAL last June.

A comparatively small number of copies of the report were printed. In order that workers for the bill may be supplied with a record of the hearing Chairman Davidson of the Legislative Commission urges members of the Association to write their Senators and Congressmen, asking that the report be reprinted after Congress meets in December.

The report is a volume of 550 pages and is entitled "Proposed Department of Education. Hearing before the Committee on Education, House of Representatives, Seventieth Congress, First Session, on H. R. 7, a bill to create a department of education and for other purposes."

throughout the past year and which indicated the need for more careful organization within the teaching profession before definite action can be obtained in Congress. The report states:

In order to prepare for favorable action at that time renewed efforts will be necessary during the coming year by educators who are attempting to interest their Congressmen in this bill. It is therefore most important that members of Congress be interviewed on this subject while they are at home on vacations. Every teacher should arrange for a conference with his Congressman about this bill, and in addition get at least one business man of the community to speak to his Congressman in support of a Department of Education.

It is significant that both the major political parties in this country have at different times given their endorsement to the principles involved in the Education Bill. The Republican party specifically endorsed a Department of Education and Relief at its Cleveland convention in 1924. The Democratic party in the same year, at its New York convention, and again this year at the Houston convention, has likewise committed itself to the general principle for which this

Association has stood since 1918 in its battle for a Cabinet post for education. It is likewise significant that the Republican party, at its recent convention in Kansas City, nominated as its candidate for vicepresident one of the sponsors of a Department of Education, Hon. Charles Curtis of Topeka, Kansas, co-author with Congressman Reed of the new Curtis-Reed bill, now before the Education Committees of both houses of Congress.

Dr. Davidson closed his statement before the Representative Assembly by voicing again, as he did in Seattle a year ago, the plea for an active program of wholehearted cooperation by all members of the teaching profession. He said:

The chairman of your Legislative Commission realizes now more than ever that the prime necessity at this stage of our campaign is to carry this bill back into the 435 congressional districts. No organization in America is comparable to the organized teaching profession for this task. First the educators must be informed and then fired with a zeal for the work of winning the support of the lay public. The teaching profession must furnish the dynamic power for the work of interesting business men and other community leaders in the problems of modern schools. Once they see the need for a Department of Education, these business men will not have great difficulty in convincing Congressmen that the Education Bill should be enacted.

With 31 great national organizations supporting the movement for a Department of Education, with 44 state chairmen of activities in behalf of a Department of Education, and with a district chairman now in each congressional district of 35 states it ought not be said that the members of Congress have not been informed of the need for enactment of the Education Bill and the deep interest of their constituents in its behalf.

After all the campaign for this measure is largely a campaign of education. Not until the voters in the states, and especially the teachers themselves, know what the Education Bill provides and are enthusiastic in its support—not until then will Congress pass this legislation. Those people who think that this measure will be enacted into law by some clever strategy at Washington, rather than by a serious nationwide effort, are not familiar with the situation which exists in the Congress of the United States today.

During the past year the movement for a Department of Education has made considerable headway, but the chairman of your Legislative Commission urges renewed and more purposeful efforts in this cause until the enactment of the bill shall have been assured.

The report of the Legislative Commission was adopted by the Representative Assembly at Minneapolis with opposing votes.

The Journal of the National Education Association

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

President, Uel W. Lamkin

Secretary, J. W. Crabtree

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The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the *Proceedings*, committee reports, and other regular publications of the Association. One dollar of each membership fee is for a year's subscription to THE JOURNAL. The payment of \$100 gives the privileges of the \$5 active membership for life.

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Minneapolis Echoes

THE BEST REPORT of President Adair's administration and of the glories of Minneapolis and its generous hospitality is written in the hearts of thousands of teachers who shared the inspiration and the fellowship of the Convention in July. In the correspondence that has come to the editor there are many paragraphs of praise and appreciation. Letter after letter refers to the spirit of goodwill which prevailed everywhere. Says Past President Jesse H. Newlon:

The hospitality of Minneapolis was outstanding. There were many excellent speeches and inspiring occasions. The chief characteristic of the convention, however, was the goodwill which had been maintained and fostered throughout the year under Miss Adair's leadership. This spirit of goodwill was still further manifest in the election by acclamation of Uel W. Lamkin, a leader in the field of teacher training, as the next president.

Many of the letters speak of the addresses by Daniel L. Marsh, president of Boston University; James C. Yen of Peking, China; and Max Zimpel of Germany. Says Superintendent David A. Ward of Wilmington, Delaware:

The program as a whole impressed me as one of exceptional strength. There were a number of outstanding addresses that were not only informative but inspirational and stimulating. One of these was the address

by Dr. James C. Yen of Peking, China. I heard Dr. Yen in two addresses. His description of the mass education movement in China was fascinating and helpful in showing what can be done to bring up the standard of the illiterate class. The fact that the whole movement is the result of the influences of public education in America is encouraging to all of us in our effort to educate our own adult illiterate population and in our effort to contribute educationally to the peace and progress of the world.

Dr. George D. Strayer of Teachers College, Columbia University, also a past president, comments:

I think one of the best addresses that I have ever heard was given by the Chinaman who talked on Mass Education in China.

Secretary F. E. Reynolds of the Ohio State Teachers Association commends the entire set-up of the meeting, especially the exhibits and the patriotic program on the fourth of July. He says:

The patriotic service on Wednesday morning was the high mark in the whole meeting. Senator Fess is always a pleasing speaker and never more so than in his address that morning.

State Director George W. Wanna maker of St. Matthews, South Carolina got much profit from the exhibits and is looking forward to next year. He remarks:

I was deeply impressed when Atlanta was selected for the next convention. This is going to mean much for the South and for America as a whole.

Another note of appreciation is struck by Miss Florence Hale of the State Department of Education, Augusta, Maine, who writes:

One of the best things about the convention was the poise and good judgment of the presiding officer, Miss Adair. In particular her unselfishness in her attitude toward all of her speakers and colleagues generally was very pronounced. She took very little time herself and was extremely brief and tactful in what she said about her speakers so that it gave them just the right setting. Also her poise and lack of *tenseness* kept the audience calm and satisfied. I enjoyed particularly the address by Dr. Yen.

State Director W. H. Holmes, superintendent of schools of Mt. Vernon, New York, refers to:

... the masterly way in which Miss Adair presided over the meetings. It is a difficult position in which to place a person who has not had long schooling in the art of parliamentary procedure, but Miss Adair met every situation in a way to bring about harmony and goodwill and to speed the business of the meeting. The teaching profession has reason to be proud of her and her achievement as president.

Secretary J. P. Coates of the South Carolina Teachers Association notes:

I appreciate the emphasis that was put on both character education and physical education. I am also watching keenly the growing interest of the "average teacher" in the work of the Association. The exhibits were fine—an education in themselves.

Dr. John J. Tigert as he leaves the United States Commissionship of Education to take up his new work as president of the University of Florida, sends his cordial congratulations on the convention, saying:

I think that President Adair set a new high level for N. E. A. presidents. She extended goodwill for the organization throughout the length of the land. As I am leaving the Bureau of Education I am glad to have this opportunity to express appreciation for the cooperation and enthusiastic support which the Association has given the Bureau under her leadership.

There is unusual satisfaction with Atlanta as the next meeting place. The city is already laying plans to entertain a large attendance and President Lamkin is planning a program that no teacher can afford to miss. The true national character of the Association is well suggested in the location of its meetings during recent years—Seattle, Philadelphia, Indianapolis, Washington, D. C., and Oakland-San Francisco. For 1929 Atlanta! Let the entire profession join to make this convention a new high-water mark. Plan early to come.



EDITH B. JOYNER, President of the Department of Classroom Teachers, 1928-29. Mrs. Joyner is a teacher in Maury High School, Norfolk, Virginia.

Resolutions Adopted at Minneapolis

THE RESOLUTIONS of the National Education Association are worked out with great care. At the annual convention each state delegation elects a member of the Resolutions Committee to serve for the following year. This new committee is immediately organized and works for an entire year on the statement of policies to be presented to the next annual convention. These resolutions are the work of such a committee serving under the chairmanship of Mr. Joseph Rosier, President, State Normal School, Fairmont, West Virginia, with Miss Edith Grosvenor of Business High School, Washington, D. C., acting as secretary.

The committee for 1928-29 has selected as its chairman Miss Elizabeth McCormick, Principal, Timothy O. Howe School, Superior, Wisconsin.

1. *Education for a democracy*—Our American democracy is based firmly on the principle of the equal inalienable right of all to life, liberty, and the pursuit of happiness. But there can be no equal right for all, no best achievement for any without full and equal opportunity for education. To give this opportunity to all in fullest measure, both as the means and as the end of democracy, is the great purpose of the American public school. Through the public school we have undertaken to free, develop, inform, inspire, guide, and direct all the energies of all the people to the service of man and of society in all its forms. From the public school the American people expect and demand the promotion of individual welfare, public health, material wealth, social purity, political wisdom, safety and strength of state and nation, world vision, and preparation for the most effective service of humanity. It is for these results that the people pay ever more willingly rapidly increasing sums of money for the support of the schools. That the money of the people may be well spent, the work of the schools well done and their purposes finally attained, we, for ourselves and fellow teachers, pledge the fullest devotion of all our energies as our patriotic duty and highest service to state and nation.

2. *National Congress of Parents and Teachers*—No greater movement in the field of education has been fostered dur-

ing the last quarter of a century than the organization of parent-teacher associations. This movement has for its purpose the welfare of children and it has held steadfastly to this high endeavor

For School Faculty Meetings

THIS ANNUAL statement of Association policies shows what problems a representative committee believes of immediate importance to the teachers of the entire nation. The points raised in this statement may well become topics in faculty meetings throughout the country.

Following are suggested topics for discussion:

1. How education has contributed to the development of American democracy.
2. How parent-teacher associations strengthen the work of the schools.
3. The state's responsibility for the education of all its children.
4. How sound systems of tenure and retirement improve teaching service.
5. Why a live curriculum is important.
6. Recent advances in health and physical education in your state.
7. Why books should have as favorable postage rates as magazines and newspapers.
8. Education bill: How can you help to secure the passage of this important legislation?

and has become one of the most efficient agencies in the promotion of all activities which contribute to the successful training of the child in its relation to the home, school, church, and state. In every commonwealth it exerts much influence in the field of the curriculum, and in the assumption of a proper latitude toward extracurriculum subjects. Without its influence there would have been less progress in the securing of adequate funds for buildings, equipment, and maintenance of the public schools. The social intercourse of parents and teachers contributes to a better understanding and appreciation of child nature and brings about united action in every community resulting in democracy in education.

The National Education Association commends this great organization upon the work already accomplished and assures its cooperation in all efforts to promote a closer relationship between the home and the school.

3. *Financing education*—The long-established and widely accepted principle of equalizing educational opportunity is

closely allied with financing education. Provisions for education based on abilities and needs of children are generally directly proportional to school revenues. The real problem therefore of financing education is to devise a system of school revenue that will assure equal educational opportunity which is the birth-right of every American boy and girl. The state has the sovereign right and the inescapable duty to organize, supervise, and administer education. Inequalities in educational opportunities exist in almost every state because of inequalities and inequities in taxation necessary to produce school revenue. In those states where the lack of school revenue is most noticeable, invariably taxing possibilities have not been exhausted. There should be made a study and investigation of additional sources of school revenue, with special attention to indirect forms of taxation.

The state should accept the responsibility for seeing that a satisfactory program of education is offered to all children and then it should in a businesslike manner set about the task of seeing that the burden of support of the program is distributed in such a manner that it will fall upon the people in all localities according to their ability to furnish school revenue.

4. *Retirement*—Sound teacher retirement systems increase school efficiency. The fact that twenty-two states and the District of Columbia now have statewide laws with eleven more states having laws that apply to certain cities only, and that the other sixteen states are working diligently towards statewide retirement legislation, shows that the public and the teaching profession recognize the value of this movement to the teaching profession. We believe in a retirement system that is absolutely fair to the teacher and to the public. The efficiency of the teacher is increased by a retirement system, because it lengthens the period of teaching efficiency by relieving the teacher's mind of a fear of destitute old age and by making it possible for a teacher to invest in study, training, and travel, without endangering the provision made for his later years.

The National Education Association indorses legislation providing for a fair and just retirement of teachers and be-

lieves that a sound plan for this purpose will contribute greatly to the growth and the stability of the teaching profession.

5. *Tenure*—The development of the teaching profession depends in a very large measure upon the permanence of teaching positions and the freedom of teachers from those disturbances and petty annoyances that cause unrest and dissatisfaction. For these reasons this association gives its support to all legislative movements for the securing of tenure of position for the teachers of our country. We commend those states and cities that have safeguarded their schools by creating laws for teacher tenure. We believe that we cannot have the teaching profession that is desirable until teachers throughout the country have reasonable assurance of tenure.

This association pledges its support to legislation for the purpose of improving conditions of tenure, and urges upon cities and states the importance of permanence in teaching positions to insure the stability and progress of the teaching profession.

6. *The curriculum*—The National Education Association recognizes the study and investigation of school curricula as one of the important educational projects in presentday education. The increase in knowledge in all fields of human endeavor has made necessary the selection of subjects for use in the school programs of the country. The efficiency and the value of modern educational programs will depend upon a wise selection of material for use in the instruction of children. This association notes with interest and approval the many studies and reports on the curriculum that have been made in recent years. We believe that the determination of educational objectives growing out of the study of the school curriculum and the selection of subjects with proper objectives are essential in the development of presentday school programs.

The greatest objective in all educational training is the growth and development of the child in all those qualities that make for complete living. We hold to the principle that all programs of study should be subordinate to the advancement of this great purpose.

7. *Illiteracy*—The National Education Association has stood consistently for the removal of adult illiteracy from the United States and has fostered the movement as one in keeping with the high ideals and patriotic spirit of the teachers of America, as well as one that

fulfills the meaning and true purpose of democracy.

The year 1930 will be a momentous one in educational history, marking as it does the new census and the rank which our country will occupy among



JUNE MARIE ROE, granddaughter of Jennie R. Nichols, chairman of the Committee on Humane Education of the National Congress of Parents and Teachers, is the fairest blossom in her garden.

others in literacy. The best possible use should be made of the intervening time both to enlighten mankind and to lift our nation to the place which it deserves to occupy.

The challenge is to all America, but to the teachers it is insistent. We call upon the teaching forces of America to enlist in a united effort to rid their communities and the nation of illiteracy by 1930.

8. *Americanization*—The adaptation of persons of foreign ancestry and the naturalization of the foreign born into American citizenship is a matter of such importance to the welfare of the nation that it should be handled with the greatest intelligence. We commend all movements for the true and sound Americanization of those who do not possess by inheritance the spirit of our American institutions, without bringing upon those who seek American citizenship through the process of naturalization any hardship. We hold that the full rights of American citizenship should not be conferred upon those who have not come into full possession of the American spirit and American ideals. We approve those institutions and agen-

cies that by instruction, training, and inspiration, are striving to bring the foreign born into a loyal and understanding relation of our American institutions and a loyalty to our national ideals.

9. *International relations*—The National Education Association declares its interest in all movements for the promotion of more amicable relations among the nations of the world. We believe that the nations have much more to gain through the practise of amity and peace than through misunderstanding and discord. We especially commend the work of the World Federation of Education Associations, and we pledge our support and cooperation in its various movements for the establishment of a better understanding among the peoples of the earth. We believe that world peace can only be established through a process of education in all nations and that the establishment of universal educational ideals among the nations will be the greatest force for creating international understanding and peace.

To attain these results we recommend that educational institutions provide courses of instruction in international relations and that all available materials for the cultivation of goodwill among the nations be fully utilized. Such instruction should be especially emphasized in the teacher training institutions.

10. *Freedom of the teacher*—The National Education Association believes there is urgent need for recognizing the influence of the teacher's status on the whole process of education in the public school. This is especially true in the nature of the contract, the status of the teacher in the school and in the community, and in relation to those in authority. We believe there should be more genuine freedom for the teacher, freedom in mind and spirit to achieve and create and to take pride in the art of teaching, so that he may have the same satisfaction in achievement and recognition that the lawyer, the doctor, and the engineer have in the practise of their professions. Such freedom should be accompanied by a proper restraint and a sense of obligation and responsibility in all relations.

This association approves for all those engaged in public education that academic freedom which means, not the propagation of unsound or revolutionary theories, but rather the exercise of initiative and independence in the preparation of individuals for freedom in a democracy. The men and women engaged in the work of education in our country

should illustrate in their professional activities the finest type of American citizen.

11. *Convention attendance*—We call the attention of directors of summer schools for teachers and summer sessions of colleges and universities attended by teachers to the importance of so arranging their work as not to deprive their students of the opportunity of attending the meetings of the National Education Association.

12. *Health and physical education*—Health is winning increasing and clearer recognition as the fundamental objective in the entire program of public education. We recognize health education and health service for children as a definite and appropriate function of the public school. This objective should be defined as health of body, health of mind, and health of character. It is a primary function of the school to discover the health assets and health liabilities of the child, to conduct health inspection for the prevention and control of communicable disease, to keep a record of the health and growth of each child as a part of an educational record, to provide a healthful school environment, and to safeguard the life and health of the pupils in promoting all first aid and safety provisions against accident.

The purpose of health education is to bring to bear upon every child in the

school, the greatest possible number of influences favorable to the inculcation of habits, attitudes and knowledge desirable for individual and community health.

Physical education should put the major emphasis upon an extensive program of wholesome activities for all pupils, rather than the devotion of the facilities of instruction primarily to the more highly gifted and intensively developed few capable of winning victories and contests.

We indorse all movements in the communities and in the schools of the country for the promotion of physical education and mental health. We believe there is no greater objective in education than the ideal of a sound mind in a sound body.

13. *Postage rates for books*—This association gives its indorsement to the proposal to amend the postal laws so that more favorable rates may be granted for the circulation of books through the mails. The diffusion of knowledge, and the advancement of culture are dependent largely upon the wide distribution of books. For this reason no unnecessary restrictions should be placed upon the circulation of books among the people.

14. *Unity of educational administration*—In recent years it has been suggested that the business administration of schools can to advantage be divorced

from their professional management. It has been argued that the construction of school buildings, their maintenance and operation, the purchase, storage, and distribution of supplies, the making of the budget, and the like, can be best handled by one trained in business affairs. In a considerable number of school systems the business manager has been made an officer coordinate with the superintendent of schools reporting directly to the board of education. This type of organization ignores the fact that every act of the business manager is worthy of approval only as it contributes directly to the furtherance of the educational program adopted by the board of education.

All affirm the necessity for adequate business procedures in the administration of a school system. The board of education in our larger communities should elect, upon the nomination of the superintendent of schools, an assistant superintendent in charge of business affairs. This man should be highly trained as a business executive and should cooperate with the superintendent of schools in the making of the budget, in the development of plans and the supervision of the construction of buildings, in the purchase, storage, and distribution of supplies, in the handling of the payroll, and the like. His efficiency will be increased by virtue of the relationship which he bears to the chief executive

The charm of a child has rarely been so well caught in a photograph as in this picture of Catherine, daughter of Ben E. Harris, Supervisor of Industrial Education of Alabama.



officer of the board of education. The administration of the school system will profit from a relationship which is sound in theory and which has been successfully established in practise.

15. *Bureau of education*—We commend the work of the United States Bureau of Education, done too often with meager funds and inadequate equipment. We urge upon Congress the importance of making to the Bureau of Education such adequate appropriations as will enable it to do effectively and on the plane of present needs all the work of investigation, information, advice, and promotion for which it was established. Because of the rapid growth of the public high school as a part of our system of education we urge the need of a comparatively large appropriation for the special purpose of enabling the Bureau, in cooperation with state and local authorities and agencies, to make a thorough and comprehensive study of public secondary education, its organization and methods, and its relation to and articulation both with elementary education and with higher education.

16. *The education bill* — Efficiency

and economy demand that the several agencies of the federal government dealing with education, now distributed among the several executive departments, be consolidated in a department of education.

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

We urge that a department of education be created under the leadership of a secretary, with a seat in the President's Cabinet. We urge that adequate support be provided for this department in order that it may conduct such inquiries and disseminate such information as will make for the highest degree of efficiency in all of our schools. This service can be rendered by a federal department of education without in any way interfering with the constitutional rights of the several states to control, administer, and supervise their own schools.

We urge the Congress of the United

States to create a department of education in accord with the principles embodied in the Curtis-Reed Bill which was before the last session of Congress.

17. *To Minneapolis* — Among the benefits to those attending the annual meetings of this association are the opportunities to visit states and cities distant from their own homes. Our pleasure and profit have been especially great in seeing and knowing Minnesota and Minneapolis. We have found here inspiring natural beauty, and a city of attractive qualities. We have been impressed with the educational progress manifested in this fine American city. We deeply appreciate the spirit of hospitality shown to us by the city of Minneapolis through its school authorities, and its parent-teacher association.

We shall depart with agreeable and lasting memories of our visit to this part of our country, and its wellorganized and efficient committees, its civic organizations, and the press of the city. We shall depart with enthusiastic and lasting impressions of our visit in this our great Northwest.—*Adopted by the Representative Assembly, July 6, 1928.*

Outlines for Group Study and Faculty Meetings

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION is used in many schools as the basis of study for faculty meetings. Each number contains helpful articles on problems of the profession. Since January the JOURNAL has printed the following articles on such topics as tenure, salaries, and ethics:

- Principles of tenure—editorial. Jan., 1928; 17:18
- Teacher rating—Burton E. Davis. Jan., 1928; 17:4
- Ethics—For Teachers: a Creed. Jan., 1928; 17:26
- "I would be true, etc."—box. Jan., 1928; 17:30
- Builders of our profession. Jan., 1928; 17:35
- Securing a teaching position—E. K. Hillbrand. March, 1928; 17:86
- Teachers' salary trends and buying power—statistics. Jan., 1928; 17:28
- Teachers' salaries before the war—John K. Norton. Jan., 1928; 17:27
- Teachers' salary trends since 1913—John K. Norton. Feb., 1928; 17:55
- Teachers' salaries—Present position—John K. Norton. Mar., 1928; 17:85
- Teachers' salaries—The future—John K. Norton. Apr., 1928; 17:115
- Teachers' salaries—A constructive program—John K. Norton. May, 1928; 17:149

At your meetings in discussing these topics bring out what progress has been made in securing tenure in 1927. Find out whether in your city, state, or county the standards of tenure compare with the National Education Association report. Are salaries in your community comparable with the facts recorded here?

Other JOURNAL articles and tables on the profession include:

- Growth of education associations—statistics. April, 1928; 17:124
- Building our profession. Oct., 1928; 17:207
- The teacher's philosophy of education—George Willard Frasier. June, 1928; 17:165
- Growth through travel—Gilbert Grosvenor. January, 1928; 17:1

Help for curriculum committees—Now that teachers are serving on curriculum committees it is fitting that their attention be called to such articles as:

- Remedial instruction in arithmetic—H. J. Otto. March, 1928; 17:87
- History and civic project—Once upon a time in Delaware—Ethel Blake. June, 1928; 17:173
- Selecting the best textbooks—Frank X. Goulet. June, 1928; 17:183
- Health—School health and physical education. Jan., 1928; 17:29

- Health emphasis for commencement—Lucy Oppen. Apr., 1928; 17:125
- Chronic fatigue—editorial. May, 1928; 17:148
- Sunshine camp in Cambridge—Hilbert F. Day. June, 1928; 17:148
- The summer round-up—Margaretta W. Reeve. April, 1928; 17:113
- What about radio? Jan., 1928; 17:14
- Continuous carefulness counts—Elisabeth M. S. Laughton. Feb., 1928; 17:49
- As the children see it—Sarah H. Christie. March, 1928; 17:81
- Preparation for auditorium periods—Joseph Weintrob. May, 1928; 17:139

American Education Week is the best time in the fall to bring before the public the needs and achievements of the public schools. Whether appointed as a member of the American Education Week Committee or not, the teacher will gain a new appreciation of what may be accomplished by group effort in reading page 181 of the June JOURNAL and the eight-page section of the October JOURNAL (pp. 223-230) devoted to American Education Week. Apropos is the table, *Enrolment in American schools during 1925-26*, May, 1928; 17: 150 and the article, *Meeting parents*, October, 1928, page 209.

Constructive Tendencies in Education

SECRETARY CRABTREE'S ELEVENTH ANNUAL REPORT, presented at the Minneapolis convention, emphasizes the constructive educational tendencies which have become evident in the past year and which have a bearing on the work and purpose of the National Education Association.

"The Association," says the Secretary, "has advanced the interests of the profession much more rapidly by getting into the current of the best educational tendencies, by contributing what it could to these tendencies and to others growing out of them. Has not the gain been much more pronounced than would have been possible by spending its energies in trying to start new trends and theories?"

Among the constructive tendencies referred to is that toward unity on the part of those engaged in educational work. At Seattle a year ago, the Secretary urged the adoption of a program which would provide more active participation in professional movements on the part of college instructors. The report for this year indicates that a newly awakened professional consciousness is pervading the ranks of those who teach the younger children and those who do laboratory work in great research institutions. The development of a unified profession is also resulting in increased confidence on the part of the lay public. The reported attempt of the public utilities service bureaus to use the schools in influencing state and national legislation on the question of ownership in public utilities is mentioned prominently in the report. In a summary of this question Secretary Crabtree says:

While the evidence in the hearing of the Federal Trade Commission is not yet complete, it appears to show that these utility service bureaus have attempted to carry out the definite purpose of getting propaganda into the schools; that they employed college professors to lecture in schools and colleges; that they used their influence through school channels and through publishers of textbooks to force changes in texts satisfactory to their purpose—many changes having actually been made; that in some states between \$50,000 and \$100,000 was used, a part of which was used to reach children in the schools and students in high schools and colleges; and that salaries and part salaries were paid to those on the payroll of institutions. The selfish end is shown in forcing a textbook to omit reference to Samuel Insul's gift of thousands to political parties.

To overlook this insult on the intelligence of school authorities would open the gates

for a flood of propaganda. To let these agencies, because of their millions and the strength of their organizations, have the right of way at this time would mean that all other agencies must also have free access to the public schools. Owing to the power of these agencies in some localities and states, it may be unwise and dangerous for a given

THERE IS a marked tendency to recognize education as a governmental issue separate and apart from the usual functions of government. This tendency recognizes that education has a fundamental relationship to the welfare of society and to the state. It is not simply passive and protective. It is not a mere incident to the forward movement of society. It is more than all that. It places education as the foundation of human progress. It tends to establish in the several states educational machinery, which is responsible to the people through the chief state school official and which in each state and community separates school issues from all others of state and municipal control. If the tendency in this direction develops as it bids fair to do, it will ultimately bring about in this country a popular habit of mind which will enable citizens and voters to solve school problems in the terms of school issues, separate from the other issues of politics and government. No more wholesome tendency is evident than this one.—J. W. CRABTREE.

educator to raise his voice against what is going on, but there is no such handicap on the actions of this Association as a whole.

The Secretary recommended that the National Education Association strongly denounce the purpose and efforts of the utility service bureaus to carry propaganda into the schools and that the Association appoint a committee to investigate the whole propaganda question and report at the convention in Atlanta in 1929.

The steadily decreasing opposition to the movement for a Department of Education with a Secretary in the President's Cabinet is indicated in the report, which says:

The early fear that a department would be immediately followed by establishing a national university in Washington, which would lessen the prestige of national universities already established, is seldom mentioned now. Those who honestly feared that the promotion of public school education through a department would handicap and injure private and church schools, are growing less and less persistent in their opposition. About the only arguments urged now

are exactly the same that were urged against the Departments of Agriculture, Commerce, and Labor. With the stimulus from the study of the bill back home and the easing up of bitter opposition, the bill could be passed whenever it is possible to bring it to a vote in Congress.

The growing interest in improving the programs of graduation exercises in the schools and colleges was described. On this subject the report says:

The commencement season each year witnesses the passing of three or four million young people from one unit of the school system into the next higher unit or out into active life. These promotion and commencement exercises focus the attention of practically the entire nation on its ideals. At best they help to build into the lives of young people an appreciation of the more abiding values. During the past year a movement has been promoted by the Association through its division of publications to vitalize commencements by taking advantage of their larger possibilities. That there is a widespread desire to make commencements richer and more forceful is shown by responses to editorials in *THE JOURNAL* and by efforts of leading school systems to bring new life into this great annual occasion. The Association may well be proud of the success of this movement. The secretaries of state associations are cooperating with the national association in an effort to put new life into all commencement exercises whether in the kindergarten, grammar grade, or college.

The growing importance of research is emphasized by the report:

In the field of education, research is proving that education is not the intangible process that it was formerly supposed to be. Research indicates that education can be directed by studying the individual child as he is, by visualizing him with his particular capacities developed, and by adapting courses of study, methods, and environment to bring about those changes by which he may go out to meet life in terms of his own best self. Scientific educational research only dates back to approximately 1900. In the last quarter of a century we have glimpsed its possibilities. Challenging years of thoughtful experimentation lie ahead of us. Research which evolves out of a sound education philosophy and which is interpreted by this same philosophy aids teachers, principals, and superintendents in doing better work.

Among other important progressive educational movements referred to in the report was the growth of interest in American Education Week. The Secretary reiterated his former recommendation that the National Education Association encourage the worldwide observance of Education Week each year.

Points From Minneapolis Addresses

THE PUBLIC SCHOOL has kept alive the watchfulness of the citizen. The rural schools have made and are making a real contribution to our nation's citizenship. As long as the teachers have instilled and are instilling in the minds and hearts of the school children of our nation the great American ideals of good citizenship, noble character, the dignity of labor, and the developing of character through play, we can feel secure in the future of our nation.—Chloe C. Baldrige.

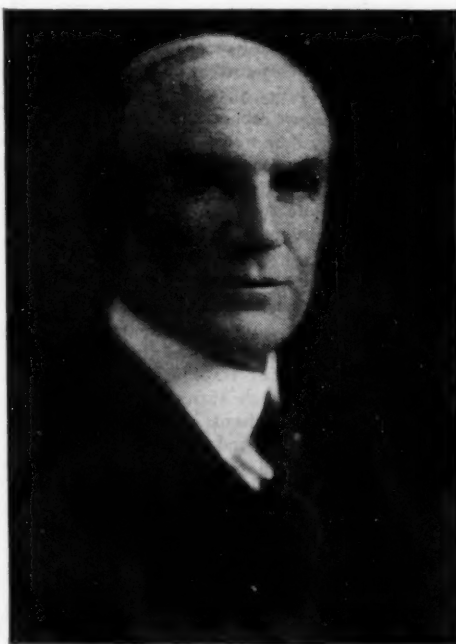
TODAY WE ARE inclined to overemphasize education for the group at the expense of education for the individual. We have made a cult of service, cooperation, and citizenship, forgetting in our social zeal that fundamental paradox that "Isolation must precede true society" (Emerson). At the basis of the group is the individual. As a result of our sentimental emphasis on cooperation, pupils are beginning to resent any effort to differentiate the individual from the mass. They do not aspire to achieve beyond the ability of the average. They are content if they are "as good as the rest." Yet it is the variant within the species that propels evolution; and it is the superior individual who has made progress.—Luella B. Cook.

SELF-PRESERVATION of our democracy demands that the high school stress citizenship above all other objectives, and prominent leaders and leading educators recommend that we try to develop civic responsibility. A high school should therefore be a laboratory for teaching citizenship, even if it interferes with scholarship, although I have never found that teaching responsibility for citizenship through student cooperative self-government and developing scholarship were necessarily incompatible.—R. R. Cromwell.

THE TIME has come when America must sound the warning against the effort to break down the moral forces of America no matter what be the urge or where the source. Law enforcement in the interest of order must be observed, and on no basis shall there be a weakening at the violation of law no matter what it be.—Simeon D. Fess.

IN ORDER FOR rural education to have its chance to educate its children for citizenship we must first have legislation, an economic relief; second, we must see the opportunity that we have even now

and work to teach citizenship through the subjects of rural school curriculum. A good citizen must be one who finds joy in his work, he must be one who loves the finer things of life and has some way of expressing himself in them.—Florence Hale.



SENATOR SIMEON D. FESS, whose patriotic address before the National Education Association on July 4 was enthusiastically received by the many thousands who heard it in the Minneapolis Auditorium.

EDUCATION GIVES to the individual that most precious of all possessions—skill in the art of living. To accomplish this skill we must emphasize the first objective of education—health. The real purpose of health supervision in the schools is the maintenance at a high standard of excellence of the health of those attending, in order that children may receive without handicap the largest benefit from the schools and go forth into life with health and strength.—Cora T. Helgesen.

A SCHOOL ENVIRONMENT should make it easy for a child to practise the essentials of healthful living. All departments in a school system, from the janitor to the superintendent, contribute to the health of the child. The coordination of the various activities and a wholehearted working together are the greatest factors in laying the cornerstone of health. The school of today offers the greatest opportunity for the building of healthy human beings which has ever

been known in the history of the world.—Sally Lucas Jean.

WE LEARN BY doing—and the only way one can become a good citizen is to practise being a good citizen. If youth is to learn citizenship and develop ethical character, then it must be by practise of the qualities of honesty, fair dealing, consideration for the rights of others, unselfishness, cooperation, and industry. These qualities are made possible by regular studies and by what we are pleased to call extracurriculum activities. The development of character is a matter of growth day by day in all situations of life.—Edith B. Joynes.

EDUCATION IS the indispensable means by which society shapes its ends and determines its progress. It is the function of the teacher to interpret the past, preserve the present, and determine the future. It is impossible to capitalize society so strongly that its accumulated moral strength will not subside and ultimately end in bankruptcy unless its strength is renewed each new generation. That means that every generation is faced with the necessity of saving society.—Daniel L. Marsh.

PHYSICAL EDUCATION is an administrative arm of general education. The contributions are not wholly for the physical, but it works through the physical. Physical education must not be confused with mere exercise. It involves exercise of course, but it affects the entire organism, which is distinctly a unit, mentally and physically.—J. B. Nash.

OUR SCHOOLS are made better because our teachers are made better by retirement legislation. The children and the community are the direct benefactors. The fact that twenty-two states and the District of Columbia now have statewide laws, with eleven more states having laws that apply to certain cities only, and the other sixteen states now working diligently toward statewide retirement legislation shows that, nationally, the public and the teaching profession recognize the value of teachers' retirement to the teaching profession.—E. Ruth Pyrtle.

SINCE INTERNATIONAL affairs are so important, and since the purpose of schools is to train citizens to deal with the important phases of civilized life, we cannot afford to neglect the teaching of international problems in the schools.—Howard E. Wilson.

Presenting the New President

BE YE DOERS of the word and not hearers only." That is the spirit which has brought Mr. Lamkin up the ladder from a pioneer Missouri home to the Presidency of the National Education Association. He has done well whatever his hand found to do. Persons who visit the fine institution over which he presides speak often of the discriminating sense of values that has been built up among the students and of the abiding loyalty and integrity of both students and faculty. Tens of thousands of Missouri children are better taught because of the work Mr. Lamkin is doing in their midst. His life is firmer in its values for having come out of the soil of democracy. Members of the Association may well be proud that their new President is descended from a line of forefathers who have taught school in America since the days of Washington and Franklin.

The allinclusive character of the Association is suggested by its choice of presidents. Many points of view and diverse gifts have come to this influential office. Calling the roll of recent officers in reverse order, one has a classroom teacher, a state superintendent, an elementary school principal, and a city superintendent; one has representatives of Virginia, Illinois, Massachusetts, and Colorado; and one understands why America has achieved a degree of unity found over no other similar area on the face of the globe. It has been inspired in the schools.

Uel W. Lamkin was born in Missouri. His father, E. P. Lamkin, was for many years associated with the Clinton, Missouri, Academy. Mr. Lamkin's schooling was obtained in this academy and in the University of Missouri. His professional experience began with the principalship of the Washington School at Clinton. Since then he has been high-school teacher and principal, state high-school inspector, county superintendent of schools, state superintendent of schools, chief of civilian rehabilitation service, and director of the Federal Board for Vocational Education. Since 1921 he has been president of the Northwest Missouri State Teachers College at Maryville.

All his life Mr. Lamkin has been a builder. His gift for constructive work as revealed at Maryville is a prophecy of what his leadership in the National

Education Association will mean. Under his guiding hand the Maryville State Teachers College has developed in both spirit and plant. On the campus have been erected two new buildings, one for physical education and one a girls' resi-



UEL W. LAMKIN, *president of the National Education Association for 1928-29, and president of the Northwest Missouri State Teachers College at Maryville since 1921.*

dence that is considered a model of its kind. Here is a school where dormitory life sets a standard of what the best home life should be. This college has won a class A ranking by the American Association of Teachers Colleges and has been recognized a member by the North Central Association of Colleges and Secondary Schools for its work in liberal arts leading to the A. B. degree. Here is a faculty which believes that every teacher must be a good scholar as well as a master of teaching technic.

President Lamkin has been a worker in professional organizations for many years. While superintendent of schools in Henry County, Missouri, he was elected president of the State Teachers Association. For the past three years he has been a member of the executive committee of the Missouri Association. He also served as a member of the building committee which directed the erection of a \$50,000 headquarters building for the State Association, in Columbia.

Mr. Lamkin has been active for many years in the National Education Asso-

ciation and has contributed much to its growth and the development of its policy. For two years he served as chairman of the Committee on Resolutions and in 1926-27 he was a member of the Association's Executive Committee. He helped in the development of the headquarters retirement system which is considered a model for teacher retirement systems throughout the country.

Mr. Lamkin is the fourth representative of Missouri to be elected to the presidency of the Association. The others were William T. Harris, 1875; F. Louis Soldan, 1885; and J. M. Greenwood, 1898.

It is a tribute to Mr. Lamkin and a promise of growth for the Association that he was elected without opposition. That a large number of delegates came to the polls to cast their ballot when there was no contest and no special campaign was a compliment both to the delegates and to the new president.

At the close of the final session of the Representative Assembly, the new President was escorted to the platform by Past President Francis G. Blair. President Adair thanked the delegates for their cooperation throughout the year and bespoke the same loyalty for the new President whom she then introduced. Said President Lamkin: "I have no hope of carrying out the work of this Association as efficiently as has been done by the daughter of Virginia who through her courtesy and ease of manner and good judgment and her kindly feeling has brought about this spirit of goodwill in this Association. I come to the office with some appreciation of the difficulties that confront me and with the hope and belief that I shall have the hearty cooperation of every member of this Association in seeing that it continues to lead in bringing about such conditions in America as will provide better teaching for children in this country that they may have life more abundantly and better serve this great Republic in which we live and which we all love."

In a conference with newspaper men following his election, President Lamkin emphasized the welfare of the pupil in the classroom and suggested that the keynote of his work for the year would be the slogan of the Association, "A fair start in life for every child."

Growth of National Congress of Parents and Teachers 1918-28

Prepared by the Research Division of the National Education Association

States	Estimated population 1928	Number of standard associations	Number of members by years							Percent of population members in 1928	Rank in column 11	Rank for banners ¹
			1918	1920	1922	1924	1926	1927	1928			
1	2	3	4	5	6	7	8	9	10	11	12	13
United States....	120,013,000		98,844	189,282	401,308	651,133	967,766	1,133,357	1,275,401	1.06		
Alabama.....	2,573,000		504	556	3,675	5,293	9,799	13,026	14,119	.55	39	31
Arizona.....	474,000		504	1,200	2,142	3,798	4,424	4,822	4,739	1.00	27	29
Arkansas.....	1,944,000	17		267	70	4,632	8,498	16,681	16,681	.86	30	23
California.....	4,556,000		21,741	23,880	53,047	79,808	132,229	136,785	150,884	3.31	4	4
Colorado.....	1,090,000	23	998	12,385	15,405	25,888	31,934	39,178	47,437	4.35	1	1
Connecticut.....	1,667,000		3,000	3,280	5,015	7,624	9,099	9,962	10,181	.61	37	39
Delaware.....	244,000		387		5,414	9,698	11,011	9,773	9,155	3.75	2	2
Dis. of Columbia.....	552,000	6	525	725	1,785	2,960	5,432	8,752	9,626	1.74	9	11
Florida.....	1,411,000	3	242	265	359	1,626	7,914	12,417	16,512	1.17	19	5
Georgia.....	3,203,000		2,351	8,000	8,340	14,184	23,882	33,040	35,635	1.11	20	8
Hawaii.....	307,100				202	254	1,229	1,357	3,339	1.09	21	25
Idaho.....	546,000	30	190	821	2,159	3,846	5,174	4,340	5,633	1.03	24	27
Illinois.....	7,396,000		6,192	11,765	27,023	54,007	74,154	92,645	96,592	1.31	17	22
Indiana.....	3,176,000		709	3,556	11,238	16,427	24,832	26,583	29,089	.92	29	33
Iowa.....	2,428,000		1,676	2,808	16,640	25,126	35,039	44,609	40,997	1.69	10	13
Kansas.....	1,835,000			4,290	8,608	17,383	21,156	18,714	29,684	1.62	11	12
Kentucky.....	2,553,000			16,424	12,255	16,000	15,817	19,589	19,724	.77	33	34
Louisiana.....	1,950,000			404	155	967	3,550	3,513	4,812	.25	49	48
Maine.....	795,000		674		1,083	1,126	1,945	4,056	8,427	1.06	23	26
Maryland.....	1,616,000		598	758	2,172	6,009	5,636	8,176	8,310	.51	42	43
Massachusetts.....	4,290,000		6,057	7,270	9,733	10,397	11,844	12,918	18,882	.44	45	47
Michigan.....	4,591,000		106	4,640	18,485	40,567	57,885	60,717	63,842	1.39	16	21
Minnesota.....	2,722,000	31			1,558	12,551	19,282	21,870	27,174	1.00	28	30
Mississippi.....	1,790,618		1,159	1,518	3,195	10,504	11,388	11,306	13,018	.73	35	14
Missouri.....	3,523,000		7,745	16,788	39,157	34,239	46,939	60,354	62,192	1.77	8	9
Montana.....	548,889		774	607	505		2,946	4,134	4,214	.77	34	38
Nebraska.....	1,408,000			28	913	4,874	14,142	15,193	19,786	1.41	15	20
Nevada.....	77,407					444	40	25	50	.06	50	50
New Hampshire.....	456,000		315	600	2,197	106	2,857	3,732	3,614	.79	32	37
New Jersey.....	3,821,000	1	9,065	9,674	21,865	29,114	41,464	43,267	54,316	1.42	14	18
New Mexico.....	396,000			232	754	776	2,082	1,650	1,837	.46	44	46
New York.....	11,550,000	2	6,020	6,681	13,704	24,648	43,781	55,289	55,153	.48	43	45
North Carolina.....	2,938,000	1	230	1,308	7,631	10,180	13,711	16,037	17,065	.58	38	32
North Dakota.....	641,192		21	1,472	2,751	2,751	8,552	17,453	23,960	3.74	3	3
Ohio.....	6,826,000	2	920	2,310	22,343	40,027	67,099	61,438	70,124	1.03	25	28
Oklahoma.....	2,426,000		356	9	580	7,617	12,752	12,186	16,450	.68	36	35
Oregon.....	902,000		1,500	498	4,052	11,164	17,703	16,762	16,592	1.84	7	10
Pennsylvania.....	9,854,000	3	3,283	7,041	12,890	20,150	29,107	44,923	52,198	.53	41	42
Rhode Island.....	716,000	5	2,129	2,687	4,013	4,787	9,099	8,279	8,440	1.18	18	24
South Carolina.....	1,864,000		468	227	318	1,796	3,844	5,223	4,958	.27	48	40
South Dakota.....	704,000		507	790	996	5,039	6,350	8,503	10,032	1.43	13	17
Tennessee.....	2,502,000		3,797	5,190	5,897	7,792	5,123	24,101	26,721	1.07	22	19
Texas.....	5,487,000		6,638	17,128	21,154	30,608	43,737	50,001	56,235	1.02	26	16
Utah.....	531,000					500		1,173	2,858	.54	40	41
Vermont.....	352,428	4	740	1,179	1,296	3,824	4,855	7,587	8,481	2.41	5	6
Virginia.....	2,575,000	3		25	1,311	3,493	4,532	9,549	8,039	.31	47	44
Washington.....	1,587,000		5,586	8,742	22,910	32,158	33,852	34,475	34,709	2.19	6	7
West Virginia.....	1,724,000	5	20	231	169	2,041	3,819	5,327	5,435	.32	46	49
Wisconsin.....	2,953,000	6	1,117	2,712	5,384	5,920	19,472	19,629	23,690	.80	31	36
Wyoming.....	247,000			50	44	1,226	1,830	1,778	3,760	1.52	12	15

OBTAIn the figures for your state by reading table as follows: In 1918 Alabama had a membership of 504 in the National Congress of Parents and Teachers; in 1920, 556, and so on. The membership for 1928 had increased to 14,119 (column 10). At present, 55 hundredths of one percent of the total population of Alabama, or 1 person in every 182, is a member. This gives Alabama a relative ranking of 39. Alabama is 31st in rank for banners (column 13). Similarly read figures for other states.

Sources of data: Figures as to population for 1928 from U. S. Bureau of Census Estimates. Those for membership in the National Congress are from Statement of

Treasurer's Receipts of the National Congress of Parents and Teachers for the various years concerned. The percents in column 11 are obtained by dividing the figures of column 10 by those of column 2.

Members of the Association will wish to give the figures covering their respective states to the local newspapers. Teachers may well make arithmetic problems from this page for solution in school. Such problems are also good lessons in civics. For example, what is the percent increase in membership in your state from 1918 to 1928? How much would the membership of your state have to be increased in order to rank first among

the states in the percent of population members? What percent increase would this be?

The five associations having the largest absolute membership in 1928 are: First, California; second, Illinois; third, Ohio; fourth, Michigan; fifth, Missouri. Educational workers wishing to organize parent-teacher associations for their schools may obtain full information: National Congress of Parents and Teachers, 1201 Sixteenth Street Northwest, Washington, D. C.

¹ The banner ranks for states having separate colored and white parent-teacher organizations were based on the percents figured on the white population only.

American Education Week

A Permanent Worldwide Movement

THE IDEA that one week shall be set aside each year for rededication to the cause of universal education and for a deeper understanding of the ideals, achievements, and needs of the schools is spreading throughout America. It is also taking root in other countries under the leadership of the World Federation of Education Associations. The week, which includes Armistice Day, November 11, will each year be set aside for this significant event. The program is built around the basic objectives of education corresponding as closely as may be to the seven days of the week.

The suggestions given are tentative. It is intended that each community, state, and nation shall work out its own program in its own way, ever remembering that the schools can render their best service only as they are kept close to the people who maintain them as the greatest cooperative enterprise of modern society. The future of world civilization lies in the education of the children of the world to live and work together in mutual understanding and helpfulness. The love of childhood expressed in education is a mighty force for unity. What greater contribution could this generation make to the world than the ideal—a fair start in life for every boy and girl? In the name of this ideal let every teacher make careful plans for Education Week and aid in its full and fitting observance.

The primary purpose—to acquaint the public with the work of the schools, with their ideals, their achievements, and their needs—should be kept in mind by all who share in the movement. Constant emphasis should also be kept on the fact that the schools aim to benefit the entire life of the child and the whole life of society by working toward the great objectives of education: health; worthy home membership; mastery of the tools, techniques, and spirit of learning; faithful citizenship; vocational and economic effectiveness; wise use of leisure; and ethical character.

During this week let every community study not only its educational plant, but also its educational ideals and the community atmosphere in which children are brought up. Let parents visit teachers and teachers visit parents in an effort to solve the common problems of children.

Let the week be a time of deeper understanding on the part of the people of the rôle education has played, is playing, and must play in the life of our great democracy. That nation is greatest that

What Education Week Means

To the Child:

Appreciation of his obligation to match the privilege of free schooling with good spirit and hearty endeavor.

To the Teacher:

A call to serve the children of the community and to work on the problems of his profession.

To the Parent:

A fuller understanding of the great adventure of parenthood—its duties, privileges, and opportunities.

To the Citizen:

Intelligent faith in the school as our greatest collective enterprise, the foundation of our liberties, the protector of the achievements of our glorious past, and the promise of fuller life for tomorrow.

puts the child first in its thinking, in its statecraft, in its business, in its ideals of conduct. The nation that has the highest regard for childhood will lead all others in health, intelligence, morality, efficiency, and happiness. It will reach the greatest heights of national prosperity, both material and spiritual. The race moves forward through its children.

Plan early—Chief school officers in state, city, and county will take the lead in initiating plans, but the ultimate success of the enterprise will depend upon the cooperative efforts of teachers and parents. Organize committees to make plans as early as possible. Plans that have proved successful include:

1. Proclamations issued by mayors and governors setting aside the week for special observance.

2. Booklets including such school facts as: number of schools in city; new schools opened; enrolment for the past ten years; foreign-born adults enrolled; cost of educating a child for a year; sum spent for supplies, buildings, sites, and bond issues.

3. A set of page folders for each day, mimeographed or printed by the school press, distributed to parents.

4. Posters telling what the schools do for health, home, citizenship, etc., printed in school printshops.

5. A letter written by each child to his parents telling something interesting about the school.

6. A citywide exhibit of school activities with pupils in charge to explain methods of work.

7. Daily newspaper editorials, with educational facts and news, and the local program in full.

8. Motion picture theaters use slides urging the people to visit the schools.

9. Radio broadcasting stations featuring educational addresses and school programs.

10. Material for short talks on the schools and their needs furnished chambers of commerce, women's organizations, luncheon clubs, and other agencies.

11. Window and newspaper advertising space by merchants and street car posters and streamers announcing the week.

12. Open House Night or Parents' Night, to which special invitations are issued. The Student Council may serve as guides. Receptions in homerooms.

13. Stickers for automobile windshields.

14. Special displays of books in public libraries.

15. Spelling and reading contests; oratorical and essay contests, using educational subjects for themes.

16. Four-minute talks by school children before luncheons and other gatherings.

Earlier numbers of THE JOURNAL containing useful material for this week:

Democracy in education—W. H. P. Faunce. April, 1928; 17:103.

State universities and public education—Lotus D. Coffman. May, 1928; 17:133.

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

School administration during 1927—George D. Strayer. Feb. 1928; 17:45.

Progressive education—Morton Snyder. Nov. 1927; 16:235.

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

Can America afford education? (Table). Feb. 1927; 16:64.

What America spends for luxuries (Table.) May, 1927; 16:162.

Enrolment in American schools during 1925 and 1926 (Table). May, 1928; 17:150.

Research Bulletins containing much useful material are:

The dividends of the public schools. Vol. 6, No. 5. Nov. 1928.

The advance of the American public school system. Vol. 5, No. 4. Sept., 1927. 32p. 25 cents.

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

Send the National Congress of Parents and Teachers, 1201 Sixteenth St. N. W., Washington, D. C., \$1 for its *Publicity Primer*, which contains many concrete suggestions.

Health Day, Monday, November 5, 1928

HEALTH is the foundation of personal and social wellbeing. By helping children form high standards of physical and mental fitness the school contributes to the betterment of the race. Nowhere is the responsibility and privilege of the teacher more deeply felt than in this first objective of education—health.

Health Day is a good time to demonstrate what the schools are doing to promote health. By health drills, health exhibits, gymnastic exhibitions, games, and health pageants, the idea of better trained bodies can be emphasized. Tell how school, home, and health authorities cooperate.

Subjects for addresses—Describe what your class, your school, or your city is doing for health. Show the relation of health to each of the other six cardinal objectives of education. Describe the work that is being done in the best

school systems for handicapped children. On this day have every pupil tell what it means to be in good health and how to carry out his ideals.

Helpful devices—Print a health bulletin full of pithy sayings and slogans. Hold interclass meetings showing physical activities, health parades, slogans, with short talks by teachers and pupils. Offer prize essays on health subjects. Make cartoons and original drawings promoting health. Dedicate new playgrounds. Get the department stores to have window displays. Have five-minute talks by doctor or dentist.

For your local newspapers—Supply editor with material for an editorial telling what the schools are doing to conserve health. Make arrangements for reporters to visit health classes and describe what they see. Children's essays on health may be submitted to newspapers for publication.

Further material on health may be found in earlier numbers of *THE JOURNAL* as follows:

The summer round-up—Mrs. Margaretta W. Reeve. Apr. 1928; 17:113.

Physical education advances—J. E. Rogers. May 1928; 17:143.

Chronic fatigue. May 1928; 17:148.

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

Growth through mental hygiene—William H. Burnham. April 1928; 17:105.

Mental hygiene in the high school—Elma Olson. March 1928; 17:77.

The thermometer and school—Thomas D. Wood. Nov. 1927; 16:258.

Elementary school letter awards—Bertha Shannon Moore. Nov. 1927; 16:251.

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

Home and School Day, Tuesday, November 6, 1928

HOME is the central institution by which civilization is advanced. By helping children to establish right attitudes and good habits, the home lays the foundation upon which the school builds. The closest cooperation between the two is essential if the child is to have a fair start in life.

Suggestions for addresses—Describe what your class or your school is doing to improve home life. Tell how civilization has advanced as home life has improved. Point out how the finer qualities developed in home life underlie success in business. Review the work of parent-teacher associations. The proceedings of the National Congress of Parents and Teachers contain much useful material on home and school.

Planning a school program—Let the cooking classes serve visitors light lunches. Have garment exhibits and let the children tell how they made them. Scrapbooks containing pictures of better homes may be shown. Have sample budgets on the blackboard. Sing songs that magnify the home. Have a parent tell how he brought up his children.

The following resolution on worthy home membership was adopted by the National Congress of Parents and Teachers at its 1928 convention in

Cleveland as a part of the permanent platform setting forth the ideals and purposes of the Congress.

The Congress calls upon its members and other educational workers and citizens to support measures for the improvement of the home and to safeguard family life, with suitable instruction for parenthood and homemaking. It believes that the ideal home should be economically sound, mechanically convenient, mentally stimulating, artistically satisfying, socially responsible, spiritually inspiring, founded on mutual affection and respect, a place of unselfish love and service.

An effective four-page folder, "Home Work for Parents," was distributed by the United Parents Association of New York City showing how parents can cooperate with the school to the lasting benefit of the child. The following points were brought out:

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 wellbeing. Get your children to bed early for at least ten hours' rest.

Home work is as much a part of school as classroom 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.

Additional material on health may be found in earlier numbers of *THE JOURNAL* as follows:

Partnership of parents and teachers—Martha Sprague Mason. Nov. 1927; 16:231.

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

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

More case studies—Elizabeth H. Dexter. May, 1928; 17:161.

Growth in understanding children—Ira S. Wile. Feb. 1928; 17:43.

Know Your School Day, Wednesday, Nov. 7, 1928

THE CENTRAL THOUGHT of this day's program is the school itself. The school teaches children how to learn, how to think, to develop vision, to judge, to do, and gives them an appreciation of accumulated knowledge. In the school the child acquires mastery of the tools, technics, and spirit of learning.

What every child should know about learning—(1) That his education is not complete until he can read understandingly, do simple computations accurately, use language acceptably, write legibly, and spell correctly. (2) That age is no bar to mastery of these fundamental processes. (3) That a receptive and inquiring mind is needed all through life. (4) That expression depends upon clear thinking. (5) That habits conserve knowledge and are the safeguards of the individual.

Subjects for addresses—Talks may be given by pupils or patrons as follows: (1) The cost of our school in dollars and cents, telling of the cost and upkeep of building, grounds, and equipment, the cost of instruction including teachers salaries and supervision, and cost of transportation. (2) The personal cost met by parents including books and other school supplies, food, clothing, school lunches, and paying for help in

place of children. (3) The source of our school funds covering the part paid by local funds, by county funds, and by state funds. (4) Dividends on our school investment including the child's part in making the dividend, the patron's part, and the teacher's part.

An excellent address may be developed around the following essentials of a good school: (1) A competent, conscientious, and welltrained teacher in every classroom; (2) A vital curriculum, changing to meet social and individual needs; (3) An effective form of school and class organization; (4) A school term of reasonable length, with high regularity in attendance; (5) An efficient, welltrained administrative and supervisory staff; (6) An adequate building, well equipped with ample provision for libraries, laboratories, physical education, gardens, and other school activities; (7) An intelligent and appreciative public support.

Visiting the schools—Better schools are found in communities where parents visit the schools, know the teachers, and learn the conditions under which both teachers and pupils work. Unkind criticism comes often from those who never visit the schools. Parents really interested in the schools will visit them several times each term.

Why parents should visit the

schools—To keep in touch with their children's work; to encourage the teachers; to show their willingness to cooperate with the administration of the school; to become acquainted personally with teachers and principals; to learn at firsthand the conditions under which their children spend several hours each day; to understand and appreciate changes in courses of study; and to gain an accurate idea of the objectives of modern education.

What every parent should know about his child—General school success; whether working up to his full capacity as determined by intelligence and educational tests; vocational tendencies; special aptitudes as well as disabilities; whether child has too many or too few outside activities; whether courteous and helpful.

Further material on this topic may be found in the Journal as follows:

As the children see it—Sarah H. Christie. March, 1928; 17:81.

Beautifying the schoolroom—Leon L. Winslow. November, 1927; 16:241.

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

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

The teacher's philosophy of education—George W. Frasier. June 1928; 17:165.

School Opportunity Day, Thursday, Nov. 8, 1928

WORK is the foundation of progress. The advance of the individual and of the nation depends upon discovering the special talent of each worker. He can then be trained to make the best use of that talent in work that will be a joy to him and a service to his fellows. Appreciation of the dignity of labor is relatively a new idea. A still newer idea is that through specialization production can be so increased as to lift the standard of living for all. In an earlier day the child learned vocations by living in the midst of them; specialization makes that impossible and throws upon the school responsibility for kinds of training that will enable young people to make the most of themselves.

Subjects for addresses—On School Opportunity Day show what your community is doing to prepare young people for their vocational and economic respon-

sibilities. Show how under conditions of modern life this phase of education cannot be left to chance. Show how vocational efficiency is promoted through courses in agriculture, trades and industries, commerce, and home economics. Show the advantages afforded by special classes and evening schools. Show the relation between school training and individual success, between training and the business and industrial advance of communities and nations.

Schools inculcate the following concepts which are essential to the highest vocational and economic success: Happiness depends in large part upon one's choice of a suitable vocation; that advancement in one's vocation requires hard work, keen interest, ability to carry on, the proper amount of initiative, and the right attitude towards one's employer and fellow workers; that the

ability to judge the quality of one's work and find ways to improve it is essential for success; that the worker should possess tact and courtesy in dealing with employer and fellow workmen.

Growth in vocational education—One of the evidences of increased interest in specific preparation for vocations is the enlarged enrolment in federally aided vocational schools. 780,000 persons were enrolled in 1927.

Further material for School Opportunity Day will be found in back numbers of THE JOURNAL as follows:

The first national 4-H pilgrimage. February, 1928; 17:53.

Education for creative farming. February, 1928; 17:46.

Art teaching as a career—Joseph Wiseltier. February, 1928; 17:39.

Physical education as a career—Jay B. Nash. April, 1928; 17:107.

Citizenship Day, Friday, Nov. 9, 1928

SCHOOLS train the boys and girls of America to become good citizens. School study in geography, history, current events, and social civics prepares children for citizenship duties. Schools aid immigrants to understand and meet the problems of everyday life. Schools eliminate factional and national hatreds and develop that mutual sympathy, respect, and understanding essential to loyal citizenship.

Suggestions for addresses—This day is a good time to honor all the men and women living and dead who have helped build the community, the state, the nation, the world. America's supreme contribution to the world is its free public schools. We must love our schools, fire them with the loftiest ideals of patriotism, learn their needs, work on their problems, make them better and better. The highest test of a statesman is his attitude toward the education of the masses.

This creed for the good citizen is

taken from a poster of the Free Public Library in Newark, New Jersey:

I am a citizen of America and an heir to all her greatness and renown. The health and happiness of my own body depend upon each muscle and nerve and drop of blood doing its work in its place. So the health and happiness of my country depend upon each citizen doing his work in his place.

I will not fill any post or pursue any business where I can live upon my fellow-citizens without doing them useful service in return, for I plainly see that this must bring suffering and want to some of them. I will do nothing to desecrate the soil of America, or pollute her air or degrade her children, my brothers and sisters.

I will try to make her cities beautiful, and her citizens healthy and happy, so that she may be a desired home for myself now, and for her children in days to come.

Beauty and citizenship projects

—Young people are hungry for beauty. They love beautiful houses, clothes, furniture, and pictures. The community is farsighted that houses its public art gallery in its newest, finest high school

as is done in Richmond, Indiana. A playfield well planted, a community bathing pool surrounded by trees and shrubbery, a garden club for young people have a lasting effect on their morals. Love of beauty is something every school can foster and many schools are doing it.

Further material for Citizenship Day may be found in earlier numbers of *THE JOURNAL* as follows:

Experiences in citizenship training—Jessie Duff. June, 1927; 16:187.

A school citizenship project. Nov. 1927; 16:253.

The Young Citizen's League of South Dakota—S. B. Nissen. Dec. 1927; 16:277.

Interesting people. Dec. 1927; 16:299.

Continuous carefulness counts—Elizabeth M. S. Laughton. Feb. 1928; 17:49.

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

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

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

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

Community Day, Saturday, Nov. 10, 1928

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

The program for Community Day should emphasize the value of schools in the improvement of community life. The schools should participate in the various community activities of the day. Encourage athletics, water and land sports, and public programs. Special attention may be given to all the agencies that contribute largely to the wise use of leisure—parks, playfields, auditoriums, art galleries, libraries, and the schoolhouse as a community center.

Suggestions for addresses—Tell what your schools are doing to train

young people for the wise use of leisure. Show how the life of your community has been affected by the schools' teaching of music, literature, athletics, dancing. Describe the work of your parent-teacher associations, your public library, your recreation centers. Describe motion pictures as a community asset, telling how many country people find in the movie their only source of year-round recreation, and how hundreds have been immeasurably broadened by glimpses of big events happening in our own country and in distant lands. Tell about such movements as the Boy and Girl Scouts. Describe the rapid growth of adult education in the United States. Show how a school pageant may revolutionize an entire community by transmitting ideals of democracy to both native and foreign-born citizens.

Parents and teachers—A tremendous force for community betterment is the National Congress of Parents and Teachers, with its state branches and local units. This organization and the National Education Association together work for the seven objectives of edu-

cation, which are emphasized in this program for Education Week. The publications of both associations contain much material of use in planning programs and afford an outlook on what presentday educators are thinking and doing about education.

Education for leisure—Persons interested in the deeper problems that underlie leisure will enjoy reading George B. Cutten's *The Threat of Leisure*; Joseph McCabe's *1825-1925: A Century of Stupendous Progress*; Dorothy Canfield Fisher's *Why Stop Learning*; Everett Dean Martin's *The Meaning of a Liberal Education*; and Bertrand Russell's *Education and the Good Life*.

Write this date on your calendar now—Through the courtesy of the National Broadcasting Company, a special nationwide Education Week radio hour has been arranged for Saturday evening, November 10 from 10 to 11, eastern time; 9 to 10 central time; 8 to 9 mountain time; 7 to 8 Pacific time. Teachers will wish to call the special attention of pupils and their parents to this interesting occasion.

Armistice Day, Sunday, November 11, 1928

ARMISTICE DAY provides an opportunity for lessons in patriotism and citizenship. Ten years ago the thought of the world changed from war duties to the peaceful pursuits of life and to the duties of citizenship. It is significant that the men who conquered by the use of arms in the World War are the ones to lead in the movement to avoid future wars through education, the foundation of understanding and cooperation. On this day members of the American Legion will have places of honor.

Suggestions for addresses—Armistice Day is a good time to point out that one of the best ways to honor those who have held the nation's battle lines in behalf of independence, national integrity, and world justice is to make the nation greater still through the power of education. There is a challenge to live for loved ones, for public duty, and for the rights of men as well as to die for them.

Ministers of all denominations will welcome Sunday of Education Week as a time to emphasize the higher values of education and recount the work of teachers and the schools, based in part from knowledge gained from personal visitation. Ministers should be made the special guests of the schools early in the school year so that they may gather material for their sermons on November 11. Ethical character is the supreme objective of the school and of life. Ways in which teachers build character are:

1. By the influence of a fine personality upon unfolding life.
2. By insisting on honesty in school relationships.
3. By developing habits of selfrestraint and goodwill.
4. By emphasizing the importance of industry and the dignity of labor.
5. By showing children how to work together and live together.
6. By helping children acquire the spirit of learning and the desire to continue their education throughout life.
7. By introducing children to biographies of men and women of initiative and character.

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

This is a good time also for classes of school children to make special pilgrimages to the tombs of great educators like Horace Mann and Henry Barnard and to memorials erected to statesmen who have fostered education.

One of the great ideals for which schools and churches stand is suggested in the following statement from a sermon delivered at the National Cathedral, Washington, D. C., Sept. 7, 1924, by the Rt. Rev. G. Ashton Oldham, D. D., Bishop Coadjutor of Albany:

America First—Not merely in matters material, but in things of the spirit. Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character. Not merely in the calm assertion of rights, but in the glad assumption of duties. Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan. Not in splendid isolation, but in Christlike cooperation. Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love, and understanding. Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more. Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America. And so, in that spirit and with these hopes, I say with all my heart and soul, "America First."

Further material for this day may be found in earlier numbers of THE JOURNAL as follows:

The sources of ethical character—Joy Elmer Morgan. December, 1927; 16:267.

Education for moral growth—Margaret M. Alltucker. May, 1928; 17:151.

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

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

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

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

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

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

Then and Now in Education

FORTY YEARS AGO

Schooling was the primary aim and consisted largely of memory feats and drills.

Small high school attendance—Only 202,963 pupils were enrolled in high school in 1890.

Poor attendance—62 percent of the pupils enrolled attended each day. The average school was open 130 days, but the average attendance per pupil was only 53 days.

Poor teachers—The boy or girl of forty years ago was taught by a teacher getting an average annual salary of \$195. But few teachers had normal school training.

The old curriculum—The elementary school then taught reading, spelling, penmanship, arithmetic, grammar, geography, U. S. history, elementary science, drawing, music, and physical exercises.

TODAY

Education is the primary aim and attempts to improve conduct in line with each of the seven cardinal objectives.

Large high school enrolment—4,108,723 pupils are enrolled in high schools in 1928.

Larger attendance—Nearly 79 percent of the pupils enrolled attend each day. The average school is open 168 days, and the average attendance per pupil is 109 days.

Better teachers—The boy or girl today is taught by a teacher getting an average annual salary of \$1275. Many of the teachers today are graduates of teachers' colleges.

The new curriculum—Today the elementary school has added to the old subjects citizenship, morals and manners, cooking, sewing, manual training or industrial arts, thrift, and accident and fire prevention.

What the Schools Do

EDUCATION WEEK is a good time to study the work of the schools in the light of the cardinal objectives of education. How schools do this is suggested by the following statements.

How the Schools Promote Health—1. By cooperating with parents in an effort to have every beginner enter school free from remediable defects.

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

3. By wholesome and happy school atmosphere and routine.

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

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

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

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

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

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

What Schools Do to Improve Homes—1. Make the school building and grounds an example of cleanliness, good order, and beauty, worthy to be copied in the best homes.

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

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

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

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

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

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

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

9. Show how boy-girl relationships may be kept on a high plane of mutual respect

and helpfulness thus laying the foundation for happy relationships later.

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

How Schools Encourage Learning and Thinking—1. By seeking to provide a competent and welltrained teacher in every classroom.

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

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

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

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

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

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

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

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

How Schools Develop Vocational and Economic Efficiency—1. By developing sound working attitudes and habits within the school—joy in work, appreciation of the dignity of labor, the service ideal.

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

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

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

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

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

How Schools Prepare for Faithful Citizenship—1. By making the school a little democracy in whose activities all have an interest and a share.

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

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

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

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

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

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

How the Schools Train for the Wise Use of Leisure—1. By introducing young people to a wide range of life interests.

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

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

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

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

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

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

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

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

What Schools Do to Build Character—1. By helping each child to develop high standards of physical and mental fitness.

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

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

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

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

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

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

Let Us Magnify the Schools

THE VERY NATURE of the work which schools do demands that they be understood by the people if they are to succeed. There must be constant and unflinching sympathy between parents and teachers each for the other. Without mutual respect, cooperation, and even friendship the thing that is most precious in education—the refined and uplifted spirit—is in danger of being lost. Let us therefore magnify the schools—teaching children to love them, leading parents to work closely with them, and inspiring citizens to regard them as the highest expression of democratic endeavor whereby each child is to achieve a fair start in life.

Here are some statements about schools and teachers that are worth repeating many times until they are literally part of the thought life of the nation as a whole. These selections may be set in beautiful type and used as school posters. They may be used for contests in public speaking; published in newspapers; read at meetings; printed on programs for use during Education Week. Let children and teachers search for other gems that magnify schools.

Toast to the school—Let us magnify the free public school; founded in the idealism of our pioneering forefathers on the Atlantic seaboard; nurtured on the black soil of the central plains; raised to lofty heights of purpose and achievement in the mountain and Pacific states; now recognized everywhere as the chief servant of democratic life; America's choicest gift to civilization; blood brother of the home; necessary companion of a realistic church; the very foundation of an efficient state; a chief concern of every citizen; the birthright of every child; the hope of a better tomorrow.

In the faith that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up those who work in the schools that youth may be lifted up. Let us draw the keenest minds, the noblest hearts, the finest spirits from among our young into the teachers colleges; let us train them well according to their gifts and send them forth inspired with their sacred mission; let us reward them with salaries adequate for the good life, with security of tenure, and provisions for their later years.

Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward through its children and, by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the service and the welfare of childhood.

A prayer for schools—O God, Thou hast put into our hands the future of the race. We are made coworkers with Thy spirit in creating the world that is to be. Thou hast put

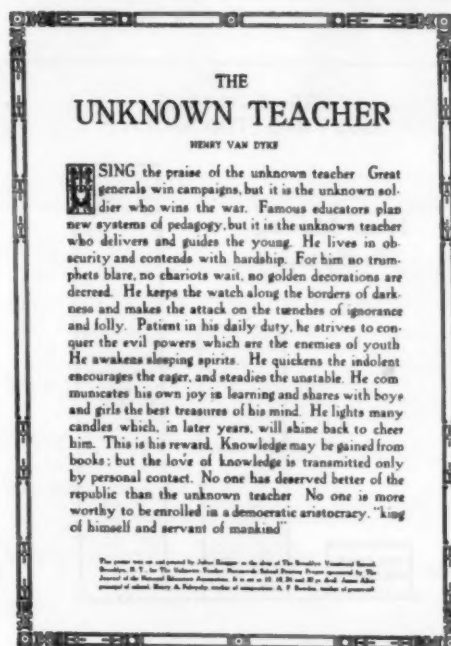
us increasingly what education means! Shake from us the ghost grip of the past, the narrowing hold of tradition, while we still preserve what is good. Deepen, broaden, enlarge our conception of the school. Make us glad to spend more for it, as the best of all investments for the security of the world. And show us that there can be no salvation for the race that does not first mean salvation for the child, by striking from his brain the chains of ignorance, from his heart the iron rim of superstition, and from his hands the curse of the unskilled!—*Frank Crane.*

In memory of Horace Mann—Thousands of schools have been named after Horace Mann. Education Week is a good time to read his writings and to tell young people of his pioneer service on behalf of American children as shown in his annual reports and other writings. His earthly remains are in the Old North Burying Ground at Providence, Rhode Island. His grave is surmounted by a monument which contains these words which he loved to quote, "What is excellent—as God lives—is permanent." This sentiment expresses the faith of all true teachers.

The life of the American community of today is expressed more completely in its school buildings and grounds than in any other way. Each new building is an event in a generation for the neighborhood it serves. Not to make it healthful, convenient, and inspiring is a public crime.

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

There are more children in the schools of the nation today than the total population of the country at the close of the Civil War.



This is a reduced facsimile of a poster published in the print shop of the Brooklyn Vocational School, Brooklyn, New York, as a part of a printing project sponsored by the JOURNAL. More than fifty schools have submitted similar posters. They are excellent examples of student craftsmanship and suggest a way in which school print shops can cooperate with local committees in the preparation for American Education Week.

every new generation in the lap of the old, that there may be continuity of growth. Awaken us to our responsibility. Stir us up to our own incomparable privilege. Make keen within us the conviction that we have no work more vital to do than to teach. Reveal to us the school as the heart of the world's work. Vast problems press upon us. The world is upturned. The masses seethe in the ferment of untried theories. Yet the way is so simple! It lies through the child. The road to the Golden Age runs through the schoolhouse. There is no reform however far-reaching, no establishment of justice however revolutionary, that might not better be accomplished by patience through the instruction of the children than through the schemes of politics or the violence of war. Arms and disorder, destruction and overturning, are man's way. The school is Thy way. Lay upon the conscience of every teacher the divinity of his employ. Give him the enthusiasm of his opportunity. Show him the beauty, the majesty, of his calling, the marvel of his art, the proper pride of his craftsmanship! Make every parent realize that the best gift in his power for the child is the school! Lay deep in every child's heart an unshakable ambition to learn, to know, to come to mastery. And unfold to

Our Biggest Business—Education

Why America is Great

THE MAGNITUDE of education has been suggested by Frank D. Boynton, president of the Department of Superintendence of the National Education Association in the following words:

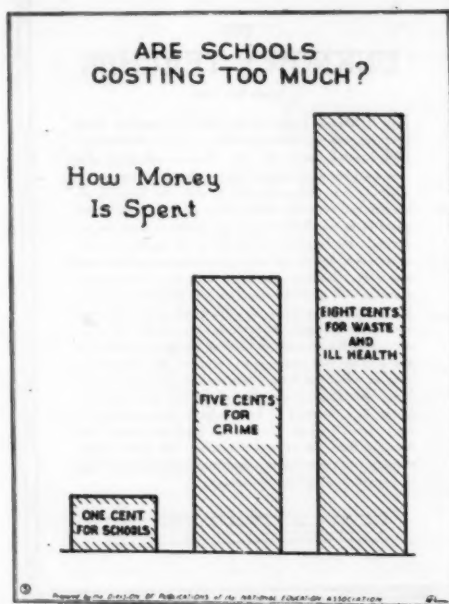
Education is the big business of the nation. Officered by a million teachers, the "grand army of the republic," an army of 28,000,000 young people, is marching against the citadels of ignorance and superstition and race hatred, upholding the traditions and defending the ideals of the republic—an army assembling from hill and dale, from city and village, from the farm, the workshop, the mine, from industry and commerce, from the homes of the rich and of the poor, with the blood of the Orient and of the Occident coursing through their veins; destined in each of the 48 states of this great American "league of nations" to become citizens, not subjects; an army whose well-being places an obligation upon every American to support to the limit the stronghold of our democracy, the bulwark of our free institutions.

The nation's children—More than 28,000,000 pupils are enrolled in the public and private schools of the United States. During 1925-26, the latest year for which figures are available, 20,984,002 pupils were enrolled in the public elementary schools; 2,143,000 were enrolled in private elementary schools; 3,767,922 in public secondary schools; 340,801 in private secondary schools; 280,437 in public higher schools; and 486,826 were enrolled in private higher schools.

The first high school maintained from taxes was established in Boston in 1821. During the next half century the battle for free high schools was waged and won in locality after locality. By 1880 high-school enrolment had reached 110,277. Every decade since then it has doubled or more than doubled so that the figures run—202,963 in 1890; 519,251 in 1900; 915,061 in 1910; 2,199,389 in 1920; and now approximately 4,000,000.

One person in every four of the nation's population daily gives his working hours either to study or to teaching. By allowing one parent or guardian for each child enrolled, the number of persons interested in education, counting children, teachers, and parents, is 57,000,000 persons. Surely a big business from the standpoint of personnel.

The nation's teachers—The million teachers in the United States are a mighty force in the life of the Republic.



This is a reduced facsimile of one of a set of eight posters. The full size is 17 by 23 inches. These posters may be had at 50 cents each or \$2 a set. The eight are shown in miniature on page 186 of the June JOURNAL.

Orrin C. Lester, vicepresident of the Bowery Savings Bank, New York City, who once taught in a country school, says: "From the standpoint of service there is no promotion from teaching." The new spirit among teachers is suggested by the growth of the National Education Association from 10,000 members in 1918 to 181,000 in 1928. It is suggested by the membership of 650,000 in state teachers' associations. In the past ten years there has been an increase in attendance at summer schools from 40,000 to 250,000.

The teachers of America—the Republic's first and last line of defense. Their economic, social, and professional welfare—the chief concern of state and nation.—*Francis G. Blair.*

The spirit of America's teachers—When George Washington needed a trusted officer to go within the British lines for information, Nathan Hale, a Connecticut teacher, volunteered for the difficult and dangerous duty. Captured by Howe's forces and facing death, Nathan Hale expressed the spirit of America's teachers when he said, "I only regret that I have but one life to lose for my country." In City Hall Park, New York

City, near the spot where he lost his life, stands a statue of this great teacher-hero. There is another statue in the State House at Hartford; also another in front of the library on Main Street in Hartford.

The nation's school plant—The school has come to be the dominant feature of the American landscape. Towns and cities are proud to put their wealth and talent into buildings worthy of the ideals for which the schools stand. In 1926 the total number of public school buildings totaled 256,104.

It is the school, as the creative expression of the aim of the community, which will some day give a new nucleus to the aimless sprawl of our present agglomerations of streets and houses, the school in the small town, the university in the great one. In the coming cities of America and the reconstructed world, schools and universities may presently tower over the towns as the cathedrals do over the older cities of Europe, and as the pyramids and colossal statue of the god Pharaoh towered over the towns of ancient Egypt. The university and its associated schools should be the loveliest and greatest mass of architecture in every great town. The common school should be the center and pride of every village. And such a school should not be thought of as merely preparing children for a way of living already defined and settled; it should be thought of as giving a direction to the whole life of the people.—*H. G. Wells.*

Importance of education in each of the states—Each year the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION publishes tables giving important facts about education in each of the states and in the United States as a whole. Facts may be drawn from these tables for each of the states by referring to the JOURNAL as follows:

Public school expenditures in 1925-26. June, 1928; 17:190.

Enrolment in American schools during 1925-26. May, 1928; 17:150.

Can America afford education?—Feb., 1927; 16:64.

What America spends for luxuries. May, 1927; 16:162.

Economic resources and school costs by states in 1926. Feb., 1928; 17:56.

Growth of summer school attendance. Nov., 1927; 16:257.

Growth of education associations. April, 1928; 17:124.

Membership in professional and technical organizations. Dec., 1927; 16:288.

Growth of National Congress of Parents and Teachers, 1918-1927. Oct., 1927; 16:218.

Growth of public library service. Jan., 1927; 16:30.

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Judging by what educators have said regarding results when these new books are used, they are truly wonderful books for primary pupils.

Story Games with Pictures and Numbers.....48 cents

A silent reader and workbook for primary grades, with tests involving number work, writing, spelling, and drawing.

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First steps in the recognition of printed words and sentences as symbols of ideas.

Smedley & Olsen New Primer.....60 cents

A carefully graded reading book with correct vocabulary, unity and continuity in organization, and effective word review.

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Much new and original matter very well unified and including a large amount of material for silent reading.

Smedley & Olsen New Second Reader.....68 cents

Many new stories and devices designed to hold the child's attention and make him think about what he reads.

Beginner's Book in Writing and Spelling.....20 cents

Correlated lessons which lead to the establishment of correct responses and habits, and the consequent absence of errors in writing and spelling.

Four and Twenty Famous Tales.....24 cents

Attractive short stories for silent reading in the lower grades, with devices for determining thought-getting ability.

Forty Famous Stories.....24 cents

A silent reader for fourth grade, including speed and comprehension tests based on stories young folks find much delight in reading.

Read and Do.....20 cents

A silent reader for second grade, made up of directions which the pupils "Read", then "Do".

Safety First Stories and Pictures (Gr. 3 and 4).....16 cents

Fairy Folk Stories and Pictures (Gr. 3 and 4).....16 cents

Sunbonnet Sue and Overalls Jim (Gr. 2 and 3).....16 cents

These three books present new silent reading material with appropriate comprehension tests, and interesting seat work in the form of pictures to color.

Circus Pictures to Cut, Color, and Paste.....16 cents

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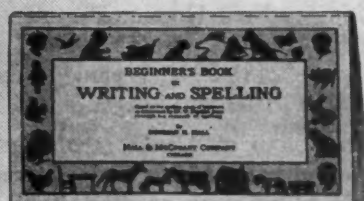
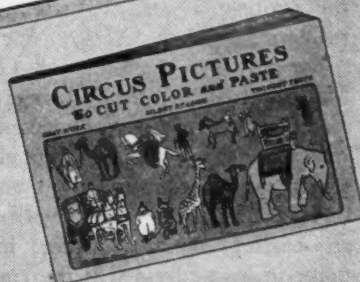
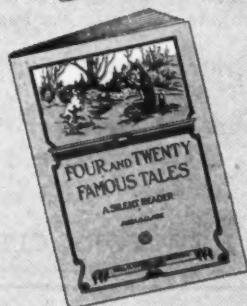
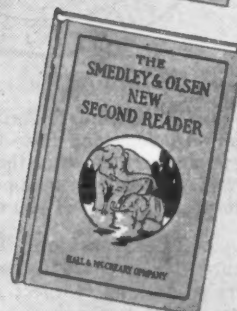
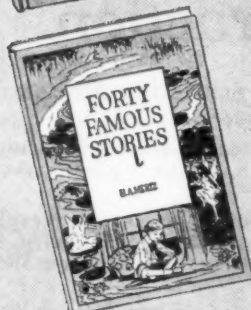
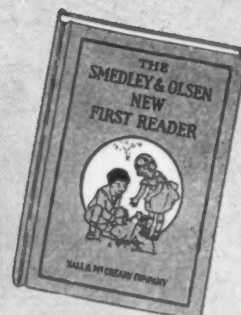
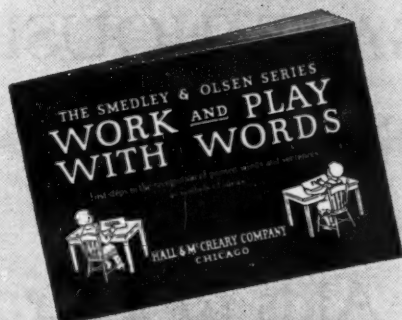
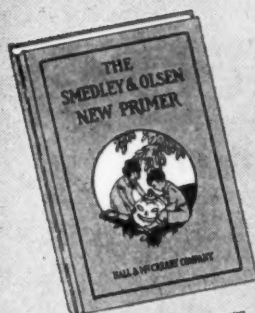
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These three books provide truly purposeful seat work which is unusually effective in vocabulary building.

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NOTES and ANNOUNCEMENTS

ON TO ATLANTA—The announcement that the 1929 summer convention would be in Atlanta, Georgia, has been received throughout the country with enthusiasm and plans are going forward earlier than usual to make this one of the greatest meetings in the history of the Association. It is the first summer convention to be held in the South since the meeting in Charleston in 1900.

Evening general sessions and meetings of the Representative Assembly will be held in the Auditorium-Armory, which has a seating capacity of 6000, and is directly connected with an excellent exhibit hall. A large number of halls of various seating capacities and conveniently located are available for department and group meetings. The convention headquarters will be in the Auditorium-Armory.

Atlanta is making eager preparations. It is served by a group of excellent hotels. Most of these are located in the heart of

the downtown section and are convenient to the places where the sessions of the Association will be held. Following is a list of leading hotels, the figures after each indicating the number of rooms:

Hotel Ansley, 400	Henry Grady Hotel, 500
Atlanta-Biltmore, 560	Hotel Hampton, 100
Hotel Aragon, 200	Imperial Hotel, 119
The Cecil, 312	Kimball House, 400
Robert Fulton Hotel, 300	Piedmont Hotel, 400
Georgian Terrace, 256	Hotel Scoville, 50
	Wilmot Hotel, 100
	Hotel Winecoff, 200

Hotel room reservations may be made by applying to the hotel direct or by writing to Fred Houser, Executive Secretary, Atlanta Convention and Tourist Bureau, 218 - 222 Wynne-Claughton Building, Atlanta, Georgia.

THE BOARD of Directors of the National Education Association at its meeting in Minneapolis on June 30 adopted the following resolution:

Resolved, that the Board of Directors condemns the policy and efforts of agencies to put propaganda into the schools and hereby

authorizes the President of the Association to appoint a committee of ten to prepare a report for the meeting of the Association in 1929 on the following points: (1) What principles of school administration should guide school authorities and what principles of school procedure should guide teachers in handling material which might be classed as propaganda; and, (2) what machinery if any needs to be set up on a local, state, or national basis to serve as a protection to independent school officers and teachers.

ONE OF THE best programs of the Minneapolis meeting featured addresses on the professions of medicine, law, and teaching. Miss Mary McSkimmon spoke ably for teaching and Dr. W. J. Mayo of Rochester, Minnesota, for medicine. Dr. Mayo advocated the four quarter system above the elementary school that graduates might enter upon their professional work welltrained at an earlier age. Another interesting point in his address was the emphasis on religion. Dr. Mayo said:

(Continued on page A-207)

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Just a few of the subjects in geography and general science, now available, are:

New England Fisheries
Wisconsin Dairies
Cattle
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Anthracite Coal

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Compare it with any other make; if not perfectly satisfactory return it and your money will be cheerfully refunded. Many exclusive mechanical features, in point of ease of operation, long-life safety, adjustable take-up, focus adjustment, simplicity throughout. **IT HAS NO EQUAL.** That's Why the United States Navy is using 150 Machines. 51 being used by Hollywood's most famous celebrities, directors and producers. Professional quality with portability. Weight 44 pounds. Can be operated from any light system, farm lighting included.

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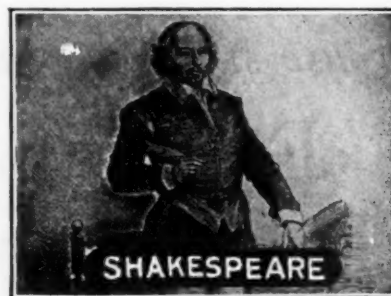
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The National Education Association

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(Continued from page A-204)

There is a tendency of the time for a group of intellectuals—persons who have been educated beyond their intelligence—to underrate the value of religion as the universal comforter in times of physical or spiritual stress, but to the masses of the people religion has the same potency that it has had for two thousand years.

MEMBERS of the Boy Scouts of America gave valuable service in connection with the Minneapolis convention of the National Education Association. It is reported that 329 separate units of service were discharged; 51 different troops were represented; 184 different Scouts participated; one Scout, Myron Heine, second-class Scout of Troop 101 rendered service at ten different meetings.

AS FINAL CLIMAX to a program interspersed with many social functions the Minneapolis teachers were hosts to the delegates, Friday afternoon at a picnic dinner. During the afternoon a caravan of chartered busses with special police escort took the delegates and their friends for a tour of the Twin Cities and out into the country of ten thousand lakes where on the shore of one of the most beautiful, White Bear Lake, a delicious chicken dinner was served at Wildwood Pavilion. Colored balloons furnished by the St. Paul teachers added

picturesqueness and fun to the frolic.

C. W. SHIRK, secretary of the convention department of the Minneapolis Civic and Commerce Association writes:

According to our count the N. E. A. convention at Minneapolis received 6833 column inches in the Twin Cities newspapers. This seems to us like a corking good record.

AUGUSTUS O. THOMAS, president of the World Federation of Education Associations struck a happy note at the Minneapolis convention when he said: "It is wrong to divide the children of this country into common and preferred stock." He was making a plea for a system of schools that would meet the needs of all youth from kindergarten through the university.

SUPERINTENDENT FRANK D. BOYNTON of Ithaca, New York, president of the Department of Superintendence, has been at work during the summer on plans for the fifty-ninth annual meeting of the Department at Cleveland, Ohio, February 24-28, 1929. His program is well underway. An unusually attractive educational exhibit is to be a convention feature. Those who have not yet secured sleeping room reservations at Cleveland are advised to write

promptly to A. C. Eldredge, chairman of the Housing Committee, Room 1604, Terminal Tower Building, Cleveland, stating name and address of each person to be accommodated and time of arrival.

SCHOOLS THAT ARE PROPHECIES! Progressive schools that are doing a pioneer work in various fields are truly a prophecy of what all our schools may sometime be. From a list of more than 300 such schools published in the April JOURNAL, selection has been made for an outstanding series to appear in the JOURNAL during 1928-29. These schools will be described by able writers so that their progressive features will be suggestive for other schools. They will include all types from preschool to university and both large and small in different sections of the country.

Another series will be one-page articles on mental health by Daniel W. La Rue which will bring material that will help the reader to adjust himself to everyday situations in the complex life of today. The desire of teachers for health material reflects the need that still exists everywhere. The JOURNAL of 1928-29 will publish a series of health articles on important phases of that subject. The "Careers in Education"

(Continued on page A-208)



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(Continued from page A-207)

series of last year will be completed during this year with articles on music, teacher training, school librarianship, and other special fields.

THE NATIONAL Council of State Superintendents and Commissioners of Education will hold a meeting in Washington, D. C., December 11 and 12 of the current year. They will confer with federal authorities on questions vital to the Council. Three main topics have been selected for discussion with government officers. They are: Educational statistics, Uniform reports, and How the United States Bureau of Education can best serve as a clearinghouse for state departments of education.

NATIONAL TEACHER DAY will be observed on the closing Sunday of American Education Week, November 11, under the leadership of the National Congress of Parents and Teachers. Wherever there are local parent-teacher associations, teachers will wish to co-operate in honoring members of the teaching profession.

DR. JOHN J. TIGERT, since 1921 U. S. Commissioner of Education, has resigned to become president of the University of Florida, at Gainesville. The resigna-

tion became effective September 1. Dr. Tigert was formerly president of Kentucky Wesleyan College and for ten years was professor of psychology and education at the University of Kentucky. Dr. Tigert's many friends will wish him success in his new field.

SINCE OCTOBER 1927, THE JOURNAL has been sending to several hundred readers each month a blank form listing JOURNAL articles of that month with the request that the five articles which have helped the reader most in his effort to work on the problems of the profession be ranked in order of preference. The form can be quickly read and filled out; a stamped, addressed envelope is inclosed for reply. The mailing list is kept "alive" by dropping the names of readers who do not return the form and adding new ones. Some are selected from teachers in 100 percent schools and some are teachers who, at the request of THE JOURNAL office, have been selected by their principals for this service to the Association. Every branch of the profession and every state in the Union has shared in this service. The ranking of articles, the comments, and suggestions from more than a thousand check-up sheets that were received during

1927-28 have given valuable information for planning THE JOURNAL.

Of the nine articles which received first rank during last school year, two were editorials, one was an address given at the summer convention of the Association, one was an address given at the winter convention of the Department of Superintendence, four were articles in the planned series, "Growth in the Educational Service," and one was an unsolicited article sent in to THE JOURNAL office.

Dr. Lewis M. Terman, of Stanford University, in replying to a letter which informed him that his article, "Growth through Professional Reading," ranked first in the May 1928 JOURNAL wrote the following letter:

Thank you very much for the information in your letter of June 1st regarding my little article in the May JOURNAL. I am very much surprised that this article which I was compelled to prepare so hurriedly should receive such a ranking. I am very glad you let me know about it.

It seems to me your plan of securing ratings is a very good one. If all your contributors knew about it in advance it would probably improve their contributions!

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(Continued on page A-210)

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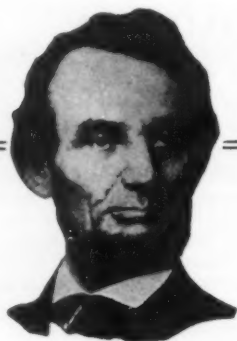
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Character Building through HARMONICA Group Instruction

By WM. J. HAUSSLER

PRACTICAL experience in numerous schools has clearly demonstrated the value of group Harmonica instruction in character development. This phase is of especial interest in the cases of children in whose homes the opportunities for cultural development are not favorable. It has been found repeatedly that even pupils who are generally unruly and totally uninterested in their formal studies can be attracted toward school, when all else fails, by group work on the Harmonica.

This is particularly true with retarded pupils whose limited mentality makes it so difficult to arouse real interest and enthusiasm for their studies, or to develop those traits of character which will assist them and offset their mental handicaps.

Another desirable trait which Harmonica practice engenders is perseverance—for this instrument requires a certain degree of skill before it can be played well. Yet the fascination of the work itself brings this about without conscious or tiresome effort. Furthermore, Harmonica playing gains the whole-

hearted interest and attention of the pupils to such an extent that the concentration developed by this training is carried over into other school activities.

As soon as the pupils, through individual and class instruction, have progressed to the point where they can attempt ensemble playing, they are prepared to receive the instruction and benefit by the discipline of regular orchestral training. They learn to follow the director and obey his signals—to perform with precision and éclat. And just as with the most famous bands and orchestras, this training automatically develops implicit obedience, cooperation and highly concentrated attention in each member. It inculcates a sense of responsibility, together with school and civic pride.

Teachers and others in authority are invited to send for a brochure describing the results obtained in thousands of schools throughout the country, and supplying practical instruction for the development of Harmonica group activities. The coupon below will bring this brochure without charge.

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(Continued from page A-208)
be broadcast on a nationwide hookup on the evening of November 9 between the hours of ten and eleven, eastern time; nine and ten, central time; eight and nine, mountain time; seven and eight, Pacific time. Every teacher in the nation will wish to hear this program and to call it to the attention of children and their parents. Note this date on your calendar now and keep it in mind in planning a program for American Education Week.

MRS. EDITH B. JOYNES of Norfolk, Virginia, president of the Department of Classroom Teachers, is starting the middle of October on an extensive field trip. Her itinerary will take her into the following states: Alabama, Arizona, Arkansas, District of Columbia, Georgia, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, and Texas. The purpose of Mrs. Joynes' trip is to hold conferences with classroom teachers to acquaint them with the aims and purposes of the Department and of the Association. She will also visit several state associations.

IN THE MAY JOURNAL Notes and Announcements there was printed a letter from an employment agency to a superintendent of schools offering him ten dollars for each vacancy in his school system which was filled by one of their candidates. The National Association of Teachers' Agencies has been investigating the company which made this proposition and has this to say of it:

The company which made this objectionable proposition was not a member of the National Association of Teachers' Agencies, was not even a teachers' agency in the general acceptance of the term, but was simply a labor agency, which thought it would try its hand in the teaching field. We do not believe you will ever find an organization which has the placing of teachers as its major work using the name "employment service." We teachers' agency men are all proud enough of our work so that we call ourselves a teachers' agency, or a teachers' bureau, or an educational agency, or something of the sort, but you will always find something in our firm name which connects us directly with schools.

ALBERT SHAW in an editorial in the *Review of Reviews* for July refers to the National Education Association as "one of the most magnificent of American organizations for the country's progress in all that makes life worth living." This same magazine contains a most appreciative article by William

(Continued on page A-213)

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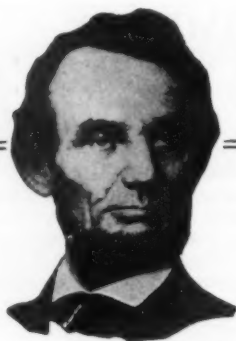
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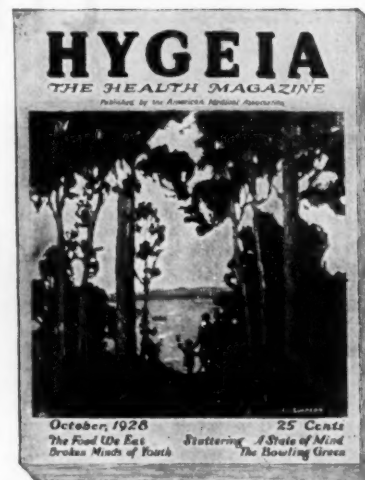
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(Continued from page A-210)

McAndrew on The Organized Teaching Business. Says Mr. McAndrew:

You may properly be proud of your National Education Association, by far the largest in the world. It is changing a spotty, hit-and-miss occupation of low general average throughout the states to a more coherent progressive service for your children and you. It has brought you beautiful and sanitary school buildings. It has changed school from a prison and place of punishment to a resort in which children lead happy lives.

How you can work on the problems of the profession—1. Help other teachers to appreciate the importance of enlisting in local, state, and national associations. The profession cannot arise to its full effectiveness with only one teacher in five sharing in the professional advance. 2. Take up some one professional project like American Education Week and specialize in it this year. 3. Arrange for regular meetings of your school faculty or local teachers' association and plan programs for the discussion of professional problems. 4. Examine regularly two or more professional magazines and keep familiar with new movements and trends. 5. Take part in the movement for parent education and the development of cooperation between teachers and parents.

THE STATE DEPARTMENT of Education of Texas established on July 1 a School Plant Division which has outlined its service to the state under the following heads:

1. Making plans of buildings (one to eight-teacher schools) and furnishing blue prints to school boards.
2. Advising with school boards, county superintendents, superintendents of independent districts, and architects regarding proposed plans and specifications, making suggestions for the improvement of hygienic conditions and the utility of the plant.
3. Assisting in working out plans for remodeling old buildings that need to be made more usable.
4. Advising with school officials in the selection of equipment.
5. Assisting in selecting sites and in placing the building on the site.
6. Assisting in planning school grounds.
7. Gathering data for the purpose of working out standards for Texas on the basis of actual conditions in Texas.

RURAL LIBRARIES, Farmers Bulletin No. 1559 of the U. S. Department of Agriculture, should be in the library of every rural school in America. It contains excellent material for community civics. Teachers wishing this valuable fifty-page pamphlet may have free copies by requesting them from the Department of Agriculture, Washington, D. C.

(Continued on page A-214)



Who Will Pay the Doctor, the Nurse, and the Board Bill, When You are Sick or Injured?

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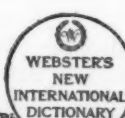
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(Continued from page A-213)

HENRY FORD gave these views on alcohol to interviewers on his visit to England:

My experience is that no one can drink alcohol without injury. If people have to drink they are done for as far as I am concerned. In saying this I don't deserve any credit for not drinking, because I don't like it. I have the same remarks to make regarding smoking—both destroy brain cells. America has improved considerably under prohibition, both industrially and commercially and the rest of the world will follow.

COUNTY LIBRARIES are spreading. The American Library Association reports that in June, 1928, there were 260, seventeen of them having been established in the year ending April 30, 1928. They are to be found in thirty-four states and in every section of the United States except New England, where the town is the county unit. California leads with forty-six county libraries out of fifty-eight counties; New Jersey has nine county libraries with only twenty-one counties, and Indiana and North Carolina each have fourteen.

A CALL TO ACTIVE DUTY—The Department on Active Citizenship of The National Civic Federation is calling on all citizens to do their full political duty of voting in the coming elections. In a statement by John Hays Hammond, chairman of the Department, and Peter J. Brady, secretary, is the following appeal:

We may rail at the quantity and quality of legislation enacted by "corrupt" and "inefficient" municipal and state governments, not to mention the federal law-making body, but we who refuse to perform our share of the party drudgery have only ourselves to blame. That negligence on our part accounts for many "misfits" holding political positions. Demanding recognition of their service to the party organizations, they generally get the jobs because they have done the work which had to be done and in which all good citizens should have participated. It is out of this very situation that notorious scandals have blossomed in New York City, Philadelphia, and Chicago, to specify only a few localities. The appalling conditions just revealed in the report of the Chicago Crime Commission, showing the intimate relations between the political machinery and the criminal classes, should be read by every American citizen who refuses to play his part in the field of practical politics.

We must look to the coming generation to aid in bettering the political situation. The statement says:

Since seven million boys and girls will cast their first presidential votes this year, it is of the utmost importance that they be linked up with their respective party organizations. There are other millions of boys and girls,

however, who will not be of voting age but who can aid their party organizations in getting the members of their families to perform their civic duty. An experiment along this line was made during registration week last October in New York City by utilizing the 125,000 high-school boys and girls to stimulate the civic interest of their relatives and friends. The resultant report showed that, of the 234,000 eligible voters interviewed, 170,000 registered. An appeal is being made by the Department on Active Citizenship to the members of the Republican and Democratic National and State Committees urging that they exercise their influence to induce the thousands of local party organizations to find ways to utilize the youthful energy and enthusiasm of these young citizens. An important point to be remembered in connection with the high-school students is that, through their study of civics, they often have a better understanding and appreciation of the importance of the questions dealt with by municipal and state governments than has the average adult in large cities who, as a rule, does not even know the name of his alderman nor of his member of the legislature. Furthermore, during the last three years through the movements known as the National and Intercollegiate Oratorical Contests on the Constitution, these students have acquired a working knowledge of that great document, rendering them all the more eligible for intelligent participation in practical politics. It is the boys and girls of today who tomorrow will bear the burden of "carrying on"; therefore, the sooner they can be put in harness, the better for the future of our land.

THE NATIONAL Geographic Society will resume publication of the Geographic News Bulletins this fall. The bulletins are presented to teachers by the Society because of the recognized need for the latest geographic news: new boundaries, capitals, shifts in world trade, archaeological discoveries, and explorations. Teachers who ask for the Geographic News Bulletins receive thirty issues during the school year. A request for the bulletins should be accompanied by twenty-five cents to cover mailing costs. Address: National Geographic Society, Washington, D. C.

THE ANNUAL meeting of the American Library Association was held at West Baden, Indiana, May 28 to June 2, with 2000 delegates present. Carl B. Roden, librarian of the Chicago Public Library and president of the association, opened the conference, and proposed three main activities as necessary parts of a program to multiply and improve library facilities in America. They are: Library extension, which is concerned with the promotion and establishment of new libraries; adult education, which seeks ways and means of offering assistance through libraries to the millions of adults engaged in selfedu-

(Continued on A-216)



—but how to keep them that way?

MOTHERS take particular care to see that their children begin the school year with neat clothes and well-bathed bodies.

Children themselves have an interest in appearing to advantage the first day of school, but, as the novelty of school wears off and the cold weather comes on, this enthusiasm sometimes dies and is succeeded by carelessness.

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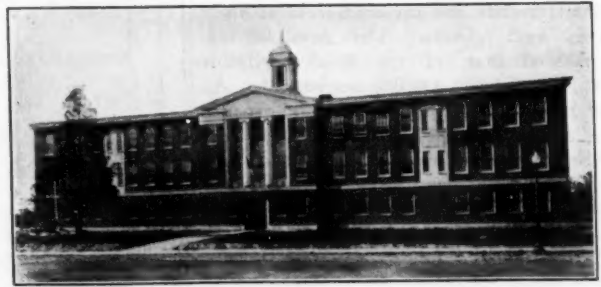
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(Continued from page A-215)

cation, and education for librarianship. Linda Eastman, head of the Cleveland Public Library since 1918, was elected president for 1928-29.

BOOK WEEK will be observed this year November 11-17. Teachers wishing special material prepared for the observance of this week should write to the Book Week Committee, 25 West 33d Street, New York, asking for suggestions for programs and other material which will be supplied gratis.

LEAGUE OF NATIONS Teaching—The attitude of our overseas contemporaries toward the League of Nations is suggested by the following extract from the *Scottish Educational Journal*:

No longer is the question debated whether or not the aims and achievements of the League of Nations should find a place in the curriculum of our schools. That battle has been fought and won. The great majority of our education authorities has adopted resolutions in favor of League instruction for the youth of the nation. The teaching profession through their recognized associations have also committed themselves wholeheartedly to the introduction of such teaching in the schools.

The main question having been settled, the only problem now remaining is how best this

instruction may be given. Essentially this is a question for the teachers to settle, and it is one likely to give rise to wide differences of opinion and great divergencies in practise. Some local authorities have discussed the matter with their teachers and have reached certain conclusions. Among these is Edinburgh Authority, which has now issued in pamphlet form a "Memorandum on the Teaching of the Existence, Aims, and Achievements of the League of Nations." This has been drawn up by a Joint Committee of the Authority and Teachers, and is issued for the guidance of the staff.

THE EYESIGHT of school children is of the utmost importance. Teachers wishing special help can obtain much useful information from the National Society for the Prevention of Blindness, 370 Seventh Avenue, New York City.

THE SCHOOL of Education at Stanford, with the approval of the proper university authorities, has established a new degree for advanced work in education, analogous to the J. D. and M. D. degrees, and the equivalent to the Ph.D. degree in difficulty of attainment. This degree will require not less than three years of resident study beyond the A. B. degree, at least the last year of which must be done at Stanford, together with a satisfactory thesis. The new degree will differ from

the Ph.D. degree in that emphasis will be placed on the mastery of professional subject-matter rather than on original research; a reading knowledge of other languages will be required only when needed for the student's thesis work; evidence as to personal success in actual classroom teaching or school administration will be required; and the thesis or dissertation may be an organization or application of existing knowledge as well as a contribution. The new degree merely shifts the emphasis from research to professional equipment and preparation for teaching and school administration, without lowering university standards or creating a cheaper or easier degree.

OFFERED FOR the first time in the University of Southern California, a course in Commercial Aviation covering the economics of aeronautics is announced to open this month. The course will cover history of aviation, types of air craft, types of motors, government and state regulations, mail, express, and passenger service, rates and operating cost, airways, airports, safety devices, and government inspection, dealing with aviation from a service and investment point of view.